



An Daras Multi Academy Trust

Windmill Hill Academy

Curriculum Scheme of Learning – Physical Education (PE)

Integrated Curriculum Scheme of Learning - 2015	
Scheme of Learning:	Physical Education (PE)
National Curriculum Subjects:	Physical Education
Domain Leader:	D. Banks
Agreed and Approved:	Sept 2015
Leader In Year Review Dates:	Sept 2016
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 WHA PE Policy 15 WHA Science Policy 15 WHA SMSC Policy 15 WHA Aims for Pupils/Non-Negotiable 15 ADMAT Aims

Windmill Hill Academy

PE Scheme of Learning – 2015

Curriculum Statement

At Windmill Hill Academy, we know that PE is an integral part of our curriculum. We believe that the subject inspires all pupils to succeed and excel in physically-demanding activities and helps them to become confident in a way which supports their health and fitness throughout their lives. Therefore we believe that our children should be physically active every day, whether through the Daily Physical Activity every morning, PE lessons or extra-curricular activities. We also believe that children should have the opportunity to compete in sport and other activities that build character and help to embed values such as team work, fairness and respect. At our school, Swimming lessons are offered at both Key Stages, as we believe water confidence / safety to be an important life skill, as well as a very effective way of keeping healthy.

In **Key Stage 1** the children will develop their fundamental skills which will give them the building blocks to become competent and confident in a range of physical activities. The children will develop these skills in three main areas: locomotion (moving in a range of ways that include: walking, running, jumping and dodging), stability (balancing) and object control (sending, receiving and controlling an object). The children will use these building blocks to help them participate in team games, developing simple tactics for attacking and defending. In addition to this they will learn the principles of movement and shape in relation to Dance. Through this, we aim to provide children with memory for movement that they will be able to use creatively, expressively and in a variety of contexts.

In **Key Stage 2** the children will continue to apply and develop their fundamental skills linking them together to make actions and sequences of movement. They will use this to help them play a range of competitive games* applying basic principles of attacking and defending. In addition to this they will develop their flexibility, strength, technique, control and balance and will performing dances that use a range of movement. Children will take part in outdoor and adventurous activity challenges both individually and within a team. In PE lessons children will communicate, collaborate and compete with each other and they will be given the opportunity to evaluate their performances, recognising how they can improve their performance and celebrating their own success.

Swimming - Children will be given swimming lessons by qualified instructors. During their lessons they will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively such as front crawl, backstroke and breaststroke. On top of this, children who are able to swim 25m will perform safe self-rescue in different water-based situations.

Progression in PE will be assessed throughout each key stage through observations and making regular video recordings in different areas of the PE curriculum using ICT to enable pupils as well as teachers to monitor and assess learning. An age-related assessment will be given to parents/carers through annual reports with progress being discussed at parent/ carer consultations.

*Competitive games will include; basketball, netball, football, hockey, tag rugby, volleyball, tennis, badminton, rounders and cricket. These will be modified games where appropriate.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1 – Unit Title	Swimming/ Multi skills	Fundamental Skills/ Multi Skills	Swimming/ Yoga	Dance/ Gym	Games (Invasion Games) Athletics	Games (Invasion Games) Athletics
A. Nat Curriculum 14	<ul style="list-style-type: none"> Be confident in entering and traveling in water. Begin using a recognised stroke. Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching 	<ul style="list-style-type: none"> Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching 	<ul style="list-style-type: none"> Perform dances using simple movement patterns Develop balance, agility and coordination Access a broad range of opportunities to extend their agility, balance and coordination Be confident in entering and traveling in water. Begin using a recognised stroke. 	<ul style="list-style-type: none"> Perform dances using simple movement patterns Develop balance, agility and coordination Access a broad range of opportunities to extend their agility, balance and coordination 	<ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching Participate in team games Developing simple tactics for attacking and defending Work individually and with others. Engage in cooperative physical activities Engage in competitive physical activities (both against self and against others) 	<ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching Participate in team games Developing simple tactics for attacking and defending Work individually and with others. Engage in cooperative physical activities Engage in competitive physical activities (both against self and against others)
B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.

