

Subject Curriculum Overview

PE

Southwater Infant Academy

Planning and Progression

'Growing, Learning and Succeeding Together'



Curriculum Statement

Intent

At The Southwater Infant Academy we aim to create a positive relationship with physical activity for life, through the development of fundamental skills. We endeavour to develop children's awareness of a healthy life style associating this with our wellbeing, happiness and welfare. In line with our own values we have adopted the philosophy offered by the Complete PE resource, in partnership with Youth Sports Trust. Complete PE is an interactive online resource that enables educators to plan and deliver high quality lessons. This ensures that we develop our children's physical, cognitive, social and emotional success' in all areas of Physical Education.

Implementation

In the Foundation stage, PE is taught through Dance, Gymnastics, Ball skills and competitive games. In Key Stage One children continue to build on these skills, whilst introducing Team building and Health and Wellbeing, developing and applying these skills into games and activities. Our PE curriculum, with the support of Complete PE, is planned to cover the progression of skills, knowledge and coverage from Development Matters for the EYFS and The National Curriculum for Key Stage One. Our PE curriculum has been developed with cross curricular links in mind and the sequences have been selected to match year group termly topics, where possible. The sequences of learning provide our children with opportunities to re-visit prior learning and build on their skills and knowledge as they move through the Academy. The success criteria within each of the sequences of learning is aligned with The National Curriculum and Development Matters . Accompanying the success criteria, Complete PE offers multiple videos of support for students and teachers, alongside learning support cards for almost every sequence.

The term 'sequence' is used as an alternative for 'lesson', this allows classes' and individuals to work through the sequences at their own pace meeting any specific individual needs. The sequences offer challenges to all pupils, highlighted in the success criteria and supported with questioning and videos. The assessment tool enables teachers to complete quick and meaningful summative assessments. By using the success criteria embedded within the sequences of learning, teachers can make logical and informed assessments of pupil progress. Throughout our PE lessons children across the academy develop skills in balance, coordination and agility. We feel it is essential that every child learns how to compete and develop key skills associated with competition. Our children will compete against themselves aiming to improve performance. They will carry out indirect competitions with an opponent and direct competitions against opponents with varying degrees of social and physical interaction. We aim to embed our core values of respect, kindness and honesty through the opportunities provided in the PE curriculum.

Children have lots of opportunities to develop and apply their skills at playtime with a range of opportunities developed by the play leader. There is a real sense of love for PE throughout the academy. This is reflected through the high demand for extra-curricular sports clubs.

Impact

By the end of Key Stage One, the children at The Southwater Infant Academy have a real enthusiasm for PE. They develop their fundamental skills of **agility, balance and coordination**. They will be confident to apply their physical skills independently or cooperatively with others in a creative or competitive manner. They will understand the importance of a healthy life style and actively make choices to implement their understanding. The children will aspire to achieve their best in sport, and will leave the academy with an ambitious attitude that fosters a positive wellbeing. [‘School Sports Premium’](#) has provided opportunities for PE and sport to be enhanced ensuring all of our children experience high quality PE and sport.

Subject Specific PE Disciplines


	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
--	-------------	---------------	---------------


	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary	Skills	Knowledge	Vocabulary
Autumn 1 Locomotion 	Jumping Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping	Explore jumping, in different directions, at different speeds, different levels, heights and distances. Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.	Jumping Distance Height Space Hopping Speed Landing	Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a competitive game	Developing pupils' ability to run using different parts of their bodies. Understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.	Attacker Defender Space Speed Acceleration Tagging/Tag	Dodging Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams	Apply their knowledge of how, where and why to dodge. Learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.	Attacker Defender Space Dodge Tagging/Tag
Dance 	Nursery Rhymes Moving in sequence Creating our own movements Creating simple movement sequences Responding in movement to	Pupils will explore creating simple movement sequences that relate to specific words in different nursery rhymes.	Champion dancer Beat Moving Control Rhythm	Body Parts Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled	Apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor	Champion gymnast Wide Narrow Curled Big Small Interesting Linking	Linking Developing linking on apparatus Jump, roll, balance sequences/on apparatus Creation of sequences	Explore different ways that they can link movements and balances together. Apply 'champion gymnastics' and be able	Champion gymnastic Linking Flow Transition Jump Roll Sequence

	words and music Exploring contrasting tempos Exploring character movements	Pupils will add movements together to form sequences and begin to explore character movements with a partner.		using big and small body parts Adding (linking) movements together	and on apparatus. Transition between the theme words as they link movements together developing simple sequences.		Completion of sequences and performance	to perform a sequence on apparatus focused on; jumps, rolls and balances	
Autumn 2 Locomotion 				Hands 1 Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills	Develop sending and receiving skills, applying and developing understanding of where we send a ball and why. Combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.	Possession Space Control Attacker Dribbling Accuracy Power	Hands 1 Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point	Combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Apply these skills in teams in various games and activities.	Attacker Defendant Opponent Team Dribbling Chest Pass


Spring 1 Ball skills: hands 	Hands 1 Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing	Explore different ways of using our hands to move with a ball, keeping control. Explore rolling, pushing and bouncing a ball with a partner	Space Control Defender Bouncing Rolling Pushing	Feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point	Develop pupils' ability to apply effective dribbling skills. Develop their understanding of why we need to be accurate when kicking (passing) a ball. Collaborate and work together in a team.	Attacker Defender Space Dribbling Passing Control	Feet Develop dribbling/passing / receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point	Challenge pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point	Attacker Defender Possession Space Dribbling Passing
Dance  Gymnastics	High, Low, Over, Under Introduction to high, low, over and under Introduction to the apparatus Applying high and low on apparatus	Explore 'champion gymnastics'. Pupils will create movements and balances in high and low ways on the floor and	Champion gymnastic Shapes High Low Over Under	The Zoo Exploring expression Developing our movements, adding movements together Responding to a rhythm:	Challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing	Champion dancers Beat Moving Control Rhythm Sequence Motif Expression	Explorers Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs	Develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance.	Campion dancers Control Rhythm Expression Emotion Choreograph y Unison Motif

