

PE



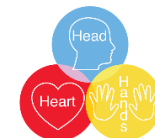
Know more, remember more



Know yourself, grow yourself

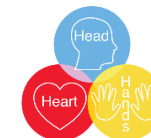


Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
2	Strand	Entire Curriculum		
	Termly Focus	Fundamental movement skills	Dance	Team Games
3	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/Dance	competitive games (football/Basket Ball)	Athletics/striking and fielding
4	Strand	Competitive Games/ Athletics		
	Termly Focus	Athletics/competitive games	Dance/competitive games	Athletics/competitive games
5	Strand	Entire Curriculum		
	Termly Focus	Athletics	Gymnastics	Competitive Games
6	Strand	Entire Curriculum		
	Termly Focus	Athletics	Dance	Striking and fielding



Music (Year 1): Strand of learning

Crucial Knowledge- Term 1 (Fundamental Moves)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">• Describe how the body feels when still and when exercising.• Travel in different ways, including sideways and backwards.• Run in a straight line.• Jumping vertically and horizontally.• Roll equipment in different ways.• Move a ball in different ways, including bouncing and kicking.• Throwing (underarm and overarm) with a range of equipment.• Catching with a range of equipment.• Catch equipment using two hands.• Catch and bounce a ball.• Practice accurate throwing and consistent catching.• Practice kicking a ball from a standing position.• Can run with a ball, including dribbling around cones that are 1 meter or less.• Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.• Move safely around the space and equipment.• Develop balance, including balancing from 1 point e.g. standing on one leg, for 10 seconds +• Develop agility (changing direction safely and quickly).• Develop coordination (with self and equipment e.g. not bumping into things during games and hand-eye coordination for throwing and catching).	<ul style="list-style-type: none">• Throwing towards a target with some accuracy.• Catching using one hand.• Kicking a ball whilst moving quickly.• Balance on equipment.	<ul style="list-style-type: none">• Describe how the body feels before, during and after exercise.• Demonstrate running in a straight line.• Demonstrate different jumps.• Demonstrate the different throwing techniques.• Demonstrate catching with two hands.• Demonstrate catching and bouncing a ball.• Demonstrate kicking a ball from a standing position.• Demonstrate how to move around a space safely.• Travel with a ball in different directions.• Demonstrate some balance, agility and coordination.



Crucial Knowledge- Term 2 (Dance)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Develop balance, agility and coordination. Perform dances using simple repetitive movement patterns. Perform using a range of actions and body parts with some coordination. Begin to perform learnt dance skills (e.g. ballet pose, pirouette etc.) with some control. Watch and describe performances. Begin to say how they could improve. 	<ul style="list-style-type: none"> Explain how balance, flexibility, control and coordination help a performer. 	<ul style="list-style-type: none"> Demonstrate balance. Demonstrate control and coordination. Discuss how they can improve their movements. Perform simple repetitive movements. Perform a range of actions and body parts with some coordination. Discuss performances.
Crucial Knowledge- Term 2 (gymnastics)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Know what traveling means in gymnastics. Know and perform a variety of gymnastic jumps: tuck, pencil, star and hop. Jump off apparatus with support and land safely. Know and perform a variety of gymnastic rolls: pencil, egg roll, dish roll and arch roll. Know and perform a variety of gymnastic balances: tuck, pike, star, straddle, front support, back support, dish and arch. Perform gymnastic balances with a partner. Perform a paired balance on a piece of apparatus. Perform learnt skills with increasing control. Follow a simple gymnastic sequence. Perform a gymnastic sequence with different levels (ground, mid and high). 	<ul style="list-style-type: none"> Watch and describe performances, and use what they see to improve their own performance. Jumps with turns (half or whole turn). Jump off apparatus independently and safely. Compose, remember and perform their own sequence. Starting and finishing positions for gymnastic sequences. 	<ul style="list-style-type: none"> Name and perform a variety of gymnastic jumps: tuck, pencil, star, pike and hop. Name and perform a variety of gymnastic rolls: pencil, egg roll, dish roll and arch roll. Name and perform a variety of gymnastic balances: tuck, pike, star, straddle, front support, back support, dish and arch. Follow a simple gymnastic sequence.