C. Scheme Reference	Cornwall STA Award Scheme	Leap into Life	Cornwall STA Award Scheme	Dancing Around the World - Val Sabin Gym	Cornwall	Cornwall
D. Key Knowledge	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner Answer 2 water safety questions Enter the pool safely, steps, ramp, swivel Move through the water confidently in different ways – walk, hop, jump, skip, gallop, march Use a woggle to swim front paddle and back paddle for 5 metres Push and glide on the front and back Attempt a simultaneous circle action with legs while on the back for 2 metres, using a woggle or floats Travel under a woggle waterfall, experiencing water over the head Return to standing from a star float on the back Perform a treading water action with legs using a woggle (sea horses), or floats 	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner 	<ul style="list-style-type: none"> I can travel around and through a space I can change my pathway to avoid contact with others I can copy a simple action I can link and repeat 2 simple actions Answer 2 water safety questions Enter the pool safely with a step or jump Swim 2 metres of front paddle, and 2 metres of back paddle, unaided Use a woggle to kick across pool while blowing bubbles Demonstrate front crawl arm action while standing Demonstrate back crawl arm action while standing Push and glide on the front with face in the water Push and glide on the back arms by the side Rotate from back float to front float, and return back to a back float, using a woggle Submerge under water and retrieve an object 	<ul style="list-style-type: none"> I can repeat and copy simple movements e.g. tap my foot, hop... I can move in response to the music e.g. fast, slow, on tip toe, stamping feet I can copy and repeat series of 3 simple movements 	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner 	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner
E. Key Skills and Understanding	<ul style="list-style-type: none"> I can copy & explore basic actions with some control & co- 	<ul style="list-style-type: none"> I can copy & explore basic actions with some control & co- 	<ul style="list-style-type: none"> I can copy & explore basic actions with some control & co- 	<ul style="list-style-type: none"> I can copy & explore basic body patterns & movements 	<ul style="list-style-type: none"> I can run at different speeds I can jump from a 	<ul style="list-style-type: none"> I can run at different speeds I can jump from a

	<p>ordination</p> <ul style="list-style-type: none"> I have begun to choose & link basic actions, and I can recognise & use space appropriately I can watch & discuss my own work & that of my peers I can safely perform teacher led warm-up & I am aware of others 	<p>ordination</p> <ul style="list-style-type: none"> I have begun to choose & link basic actions, and I can recognise & use space appropriately I can watch & discuss my own work & that of my peers I can safely perform teacher led warm-up & I am aware of others 	<p>ordination</p> <ul style="list-style-type: none"> I have begun to choose & link basic actions, and I can recognise & use space appropriately I can watch & discuss my own work & that of my peers I can safely perform teacher led warm-up & I am aware of others 	<ul style="list-style-type: none"> I can remember simple dance steps& performs in a controlled manner I can choose actions & link them with sounds & music I can safely perform teacher led warm-ups & can describe & discuss others work 	<p>standing position</p> <ul style="list-style-type: none"> I can throw an object with one hand I can recognise changes in the body during exercise 	<p>standing position</p> <ul style="list-style-type: none"> I can throw an object with one hand I can recognise changes in the body during exercise
F. Cross Curricular Links (Core non-negotiable standards)	SMSC - working together	SMSC - working together	Maths - exploring shapes	Literacy - exploring characters in fiction texts Maths - exploring shapes , position and direction	SMSC - working together	SMSC - working together
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2 – Unit Title	Fundamental Skills/ Multi Skills	Swimming/ Yoga	Dance/ Gym	Swimming/ Yoga	Games (Invasion Games) Athletics	Games (Invasion Games) Athletics
A. Nat Curriculum 14	<ul style="list-style-type: none"> Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching 	<ul style="list-style-type: none"> Perform dances using simple movement patterns Develop balance, agility and coordination Access a broad range of opportunities to extend their agility, balance and coordination Be confident in entering and traveling in water. Begin using a recognised stroke. 	<ul style="list-style-type: none"> Perform dances using simple movement patterns Develop balance, agility and coordination Access a broad range of opportunities to extend their agility, balance and coordination 	<ul style="list-style-type: none"> Perform dances using simple movement patterns Develop balance, agility and coordination Access a broad range of opportunities to extend their agility, balance and coordination Be confident in entering and traveling in water. Begin using a recognised stroke. 	<ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching Participate in team games Developing simple tactics for attacking and defending Work individually and with others. Engage in cooperative physical activities Engage in competitive physical activities (both against self and against others) 	<ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching Participate in team games Developing simple tactics for attacking and defending Work individually and with others. Engage in cooperative physical activities Engage in competitive physical activities (both against self and against others)
B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.