		<p>on apparatus.</p> <p>Pupils will self-select where to work, exploring movements and balances and start to identify features of other pupil's work.</p>		<p>Introducing partner work</p> <p>Creating an animal sequence motif</p> <p>Exploring relationships within our motifs</p>	<p>character expression.</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p>		<p>Extending our motifs</p> <p>Sequences, relationships and performance</p>	<p>Creating a motif and will develop their motifs with a partner to include some different elements of choreography.</p>	
<p>Spring 2</p> <p>Ball skills: Feet</p> 				<p>Hands 2</p> <p>Introduce throwing with accuracy</p> <p>Apply throwing with accuracy in a team</p> <p>Introduce stopping a ball Develop sending (rolling) skills to score a point</p> <p>Consolidate sending and stopping to win a game</p>	<p>Consolidate pupil's ability to accurately roll a ball towards a target.</p> <p>Combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p>	<p>Batter Fielder Opponent Aiming Accuracy Throwing Catching Rolling</p>	<p>Hands 2</p> <p>Consolidate pupil's application and understanding of underarm throwing</p> <p>Applying the underarm and overarm throw to win a game</p> <p>Applying the underarm throw to beat an opponent</p>	<p>Challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.</p> <p>Further extend their understanding of why we need to be accurate when we throw</p>	<p>Attacker Defender Batting Fielder Space Throwing Catching</p>

<p>Gymnastics</p> 		<p>Body Parts Introduction to big/small body parts</p> <p>Combining big and small with wide, narrow and curled</p> <p>Transition between wide narrow and curled using big and small body parts Adding (linking) movements together</p>	<p>Apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Transition between the theme words as they link movements together developing simple sequences.</p>	<p>Campion gymnast Wide Narrow Curled Big Small Interesting Linking</p>	<p>Pathways Explore/develop zig-zag pathways/on apparatus</p> <p>Explore/develop curved pathways/ on apparatus</p> <p>Creation of pathway sequences</p> <p>Completion of pathways sequences and performance</p>	<p>Challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways.</p> <p>Apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.</p>	<p>Champion gymnast Linking Flow Transition Zig-Zag Curved Sequence</p>
---	--	---	---	---	--	---	---

Summer 1 Ball skills: hands 2 	Feet Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent	Explore moving with a ball using their feet. Develop their technique of dribbling the ball and understand where and why we dribble, keeping control.	Attacker Defender Space Opponent Dribbling Control	Orienteering – Geography link Should build upon the teamwork and communication skills.	Orienteering – Geography link Should build upon the teamwork and communication skills.
---	--	---	---	---	---

<p>Dance</p>  <p>Orienteering</p> 	<p>Dinosaurs Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements Performing with a partner Exploring relationships</p>	<p>Pupils to explore different movements using different parts of the body, adding emotion and expression as they become dinosaurs. Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs.</p>	<p>Champion dancer Beat Moving Control Rhythm Timing Sequence Expression</p>	<p>Rackets, Bats and Balls Develop pushing (dribbling) a ball with a racket. Introducing control Explore hitting and develop pushing a ball (with a racket) towards a target Explore hitting a ball (with a racket) with accuracy and power</p>	<p>Developing the ability to keep a ball controlled using a racket. Explore and develop their hitting (pushing) skills using a ball and a racket accurately. Pupils will apply their understanding of accuracy and space in a variety of games</p>	<p>Possession Control Attacker Defender Dribbling Accuracy Hitting Power</p>	<p>Rackets, Bats and Balls Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Introduce hitting (sending/striking) a ball into a space: Where and why? Striking the ball (with a bat</p>	<p>Pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball into space in order to win a game. Pupils will refine this understanding of why in certain games, hitting into space is essential in order to score points against the opposing team.</p>	<p>Attacker Defender Opponent Accuracy Power Batting Fielder</p>
<p>Summer 2</p> <p>Games for Understanding</p> <p>Racket bats and balls</p>	<p>Time allocated for Sports day practice.</p>			<p>Time allocated for Sports day practice.</p>			<p>Time allocated for Sports day practice. Time allocated for end of year performance.</p>		

			
---	--	--	--

Long Term Plan

Year	Autumn 1 (Term 1)		Autumn 2 (Term 2)		Spring 1 (Term 3)		Spring 2 (Term 4)		Summer 1 (Term 5)		Summer 2 (Term 6)	
	Developing kindness, and supportive relationships		Respecting our environment		Being part of the global community		Being resourceful and creative		Respecting diversity and equality		Driving to aspire and achieve	
Reception	<div>Locomotion</div> <div>Jumping</div> <div>Dance: Nursery rhymes</div>				<div>Ball Skills Hands 1</div> <div>Gymnastics</div> <div>High, low, over, under</div>				<div>Ball Skills Feet</div> <div>Dance</div> <div>Dinosaurs</div> <div>Sports day practise</div>			
Year 1	LocomotionRunning	GymnasticsBody parts	Ball SkillsHands 1		Ball SkillsFeet	Dance:The Zoo	Ball SkillsHands 2	GymnasticsWide, Narrow, Curled	Orienteering – Geography link	Racket, Bats and Balls	Sports day practise	
Year 2	LocomotionDodging	GymnasticsLinking	Ball SkillsHands 1		Ball SkillsFeet	DanceExplorers	Ball SkillsHands 2	GymnasticsPathways	Orienteering – Geography link	Racket, Bats and Balls	Sports day practise	