Crucial Knowledge- Term 3 (Team Games)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Running with a purpose Run at different speeds. Jumping with a purpose 	<ul style="list-style-type: none"> Develop an awareness of sportsmanship. 	<ul style="list-style-type: none"> Demonstrate changing speed whilst running.

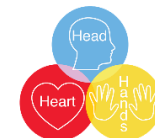


<ul style="list-style-type: none"> • Use rolling skills in a game. • Throwing with a purpose • Pass the ball to another player in a game. • Catching with a purpose. • Use kicking skills in a game. • Begin to use space in a game. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Performing within a team 		<ul style="list-style-type: none"> • Demonstrate different ways of travelling. • Demonstrate how to jump and discuss how to improve their technique. • Demonstrate passing a ball to another person in a game. • Demonstrate throwing and catching for a purpose. • Uses space within a game. • Follows simple rules. • Can perform as part of a team.
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PE (Year 2): Strand of learning

Crucial Knowledge- Term 1 (Fundamental moves)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Explain what they need to do to stay healthy. • Develop a running technique (starting position, use of arms, strides). • Develop jumping techniques vertically and horizontally (spring, arms, landing position). • Different throwing techniques (under arm, over arm, shot put, chest, bounce etc) with a range of equipment incorporating aiming. • Catching with a range of equipment incorporating aiming. • Bounce and kick a ball whilst moving. • Develop balance, agility and coordination. 	<ul style="list-style-type: none"> • Throwing over a distance • Catching from long distance (over a meter) • Balance on equipment. 	<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Explain what they need to do to stay healthy. • Discus/ demonstrate the correct running technique. • Discus/ demonstrate the correct jumping techniques. • Discus/ demonstrate the correct throwing techniques. • Discus/ demonstrate the correct catching technique. • Demonstrate kicking a ball whilst moving.

		<ul style="list-style-type: none"> Demonstrate balance, agility and coordination.
Crucial Knowledge- Term 2 (Dance)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Develop balance, flexibility, control and coordination. Know that movement(s) repeated successively is called canon. Know that identical movements performed at the same time by more than one person is called unison. Perform dances using simple movement patterns. Perform learnt skills with increasing control. Perform dances with different levels (ground, mid and high). Follow a simple dance sequence. Perform sequences of their own composition with coordination. Watch and describe performances, and use what they see to improve their own performance. <p>Talk about the differences between their work and that of others.</p>	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Explain how balance, flexibility, control and coordination help a performer. Know that a motif is a sequence of movements that link together to represent an idea like a story. 	<ul style="list-style-type: none"> Demonstrate balances. Demonstrate control and coordination. Discuss how they can improve their flexibility. Perform a simple dance sequence. Discuss performances.
Crucial Knowledge- Term 2 (Gymnastics)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Know what traveling means in gymnastics. Know and perform a variety of gymnastic jumps: tuck, pencil, star, pike, straddle and hop. Jump off apparatus with support and land safely. Know and perform a variety of gymnastic rolls: pencil, forward, teddy bear, egg roll, dish roll and arch roll. Know and perform a variety of gymnastic balances: tuck, pike, star, straddle, v-sit, front support, back support, dish, arch and bridge. Perform gymnastic balances with a partner. Perform a paired balance on a piece of apparatus. Perform learnt skills with increasing control. Follow a simple gymnastic sequence. Perform a gymnastic sequence with different levels (ground, mid and high). 	<ul style="list-style-type: none"> Jumps with turns (half or whole turn). Jump off apparatus independently and safely. Compose, remember and perform their own sequence containing a roll, a balance and a jump. Starting and finishing positions for gymnastic sequences. Link movements together to create a sequence with flow. 	<ul style="list-style-type: none"> Name and perform a variety of gymnastic jumps: tuck, pencil, star, pike, straddle and hop. Name and perform a variety of gymnastic rolls: pencil, forward, teddy bear, egg roll, dish roll and arch roll. Name and perform a variety of gymnastic balances: tuck, pike, star, straddle, v-sit, front support, back support, dish, arch and bridge. Follow a simple gymnastic sequence.