C. Scheme Reference	Cornwall STA Award Scheme	Leap into Life Cornwall	Dancing Around the World Val Sabin Gym	Cornwall STA Award Scheme	Cornwall	Cornwall
D. Key Knowledge	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner 	<ul style="list-style-type: none"> I can travel around and through a space I can change my pathway to avoid contact with others I can copy a simple action I can link and repeat 2 simple actions Answer 2 water safety questions Enter the water with a step or jump entry, turn around and swim back to poolside Push and glide into either front crawl or breaststroke for 5 metres Push and glide into back crawl, and swim for 5 metres Perform a star float on the front or back, and hold for 3 seconds Perform dolphin leg kick on the front or back for 2 metres Scull head first, using a woggle Attempt breaststroke – may use a woggle for support Tread water for 10 seconds Swim forward for 2 metres and then roll onto back, swim on the back for 2 metres and roll into a standing position (regaining feet) 	<ul style="list-style-type: none"> I can repeat and copy simple movements e.g. tap my foot, hop... I can move in response to the music e.g. fast, slow, on tip toe, stamping feet I can copy and repeat series of 3 simple movements 	<ul style="list-style-type: none"> I can travel around and through a space I can change my pathway to avoid contact with others I can copy a simple action I can link and repeat 2 simple actions Answer 2 water safety questions Enter the water with a step or jump entry, tread water for 5 seconds, swim to poolside Push and glide, and hold the streamlined position for 5 seconds Push and glide, or swim to the bottom of the pool, to retrieve an object Swim 5 metres on front, roll over and swim 5 metres on back Perform dolphin leg kick on the front or back for 5 metres Scull head first for 2 metres Scull feet first, using a woggle for support Show rhythmical breathing in front crawl for 10 metres, using a woggle or float Swim a recognisable breaststroke for 5 metres 	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner 	<ul style="list-style-type: none"> I can throw a ball underarm I can roll a ball along the ground I can use two hands to catch a ball or a small beanbag I can catch and return a ball with a partner

E. Key Skills and Understanding	<ul style="list-style-type: none"> • I can stop / catch a ball with control • I can pass a ball to someone else • I can take part in opposed conditioned games • I understand about exercising, safety & short term effects of exercise 	<ul style="list-style-type: none"> • I can perform with control & co-ordination • I can responds imaginatively to a variety of stimuli • I can vary dynamics, levels, speed & direction • I can discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down 	<ul style="list-style-type: none"> • I can perform with control & co-ordination • I can responds imaginatively to a variety of stimuli • I can vary dynamics, levels, speed & direction • I can discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down 	<ul style="list-style-type: none"> • I can perform with control & co-ordination • I can responds imaginatively to a variety of stimuli • I can vary dynamics, levels, speed & direction • I can discuss my own & others performance with simple vocabulary. I understand the need for warm up & cool down 	<ul style="list-style-type: none"> • I can change speed & direction whilst running • I can jump accurately from a standing position • I can throw a variety of objects with one hand • I can recognise a change in temperature & heart rate during exercise 	<ul style="list-style-type: none"> • I can change speed & direction whilst running • I can jump accurately from a standing position • I can throw a variety of objects with one hand • I can recognise a change in temperature & heart rate during exercise
F. Cross Curricular Links (Core non-negotiable standards)	SMSC - working together	Maths - exploring shapes	Literacy - exploring characters in fiction	Maths - exploring shapes	SMSC - working together	SMSC - working together
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3 – Unit Title	Invasion - Hockey Ball skills Cross Country	Swimming Gym	Invasion games /multi skills(Youth Sports) Dance	Swimming Outdoor and Adventurous	Striking and Fielding – Cricket/ Rounders Multi- skills	Tennis Athletics
A. Nat Curriculum 14	<ul style="list-style-type: none"> Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Develop an understanding of how to improve in different physical activities and sports 	<ul style="list-style-type: none"> Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Learn how to evaluate and recognise their own success Compare their performances with previous ones and demonstrate improvement to achieve their personal best Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Begin to apply basic movements in a range of activities and in combination 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Perform dances using a range of movement patterns Develop an understanding of how to improve in different physical activities and sports Learn how to evaluate and recognise their own success Compare their performances with previous ones and demonstrate improvement to achieve their 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Take part in OAA challenges both individually and within a team Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Play competitive games, modified where appropriate Develop an understanding of how to improve in different physical activities and sports 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Play competitive games, modified where appropriate Develop an understanding of how to improve in different physical activities and sports