Progression of skills, knowledge and vocabulary

EYFS – Autumn

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... on average a person walks 65,000 miles in their lifetime! That's equivalent to walking three times around the earth.?
- Did you know... Pat-a-cake, pat-a-cake, baker's man" is one of the oldest surviving English nursery rhymes? The earliest recorded version of this rhyme appears in a play from 1698.
- The mens world record for the long jump (distance) is held by Mike Powell, who jumped 8.95m in 1991. The womens world record is held by Galina Chistyakova, who jumped 7.52m in 1988.

Discuss the importance of daily exercise and encouraging children to walk to school where possible.

Captain Tom Moore, an ex-British Army officer - At the age of 99, Tom Moore began to walk 100 lengths of his garden in aid of NHS Charities Together, with the goal of raising £1,000 by his 100th birthday. When Tom had reached 100, he had raised over £32.79 million.



Physical Education Jumping Foundation

Unit Purpose

The unit of work will **explore** jumping, in different directions, at different speeds, different levels, heights and distances.

Pupils will learn how and why we jump, using our head, arms and feet, applying the basic jumping technique.

Inspire Me

The mens world record for the long jump (distance) is held by **Mike Powell**, who jumped 8.95m in 1991. The womens world record is held by **Galina Chistyakova**, who jumped 7.52m in 1988.



Key Success Criteria

- P** Pupils will develop their ability to jump and land safely. Pupils will adjust their speed and change direction as they jump in order to avoid the defenders.
- C** Pupils will explore their curiosity as they try jumping in a variety of different ways.
- S** Pupils will develop life skills such as fairness and empathy as they play by the rules and encourage other pupils.
- W** Pupils will show courage as they apply developing confidence while exploring their jumping skills.



Vocabulary for Learning

Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.

Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.

Height: is defined as the distance from the bottom to the top of something. This means how high an athlete has jumped.

Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.



Sport Specific Vocabulary

Hopping: is to continuously jump on one foot at the same time.

Speed: is the ability to move all or part of the body as quickly as possible.

Landing: is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.





Physical Education

Dance: Nursery Rhymes

Unit Purpose

The unit of work will enable pupils to explore creating **simple movement sequences** that relate to specific words in different nursery rhymes.

Pupils will add movements together to form sequences and begin to explore **character movements** with a partner.

Inspire Me

Did you know... Pat-a-cake, pat-a-cake, baker's man" is one of the oldest surviving English nursery rhymes. The earliest recorded version of this rhyme appears in a play from 1698.



Key Success Criteria

- P** Pupils will move their bodies with big actions linked to the nursery rhymes.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- W** Pupils will develop their self belief as they move and travel with confidence.



Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

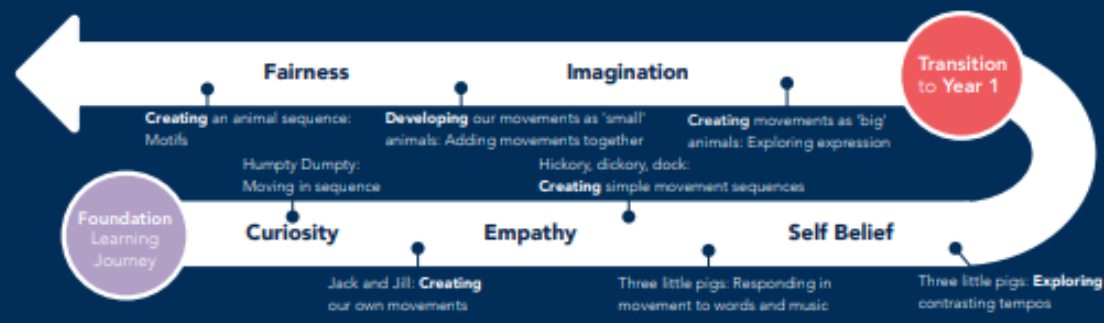


Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Tempo: refers to the speed or pace (fast or slow) that a dancer performs their movements.



EYFS – Spring

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... The most games of tenpin bowling completed in a row is 643 games? This was achieved by Stephen Shanabrook from USA who played for a whopping 134 hours and 57 minutes.
- Did you know... the human body has over 600 muscles? Some of these muscles control big movements such as moving the arms and legs. Other muscles control small movements, like blinking.

China have the best dinosaur museum in the world and has the largest number of dinosaur fossils in the world.

The youngest professional football player was just 12 years old when he made his first debut, **Maurico Baldvieso** from Bolivia. He played for Aurora FC in central America.



Physical Education

Ball Skills Hands 1 Foundation

Unit Purpose

The unit of work will **explore** different ways of using our hands to move with a ball, keeping control.

Pupils will explore **rolling, pushing** and **bouncing** a ball with a partner.

Inspire Me

Did you know... The most games of tenpin bowling completed in a row is 643 games. This was achieved by Stephen Shanabrook from USA who played for a whopping 134 hours and 57 minutes.



Key Success Criteria

- P** Pupils will develop their ability to push, roll and bounce a ball with control. They will learn to move the ball into spaces, avoiding defenders.
- C** Pupils will develop their concentration skills by focusing on the ball as they move it. Pupils will use their imagination as they take part in game activities.
- S** Pupils will develop life skills such as gratitude and empathy as they encourage and support each other.
- W** Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.