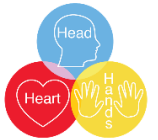


<ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. 		
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Crucial Knowledge- Term 3 (Team Games)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Describe how the body feels before, during and after exercise. • Run with a purpose. • Change speed and direction whilst running. • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Jump with a purpose • Throw different types of equipment in different ways, for accuracy and distances varying the types of throw used. • Throw, catch and bounce a ball with a partner. • Catch with a purpose. • Know how to pass the ball in different ways. • Performing within a team • Begin to use and understand the terms attacking and defending. • Using simple attacking and defending tactics. • Understand the importance of rules in games. • Develop sportsmanship. 	<ul style="list-style-type: none"> • Explain basic attacking and defending tactics. • Explain the importance of following the rules of a game. • Explain when and why to use different throws. 	<ul style="list-style-type: none"> • Demonstrate changing speed and direction whilst running. • Demonstrate different ways of travelling for a purpose. • Demonstrate how to jump effectively and discuss how to improve their technique. • Demonstrate throwing, catching and bouncing a ball with a partner. • Explain/ justify their attacking and defending techniques. • Explain why you should follow the rules of a game. • Showing sportsmanship during team games.

PE (Year 3/4):

Crucial Knowledge – Athletics (Autumn)	Expanded Knowledge	Intent/Prove
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<p><i>Background knowledge:</i></p> <ul style="list-style-type: none">- PE means physical education.- Athletics is the oldest form of organized sport, having developed out of the most basic human activities, running, walking, jumping, and throwing. <p>Running:</p> <p>Sprinting:</p> <ul style="list-style-type: none">- Keep a low body position until they pick up speed- Drive the arms and legs quickly- Push off the balls of their feet <p>Distance Running:</p> <ul style="list-style-type: none">- Keep body tall and relaxed- Drive the arms and legs at a comfortable pace- If you can't talk, you're going too fast! <p>Throwing:</p> <ul style="list-style-type: none">- Fling Throw <p>Jumping:</p> <ul style="list-style-type: none">- 2 feet to 1 foot- 1 foot to 2 feet- 1 foot to the other foot (bound)- 1 foot to same foot (hop) <p>Fitness:</p> <ul style="list-style-type: none">- Warming up and cooling down- The importance of warming up and cooling down- How athletics improves health and fitness	<p>Running:</p> <ul style="list-style-type: none">- Developing relay running <p>Throwing:</p> <ul style="list-style-type: none">- Push and pull throw <p>Jumping:</p> <ul style="list-style-type: none">- Scissor jump for height <p>Fitness:</p> <ul style="list-style-type: none">- Muscle groups used- Choosing cool down and warm ups based on the skills being used	<p>Running:</p> <ul style="list-style-type: none">- Children can explain different types of running and when/why they are used in different sports and athletics- In different sports, children can describe when they are sprinting or distance running and how to best do this- In athletics, children will run at different speeds, knowing how to change the stance of their body accordingly <p>Throwing:</p> <ul style="list-style-type: none">- Children will be able to demonstrate a wide variety of throws and explain which is their preferred throw and why- Children will be able to select a certain throw for certain equipment- Children will use this knowledge when playing other sports which involve throwing <p>Jumping:</p> <ul style="list-style-type: none">- Children will be able to use jumps to make a sequence of jumps- Children will recognise that some jumps are best for distance and others for height and use them appropriately <p>Fitness:</p> <ul style="list-style-type: none">- Children will be able to explain the importance of warming up and cooling down
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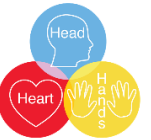