Vocabulary for Learning

Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.

Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.



Sport Specific Vocabulary

Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.

Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.

Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner.





Physical Education Gymnastics Foundation

Unit Purpose

The unit of work will **explore** 'champion gymnastics'. Pupils will create movements and balances in **high** and **low** ways on the floor and on apparatus. Pupils will self select where to work, exploring movements and balances and start to identify features of other pupil's work.

Inspire Me

Did you know... that women were not permitted to compete in gymnastic events until the 1920s!



Key Success Criteria

- P** Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.
- C** Pupils will experiment moving their bodies in a variety of ways on the floor and on apparatus.
- S** Pupils will begin to develop life skills such as empathy and gratitude as they encourage and congratulate others in their work.
- W** Pupils will begin to show self belief as they travel with confidence, over, under and through apparatus.



Vocabulary for Learning

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Shapes: Another word for balancing. Pupils must hold a shape still.

High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.

Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.

Over: This refers to when the body is moving over the top of a piece of apparatus.

Under: This refers to when the body is moving underneath a piece of apparatus.



Sport Specific Vocabulary

Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.

Transition: The term transition means to move into and out of basic movements, actions or balances.



EYFS – Summer

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... sports such as cricket and rounders require you to catch the ball to stop the batter from scoring points? The most catches taken by a cricketer is 532 by Mark Boucher a South African wicket keeper.
- Did you know... Babies are born with approximately 300 bones? But as we grow some of these bones fuse together and by the time we are adults we have only 206 bones in our body.
- Did you know... the term "referee" originated from football? Originally the team captains would consult with each other in order to resolve any disputes on the pitch.
- Did you know... The heaviest dinosaur was called the 'Argentinosaurus' which weighed 77 tonnes? This is the equivalent to 17 African Elephants. The Argentinosaurus was also the largest land animal to have ever lived.
-

Sports Day – Children compete in classes to win the overall trophy.

Mini Marathon – Children run around the track 26 times, ticking off each lap on their score card.

The modern sport of ice hockey was developed in Canada, most notably in Montreal, where the first indoor game was played on **March 3, 1875**.



Physical Education

Ball Skills Feet Foundation

Unit Purpose

The unit of work will enable pupils to **explore** moving with a ball using their feet.

Pupils will develop their technique of **dribbling** the ball and understand where and why we dribble, **keeping control**.

Inspire Me

Did you know... that India withdrew from the FIFA World Cup in 1950 because they were not allowed to play in bare feet. We must always wear the right footwear to remain safe when playing sport.



Key Success Criteria

- P** Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.
- C** Pupils will apply developing concentration skills as they focus on the ball and listen to all the instructions.
- S** Pupils will develop life skills such as fairness and empathy as they encourage and support each other.
- W** Pupils will apply their skills with developing success as they demonstrate courage and self belief to keep working as hard as possible.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.





Physical Education

Dance: Dinosaurs

Unit Purpose

The unit or work will enable pupils to explore different movements using different parts of the body, adding **emotion** and **expression** as they become dinosaurs.

Pupils will develop movement ideas in pairs while exploring the different relationships between dinosaurs.

Inspire Me

Did you know... The heaviest dinosaur was called the 'Argentinosaurus' which weighed 77 tonnes. This is the equivalent to 17 African Elephants. The Argentinosaurus was also the largest land animal to have ever lived.



Key Success Criteria

- P** Pupils will move their bodies with big actions as they explore moving as different types of dinosaurs.
- C** Pupils will develop their curiosity and imagination as they experiment moving in different ways.
- S** Pupils will demonstrate life skills such as empathy as they listen to ideas and watch others as they perform.
- W** Pupils will develop their self belief as they move and travel with confidence.



Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

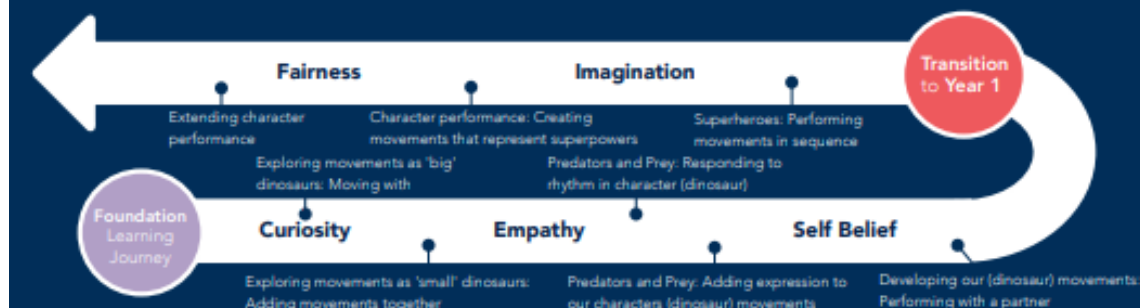


Sport Specific Vocabulary

Timing: In dance, timing refers to moving to the beat of the music.

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.



Year 1 – Autumn

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... that in 2005 Dean Karnazes ran 350 miles across Northern California without stopping? He did not stop to sleep or to eat! Dean ran continuously for 80 hours, 44 minutes without a break!
- Did you know... The flower with the world's largest bloom is the Rafflesia arnoldii? This rare flower is found in the rainforests of Indonesia. It can grow to be 3 feet across and weigh up to 15 pounds!
- Did you know... that the Ancient Greeks used to prepare their young men ready for war by doing gymnastics?

Discuss the importance of daily exercise and encouraging children to walk to school where possible.

KS1 Multi Sports event – West Horsham District Sports.

London Marathon takes place around April where thousands and thousands of people take to the streets to run 26 miles. This event is inclusive and all ages, race and abilities can take part.

Robert Pershing Wadlow, also known as Alton Giant, was the tallest person in recorded history standing at 8 feet and 11.1 inches (2.72 m) at the age of 22. Robert was born and raised in Alton, Illinois, a small city near St. Louis, Missouri.



Physical Education Locomotion Year 1

Unit Purpose

The unit of work will **develop** pupils' ability to run using different parts of their bodies.

Pupils will begin to understand the basic principles of **attack** and **defence** as they develop their understanding of where we need to run and why.

Inspire Me

Did you know... that in 2005 Dean Karnazes ran 350 miles across Northern California without stopping. He did not stop to sleep or to eat! Dean ran continuously for 80 hours, 44 minutes without a break!



Key Success Criteria

- P** Pupils will be able to run applying the correct technique to ensure maximum speed. Pupils will run and stay in a space avoiding the defenders.
- C** Pupils will demonstrate a growing understanding of where to run, why to run there and when and why running fast is important in games.
- S** Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others.
- W** Pupils will develop life skills such as honesty and self belief as they strive to run as fast as possible, ensuring they are playing by the rules.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.



Sport Specific Vocabulary

Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running.

Acceleration: is how quickly an athlete can increase their speed over a distance when running.

Tagging or Tag: is the method applied by the defending team to stop an attacker from moving.





Physical Education Gymnastics Year 1

Unit Purpose

The unit of work will **develop** pupils' ability to apply 'champion gymnastics' as they explore movements and balances in **wide, narrow** and **curled** ways on the floor and on apparatus. Pupils will **transition** between the theme words as they move and develop simple sequences, linking movements together.

Inspire Me

Did you know... that the Ancient Greeks used to prepare their young men ready for war by doing gymnastics!



Key Success Criteria

- P** Pupils will be able to move and balance in wide, narrow and curled ways, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.
- S** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- W** Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.



Vocabulary for Learning

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.

Narrow: This means moving or balancing in ways where the body stretches (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

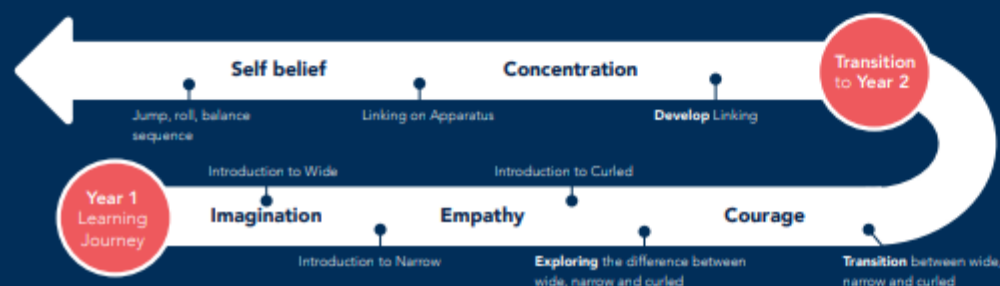


Sport Specific Vocabulary

Transition: The term transition means to move into and out of basic movements, actions or balances.

Interesting: This means pupils are thinking and being creative.

Linking: This means successfully adding two movements together so that they flow one after the other.





Physical Education

Ball Skills Hands 1 Year 1

Unit Purpose

The unit of work will **develop** pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why.

Pupils will combine their **sending** and **receiving** skills to keep **possession**. Pupils will explore stopping the ball.

Inspire Me

Did you know... that Basketball, Handball and Gaelic Football are sports that require us to dribble a ball with our hands. Water Polo is a sport that requires us to swim and dribble a ball using our hands at the same time.



Key Success Criteria

- P** Pupils will be able to send a ball towards a target, applying the correct technique and aiming carefully. Pupils will also be able to receive and stop a ball.
- C** Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.
- S** Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.
- W** Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.



Vocabulary for Learning

Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.

Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession.

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the court.

Accuracy: is the ability to control where we roll, bounce or push a ball.

Power: is the intensity and speed that a ball is rolled, bounced or pushed.



Year 1 – Spring

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... that Basketball, Handball and Gaelic Football are sports that require us to dribble a ball with our hands? Water Polo is a sport that requires us to swim and dribble a ball using our hands at the same time.
- Did you know... The first zoo was opened in Paris in 1794? London Zoo is the world's oldest scientific zoo and was opened on the 27th April 1828.
- The youngest ever player to play for England's mens international football team is Theo Walcott, who came on as a substitute against Hungary in 2006 aged 17 years and 75 days.
- Did you know... Gymnastics is a sport which involves doing lots of different exercises? Gymnasts need to be strong and flexible and be able to balance with control.

The Winter Olympic Games take part for the duration on February, this is a major international multi-sport event held once every four years for sports practiced on snow and ice.

Discuss the importance of daily exercise and encouraging children to walk to school where possible.



Physical Education Ball Skills Feet Year 1

Unit Purpose

The unit of work will develop pupils' ability to apply effective **dribbling** skills.

Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to **collaborate** and work together in a team.

Inspire Me

The youngest ever player to play for England's mens international football team is **Theo Walcott**, who came on as a substitute against Hungary in 2006 aged 17 years and 75 days.



Key Success Criteria

- P** Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.
- C** Pupils will demonstrate developing concentration skills as they focus on the target, their partner and the ball.
- S** Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.
- W** Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance and always keep the score playing fairly.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.