		<ul style="list-style-type: none"> - Children will be able to describe the effects of exercise on both their physical and mental health
Crucial Knowledge – Dance(Autumn)	Expanded Knowledge	Intent/Prove
<p><i>Background CK - PE means physical education.</i></p> <ul style="list-style-type: none"> - <i>Dance is when people move to a musical rhythm.</i> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Levels, directions, pathways, dynamics, start position, end position, shapes, travelling, compositional elements (unison, canon, repetition) <p>Exploration:</p> <ul style="list-style-type: none"> - Using stimuli to inspire dance movements – shape, dynamics, directions, pathways - Using stimuli to express emotions through dance - Using stimuli to create a character through dance <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Clear, separate movements - Clear start and end positions (freeze) - Linking movements with travelling - Selecting some compositional elements 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Action and reaction, improvisation, atmosphere, mood, intention, motifs <p>Exploration:</p> <ul style="list-style-type: none"> - Researching events, finding own stimuli <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Creating contrasting sequences - Using motifs - Selecting a variety compositional elements <p>Performance:</p> <ul style="list-style-type: none"> - Adapting a dance based on the audience - Improvising if something goes wrong 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Using the vocabulary appropriately when evaluating own dances or others' dances - Adding the correct technique/skill in a dance when the vocabulary is used by peers/teacher <p>Exploration:</p> <ul style="list-style-type: none"> - Creating a dance based on stimuli, which relates to the stimuli <p>Selection, composition and development:</p> <ul style="list-style-type: none"> - Movements, positions, travelling and compositional elements are used in the dance <p>Performance:</p> <ul style="list-style-type: none"> - Dance is performed to a variety of audiences, peers, adults, other classes, other teachers



<p>Performance:</p> <ul style="list-style-type: none"> - Being a good audience – listening and watching appropriately - Giving and receiving advice and constructive criticism - Staying in character - Exaggerated movements - Self-evaluating and reflecting. 		
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<p>Crucial Knowledge – Competitive games football (Spring)</p>	<p>Expanded Knowledge</p>	<p>Intent/Prove</p>
<p><i>Background CK - PE means physical education.</i></p> <ul style="list-style-type: none"> - <i>Competitive games is when teams play against each other to score the most points.</i> <i>Football has 2 teams with 11 players, including a goalkeeper, defenders, midfielders and strikers.</i> - <i>Only the goalkeeper can use their hands.</i> <p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Keep moving, get into space, small touches to keep it close. - Shooting: Keeping your eye on the goal, finesse shots and power shots. - Passing and receiving: Use the inside of your strongest foot to pass and receive. - Tricks: Be aware of the tricks: elastico and the drag back. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before passing. - Moving into space and giving others space. - Congratulating others. 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Turning with the ball to change direction. - Shooting: Shooting accurately when pressure is on. - Passing and receiving: Different types of passes, depending on how far away the other player is → long pass vs. short pass. - Tricks: Perfect different tricks – elastico and the drag back. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to attack, changing positions. - Working as a team to defend, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Children will be able to explain what dribbling is, dribble in drills and apply it in a match. - Shooting: Children will be able to explain what shooting is, shoot in drills and apply it in a match. - Passing and receiving: Children will be able to explain what passing and receiving is, pass and receive in drills and apply it in a match. - Tricks: Children will be able to explain what tricks are and their advantages. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down



<p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down - The importance of warming up and cooling down - How football improves health and fitness 		<ul style="list-style-type: none"> - Children will be able to describe the effects of exercise on both their physical and mental health
<p>Crucial Knowledge – Competitive games Basketball (Spring)</p>	<p>Expanded Knowledge</p>	<p>Intent/Prove</p>
<p><i>Background CK - PE means physical education.</i></p> <ul style="list-style-type: none"> - <i>Competitive games is when teams play against each other to score the most points.</i> - <i>Basketball is popular all over the world but most popular in America.</i> - <i>In basketball, you use your hands, not your feet.</i> <p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Push the ball, keep your head up, small bounces and keep the ball close to your body. - Shooting: Lay-up shot. Using the correct footwork and hand positions to shoot: arm bent, finger tips, not palms, guide with other arm and aim at target. - Passing and receiving: Chest pass, bounce pass. Arms open to receive. Knowing when to use the different passes. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before passing. - Moving into space and giving others space. - Congratulating others. <p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down 	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Turning with the ball to change direction. - Shooting: Shooting accurately when pressure is on. - Passing and receiving: Overhead pass. Knowing when to use different passes and using the correct footwork when passing. Being able to pass accurately while moving. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to attack, changing positions. - Working as a team to defend, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used <p>Choosing cool down and warm ups based on the skills being used</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Dribbling: Children will be able to explain what dribbling is, dribble in drills and apply it in a match. - Shooting: Children will be able to explain what shooting is, shoot in drills and apply it in a match. - Passing and receiving: Children will be able to explain what passing and receiving is, pass and receive in drills and apply it in a match. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down - Children will be able to describe the effects of exercise on both their physical and mental health