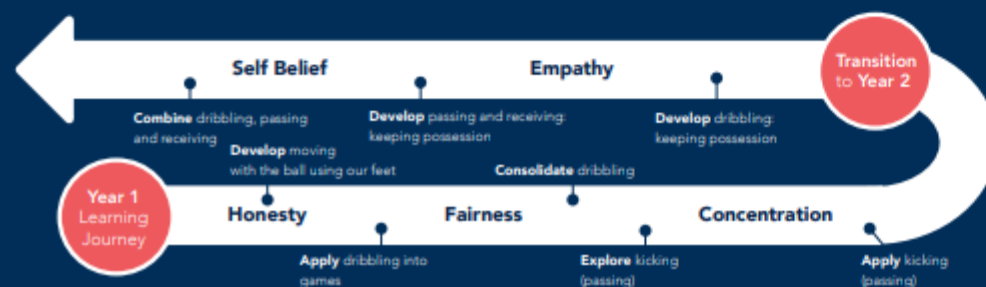


Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Passing: is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.





Physical Education

Dance: The Zoo

Unit Purpose

The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled **movements** showing character **expression**.

Pupils will learn how to **co-ordinate** and **control** their bodies to perform movements, creating a sequence.

Inspire Me

Did you know... The first zoo was opened in Paris in 1794. London Zoo is the world's oldest scientific zoo and was opened on the 27th April 1828.



Key Success Criteria

- P** Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear.
- C** Pupils will develop their curiosity and imagination as they demonstrate appropriate ideas for moving.
- S** Pupils can demonstrate fairness and empathy as they work well with others, creating their movements and sequences.
- W** Pupils will develop life skills such as self belief and courage as they create their sequences including more advanced compositional elements.



Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).

Moving: means using a variety of body parts to move around the space in a creative way.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.



Sport Specific Vocabulary

Sequence: This is a combination of controlled movements that have been added together in a particular order.

Motif: is a series of movements that are repeated.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.





Physical Education

Ball Skills Hands 2 Year 1

Unit Purpose

The unit of work will **consolidate** pupil's ability to **accurately** roll a ball towards a target.

Pupils will combine their **sending** and **stopping** skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.

Inspire Me

Did you know... in ten pin bowling the most points you can score is 300, this is known as the 'perfect game'. As of 2021 there have been only 37 officially certified 'perfect games'.



Key Success Criteria

- P** Pupils will be able to send a ball towards a target, applying the correct technique. Pupils will aim carefully in order to score a point to beat an opponent.
- C** Pupils will develop their concentration skills as they focus on the target, their partner and the ball.
- S** Pupils will develop life skills such as fairness and empathy as they work well with others, playing by the rules.
- W** Pupils will develop and apply life skills such as self belief and honesty as they strive to improve their own performance, always keeping the score and playing fairly.



Vocabulary for Learning

Batter: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring.

Opponent: means a player on the other team.

Aiming: is the ability to use our bodies to direct an object towards a target.

Accuracy: is the ability to control where we throw or roll an object.



Sport Specific Vocabulary

Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.

Catching: means holding the ball with our hands that is hit or thrown to us usually before it touches the ground.

Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.





Physical Education Gymnastics Year 1

Unit Purpose

The unit of work will **develop** pupils' ability to apply 'champion gymnastics' as they explore movements and balances on **big** and **small** body parts in **wide**, **narrow** and **curled** ways on the floor and on apparatus. Pupils will **transition** between the theme words as they link movements together developing simple sequences.

Inspire Me

Did you know... Gymnastics is a sport which involves doing lots of different exercises. Gymnasts need to be strong and flexible and be able to balance with control.



Key Success Criteria

- P** Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying 'champion gymnastics' and start to link movements.
- C** Pupils will experiment moving in a variety of ways understanding the differences between each type of movement. Pupils will be creative as they link movements.
- S** Pupils will demonstrate life skills such as empathy and fairness as they work safely with each other. Pupils will support each other and share apparatus.
- W** Pupils will develop their self belief and courage as they travel with confidence on the floor and on apparatus, creating their own ways of moving and balancing.



Vocabulary for Learning

Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.

Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.

Narrow: This means moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.

Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.

Big: This means moving or balancing in ways where the body is extended as large as possible.

Small: This means moving or balancing in ways where the body is made as small as possible.



Sport Specific Vocabulary

Interesting: This means pupils are thinking and being creative.

Linking: This means successfully adding two movements together so that they flow one after the other.



Year 1 – Summer

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... in ten pin bowling the most points you can score is 300, this is known as the 'perfect game'? As of 2021 there have been only 37 officially certified 'perfect games'.
- Did you know... that the world record for the longest time to keep a tennis ball under control on a racket (most bounces) is a whopping 5 hours, 1 minute and 8 seconds?

Wimbledon starts at the beginning of July and usually runs for the whole month. This is the oldest tennis tournament in the world!

Sports Day – Children compete in classes to win the overall trophy through a variety of different individual and team events.

Mini Marathon – Children run individually around the field track 26 times, ticking off each lap on their score card. Children gain sponsorship money to raise funds for our school.

Sir Mo Farrah is a British long-distance runner. His ten global championship gold medals (four Olympic and six World titles) make him the most successful male track distance runner ever.



Physical Education

Rackets, Bats and Balls Year 1

Unit Purpose

The focus of the learning is for pupils to **develop** their ability to keep a ball controlled using a racket. Pupils will also explore and develop their **hitting (pushing)** skills using a ball and a racket **accurately**.

Pupils will apply their understanding of accuracy and space in a variety of games.

Inspire Me

Did you know... that the world record for the longest time to keep a tennis ball under control on a racket (most bounces) is a whopping 5 hours, 1 minute and 8 seconds.