<ul style="list-style-type: none"> - The importance of warming up and cooling down - How basketball improves health and fitness 		
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Crucial Knowledge – Athletics(Summer)	Expanded Knowledge	Intent/Prove
<p><i>Background CK: - PE means physical education, - Athletics is the oldest form of organized sport, having developed out of the most basic human activities, running, walking, jumping, and throwing.</i></p> <p>Sprinting vs. Distance running</p> <p>Sprinting:</p> <ul style="list-style-type: none"> - Keep a low body position until they pick up speed - Drive the arms and legs quickly - Push off the balls of their feet <p>Distance Running:</p> <ul style="list-style-type: none"> - Keep body tall and relaxed - Drive the arms and legs at a comfortable pace - If you can't talk, you're going too fast! <p>Running Over Obstacles:</p> <ul style="list-style-type: none"> - Find a good rhythm before applying speed - Maintain an even stride length throughout - Keep their head up when running to see obstacles coming up <p>Throwing:</p> <ul style="list-style-type: none"> - Two-handed Push Throw - One-handed Push Throw - Two-Handed Pull Throw - One- Handed Pull Throw 	<p>Running:</p> <ul style="list-style-type: none"> - Developing relay running <p>Throwing:</p> <ul style="list-style-type: none"> - Run and throw with the 3 stride approach <p>Throwing:</p> <ul style="list-style-type: none"> -Standing chest push <p>Jumping:</p> <ul style="list-style-type: none"> - Standing long jump - Standing triple jump <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used - Choosing cool down and warm ups based on the skills being used 	<p>Running:</p> <ul style="list-style-type: none"> - Children can explain different types of running and when/why they are used in different sports and athletics - In different sports, children can describe when they are sprinting or distance running and how to best do this - In athletics, children will run at different speeds, knowing how to change the stance of their body accordingly <p>Throwing:</p> <ul style="list-style-type: none"> - Children will be able to demonstrate a wide variety of throws and explain which is their preferred throw and why - Children will be able to select a certain throw for certain equipment - Children will use this knowledge when playing other sports which involve throwing <p>Jumping:</p> <ul style="list-style-type: none"> - Children will be able to use jumps to make a sequence of jumps - Children will recognise that some jumps are best for distance and others for height and use them appropriately <p>Fitness:</p>