Key Success Criteria

- P** Pupils will be able to push (hit) their ball towards a target, varying the power they apply based on the distance of the target.
- C** Pupils will understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.
- S** Pupils will develop life skills such as fairness and empathy as they listen to others and work collaboratively together.
- W** Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, even if they find it challenging.



Vocabulary for Learning

Possession is when we have physical control of the ball.

Control: means keeping the ball close to us when we are dribbling or pushing with our racket.

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.



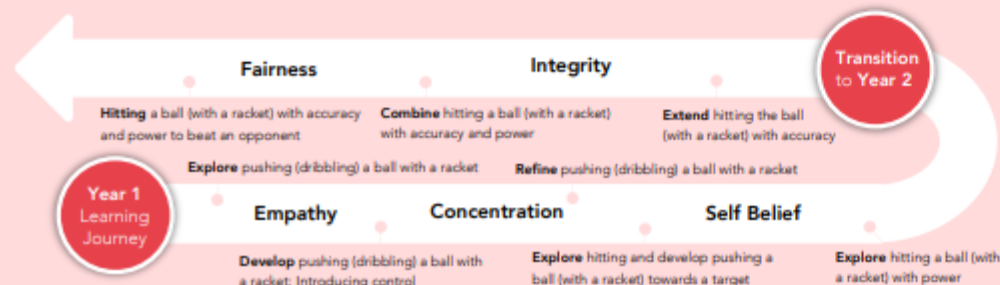
Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.

Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.

Hitting: means striking the ball with a racket with the purpose towards a target.

Power: is the intensity and speed that we hit a ball with our racket.



Year 2 – Autumn

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... that the foot and ankle are made up of 26 bones, 33 joints and over 100 muscles, tendons and ligaments? Every time you take a step your body uses over 200 different muscles!
- Did you know ... that the Pacific Ocean is the deepest ocean in the world? The Mariana Trench is the deepest part of the ocean and its maximum known depth is 10,984 metres (36,037 ft or 6.825 miles).
- Did you know... that the youngest gymnast to compete at an Olympic Games was 10 year old Dimitrios Loundras? She competed at the 1986 Olympic games in Athens and won a bronze medal.

Discuss the importance of daily exercise and encouraging children to walk to school where possible.

Share the importance of drinking plenty of water - we should drink around 2 litres of water every day!

KS1 Multi Sports event – West Horsham District Sports.

The main dodgeball competition is the Dodgeball World Championship, held by the World Dodgeball Federation (WDBF). The competition takes place annually. It was initially an open event, but stopped being an open event as the membership grew, and now works by qualification.



Physical Education Locomotion Year 2

Unit Purpose

The unit of work will challenge pupils to apply their **knowledge** of how, where and why to **dodge**.

Pupils will learn the roles of **attacking** and **defending** and start to **understand** when we attack and when we defend while using their dodging skills.

Inspire Me

Did you know... that the foot and ankle are made up of 26 bones, 33 joints and over 100 muscles, tendons and ligaments. Every time you take a step your body uses over 200 different muscles!



Key Success Criteria

- P** Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.
- C** Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.
- S** Pupils will develop life skills such as gratitude and fairness as they support their **team** members, play by the rules and congratulate others.
- W** Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.

Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.



Sport Specific Vocabulary

Dodge: is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.

Tagging or Tag: is the method applied by the defending team to stop an attacker from moving.





Physical Education Gymnastics Year 2

Unit Purpose

The unit of work will **challenge** pupils to explore different ways that they can **link** movements and balances together.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.

Inspire Me

Did you know... that the youngest gymnast to compete at an Olympic Games was 10 year old Dimitrios Loundras. She competed at the 1986 Olympic games in Athens and won a bronze medal.



Key Success Criteria

- P** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- S** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- W** Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.



Vocabulary for Learning

Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Transition: The term transition means to move into and out of basic movements, actions or balances.



Sport Specific Vocabulary

Jump: Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.

Roll: Is a method of moving where a gymnast completes rotation of their body on the ground.

Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.





Physical Education

Ball Skills Hands 1 Year 2

Unit Purpose

The unit of work will challenge pupils to **combine** their developing dribbling, passing and receiving skills in order to **keep possession** and score a point.

Pupils will apply these skills in teams in various games and activities.

Inspire Me

Did you know... The most bounces of a basketball in one minute is 708! This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.



Key Success Criteria

- P** Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.
- C** Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- W** Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.

Team: is a group of players from one side who come together to try and achieve a common goal.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.



Year 2 – Spring

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... The most bounces of a basketball in one minute is 708? This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.
- Did you know... that on May 29th, 1953, Sir Edmund Hillary reached the 29,035-foot summit of Mount Everest? Becoming the first person to stand on top of the world's highest mountain.
- Beth Tweddle MBE was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and Olympic Games?

Pennthorpe Muddy Fun Run – Year 2 students race around an obstacle track to compete against other schools.

Roald Amundsen, a Norwegian explorer, was the first person to lead an expedition and reach the South Pole. He and four others arrived at the pole on 14 December 1911 and returns safely back to base shortly afterwards.

The Winter Olympic Games take part for the duration of February, this is a major international multi-sport event held once every four years for sports practiced on snow and ice.



Physical Education Ball Skills Feet Year 2

Unit Purpose

The unit of work will challenge pupils to apply their knowledge and understanding of **dribbling, passing** and **receiving** in order to **keep possession** as a team and score a point.

Inspire Me

Fara Willimas is an English footballer who is the highest capped player for her country. Fara has played at four European Championships, three World Cups and represented Team GB at the 2012 Olympics.



Key Success Criteria

- P** Pupils will be able to apply their passing and dribbling skills in order to keep possession and score a point.
- C** Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- W** Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.