<p>Jumping for Distance:</p> <ul style="list-style-type: none"> - 2 feet to 1 foot - 1 foot to 2 feet - 1 foot to the other foot (bound) - 1 foot to same foot (hop) <p>Jumping for Height:</p> <ul style="list-style-type: none"> - Scissor Jump 		<ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down - Children will be able to describe the effects of exercise on both their physical and mental health
<p>Crucial Knowledge – striking and fielding – rounders (Summer)</p>	<p>Expanded Knowledge</p>	<p>Intent/Prove</p>
<p><i>Background CK - PE means physical education.</i></p> <ul style="list-style-type: none"> - <i>Competitive games is when teams play against each other to score the most points.</i> - <i>Rounders has 2 teams, the batters and the fielders.</i> - <i>In rounders, the batters have to get around the pitch to get a rounder and the fielders try to catch them or stump them out.</i> <p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Underarm throw – swing, step, throw, step with the opposite foot. Overarm throw – Side to target, Uppercase L, Step, Twist, Throw, Step with the opposite foot. - Catching: Ready position, hands up, eyes on the ball, reach and grab. - Batting: Body sideways on, hold bat with 1 hand, hold just below shoulder height, swing bat across body. <p>Teamwork:</p> <ul style="list-style-type: none"> - Looking at team members and calling their name before throwing. 	<p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Knowing when to use each throw. Throwing accurately when under pressure. - Catching/Stopping: Short Barrier – Place foot behind aiming to stop the ball, hits foot if missed by the hand. Long Barrier – Lower left leg parallel and close to floor, right foot touching left knee so there is no gap, hands out in front to stop ball. - Batting: Aiming the ball. <p>Teamwork:</p> <ul style="list-style-type: none"> - Working as a team to field, changing positions. <p>Fitness:</p> <ul style="list-style-type: none"> - Muscle groups used <p>Choosing cool down and warm ups based on the skills being used</p>	<p>Skills:</p> <ul style="list-style-type: none"> - Throwing: Children will be able to explain the different throws, throw in drills and apply it in a match. - Catching: Children will be able to explain what catching is, catch in drills and apply it in a match. - Batting: Children will be able to explain what batting is and the correct technique, bat in drills and apply it in a match. <p>Teamwork:</p> <ul style="list-style-type: none"> - Children will be able to use teamwork skills in matches and skills. - Children will be able to explain how teamwork helps in competitive sports. <p>Fitness:</p> <ul style="list-style-type: none"> - Children will be able to explain the importance of warming up and cooling down - Children will be able to describe the effects of exercise on both their physical and mental health

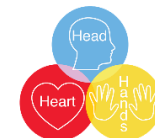


<ul style="list-style-type: none"> - Communicating with your team to encourage them to run or stop. - Congratulating others. <p>Fitness:</p> <ul style="list-style-type: none"> - Warming up and cooling down - The importance of warming up and cooling down - How rounders improves health and fitness 		
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PE (Year 5/6):

Crucial Knowledge – Athletics	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • strength • balance • control • stamina • technique • pulse • heart rate 	<ul style="list-style-type: none"> • muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) • suggest ways of improving own performance 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner. • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others. • Can explain the effects of exercise on their body.

Crucial Knowledge - Competitive games	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • All games have rules that must be followed • teamwork is communicating with others giving and receiving information to reach a particular shared outcome 	<ul style="list-style-type: none"> • combining techniques for effect • adapting tactics where necessary • muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner.

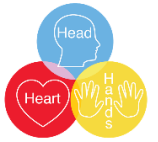


<ul style="list-style-type: none"> • technique is a way of carrying out a particular task • tactics • sportsmanship • pulse • heart rate • competitive sports are games where the aim of the games is to win • attack is to try to move past and score against the opposing team • defend is to block the other team and stop them from scoring • competing means to do your best against others 		<ul style="list-style-type: none"> • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others. • Can explain the effects of exercise on their body.
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Crucial Knowledge – Gymnastics	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • Creativity is the use of imagination or original ideas to create something • Posture is how you hold your body • Co-ordination is the ability to move two or more body parts under control, smoothly and efficiently • Heart rate is the number of heart beats per minute, which can be measured by checking your pulse. • Movement is when changing position, posture or place. • Technique is a way of carrying out a particular task. 	<ul style="list-style-type: none"> • Knows how to compose creative and imaginative sequences of movement with a clear beginning, middle and end. • Understand their contribution to paired or group performance. • Muscles (biceps, triceps, quadriceps [quads], pectorals [pecs], hamstring) Knows which muscles are involved in different movements. 	<ul style="list-style-type: none"> • Can set measureable and realistic personal challenges. • Can listen to feedback carefully and respond by making structured improvements in a positive manner. • Become physically confident in a way which supports their health & fitness. • Demonstrates a positive attitude on how to improve themselves and others. • Can explain the effects of exercise on their body.



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<ul style="list-style-type: none">• Flexibility is the range of movement through body joints.• A pattern is when a movement or action is repeated.• Jump is to lift off the ground from one foot onto two feet. During the flight of the jump, you should bend your legs slightly and land on two feet, with bent legs and without losing their balance. Agility is how quickly you can change direction whilst maintaining speed, balance and power.		
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