Passing: is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.





Physical Education Dance: Explorers

Unit Purpose

The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance. Pupils will be able to create a **motif** and will develop their motifs with a partner to include some different elements of **choreography**.

Inspire Me

Did you know... that on May 29th, 1953, Sir Edmund Hillary reached the 29,035-foot summit of Mount Everest, becoming the first person to stand on top of the world's highest mountain.



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.



Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.

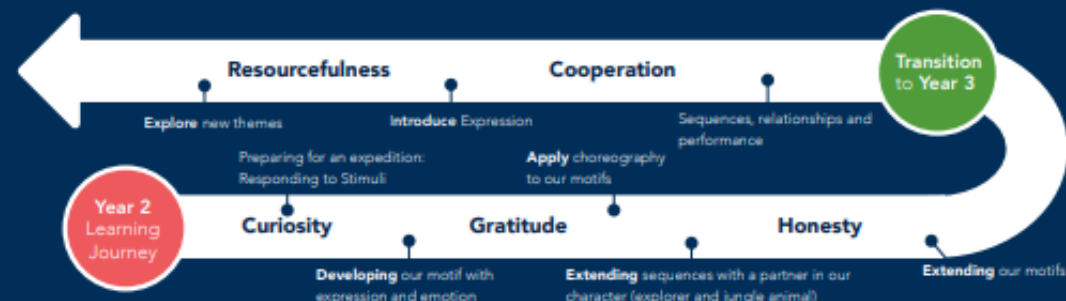


Sport Specific Vocabulary

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: is a series of movements that are repeated.





Physical Education

Ball Skills Hands 2 Year 2

Unit Purpose

The unit of work will challenge pupils to apply their understanding of **underarm** and **overarm throwing** to beat their opponents.

Pupils will further extend their understanding of why we need to be accurate when we throw.

Inspire Me

Did you know... the world record for throwing a cricket ball stands at 128.6metres - that's an incredible 140 yards and two feet.



Key Success Criteria

- P** Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.
- C** Pupils will focus on their partner and team members developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop life skills such as communication and empathy as they listen to their partner and team members, working collaboratively together.
- W** Pupils will apply life skills such as self belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession or in control of the ball.

Defender: We are considered a 'defender' when we are not in possession or in control of the ball.

Batting: Batting is the skill of hitting a ball with a bat into a space to score runs or rounders. The aim of the game for the batter (attacking team) is to score as many runs or rounders as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring runs or a rounder.

Space: is an open area on the court that is unoccupied by your opponent or the defending team.



Sport Specific Vocabulary

Throwing: means using your arm/hand to propel a ball with force through the air to a specific target or area.

Catching: means holding the with our hands that is hit or thrown to us usually before it touches the ground.





Physical Education Gymnastics Year 2

Unit Purpose

The unit of work will **challenge** pupils to explore different ways that they can **link** movements and balances together while travelling along a variety of pathways.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus while travelling along a chosen pathway.

Inspire Me

Beth Tweddle MBE was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and Olympic Games.



Key Success Criteria

- P** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- S** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- W** Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.



Vocabulary for Learning

Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Transition: The term transition means to move into and out of basic movements, actions or balances.



Sport Specific Vocabulary

Zig-Zag: This means a line or course having abrupt alternate right and left turns that a pupil follows as they create movements.

Curved: This means a line or outline which gradually deviates from being straight for some or all of its length. Pupils can follow this line as they create movements.

Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.



Year 2 – Summer

Cultural Capital, Significant Individuals and curriculum enrichment

- Did you know... the world record for throwing a cricket ball stands at 128.6metres? - that's an incredible 140 yards and two feet.
- Did you know... that the fastest serve (hitting a tennis ball) ever recorded is 163.7 mph by Sam Groth of Australia? This is equivalent to the same speed as a helicopter flying in the sky.

Wimbledon starts at the beginning of July and usually runs for the whole month. This is the oldest tennis tournament in the world!

Sports Day – Children compete in classes to win the overall trophy through a variety of different individual and team events.

Mini Marathon – Children run individually around the field track 26 times, ticking off each lap on their score card. Children gain sponsorship money to raise funds for our school.

Paula Radcliffe is a former British long-distance runner. She is a three-time winner of the London Marathon (2002, 2003, 2005), three-time New York Marathon champion (2004, 2007, 2008), and 2002 Chicago Marathon winner. She was previously the fastest female marathoner of all time, and held the Women's World Marathon Record with a time of 2:15:25 for 16 years from 2003 to 2019 when it was broken by Brigid Kosgei.



Physical Education

Rackets, Bats and Balls Year 2

Unit Purpose

The focus of the learning is for pupils to **refine** their understanding of how they can use their **hitting (striking)** skills to send the ball into space in order to win a game.

Pupils will refine this understanding of why in certain games, **hitting into space** is essential in order to score points against the opposing team.

Inspire Me

Did you know... that the fastest serve (hitting a tennis ball) ever recorded is 163.7 mph by Sam Groth of Australia. This is equivalent to the same speed as a helicopter flying in the sky.



Key Success Criteria

- P** Pupils will be able to use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.
- C** Pupils will understand why it is so important to hit the ball into space and apply this understanding as the outwit their opponents.
- S** Pupils will continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved.
- W** Pupils will show determination and self motivation as they strive to improve and show a positive attitude in their learning.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep or direct the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Opponent: means a player on the other team.

Accuracy: is the ability to control where we are pushing or hitting the ball with our racket or bat.

Power: is the intensity and speed that we hit a ball with our racket or bat



Sport Specific Vocabulary

Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.