			<ul style="list-style-type: none"> personal best Begin to apply basic movements in a range of activities and in combination 			
B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.
C. Scheme Reference	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall

D. Key Knowledge	<ul style="list-style-type: none"> To be able to dribble using a hockey stick To be able to accurately pass a ball with a hockey stick To be able to pass the ball whilst moving To be able to shoot To be able to tackle correctly To understand how to defend in hockey To understand how to attack in Hockey To be able to play as part of a team in a hockey match 	<ul style="list-style-type: none"> Answer 2 water safety questions Enter the water with a step or jump entry, tread water for 5 seconds, swim to poolside Push and glide, and hold the streamlined position for 5 seconds Push and glide, or swim to the bottom of the pool, to retrieve an object Swim 5 metres on front, roll over and swim 5 metres on back Perform dolphin leg kick on the front or back for 5 metres Scull head first for 2 metres Scull feet first, using a woggle for support Show rhythmical breathing in front crawl for 10 metres, using a woggle or float Swim a recognisable breaststroke for 5 metres 	<ul style="list-style-type: none"> and co-ordination in the performance of movement. They create and remember simple sequences and perform them in response to various stimuli Understand some tactics of invasions games. Perform basic passing and receiving skills with good co-ordination and control Begin to understand basic techniques for attacking and defending. Using the correct skills in certain situations. Apply some rules and tactics to game play. Show awareness of some strengths and weaknesses in theirs and others Warm-up safely using some suitable activities. 	<ul style="list-style-type: none"> Answer 2 water safety questions Perform a back float, tuck to a front float and return to a standing position Scull head first for 5 metres, and feet first for 3 metres Push and glide on the back, tuck, rotate to the front and return to the starting point Swim 10 metres of a recognised front stroke, either front crawl or breaststroke. Learner's first choice Swim back crawl for 10 metres Swim 5 metres of a recognised front stroke. Learner's second choice Push and glide to the bottom of the pool, tuck, place feet on the bottom and spring up Perform a mushroom float and hold for 3 seconds, extend to a front float and return to a standing position Enter the water with a step or jump entry, swim 5 metres on the front, then swim to poolside and exit water safely Perform some basic skills with some consistency on the school site E.G, Orientating a map 	<ul style="list-style-type: none"> Strike the ball consistently from a feed with some accuracy. Bowl the ball consistently to my partner with some accuracy. Understand and can explain the basic rules of the game Understand and can explain some basic tactics and begin to use them in a variety of games Recognise what is different between their performance and others Understand the importance of a warm-up, and can explain the basic effects of exercise on the body Perform some basic skills with some consistency on the school site E.G, Orientating a map Regularly perform many of the basic skills consistently and with some accuracy on the school site Choose a basic skill that will help me to complete the task Confidently choose the best skill to 	<ul style="list-style-type: none"> Begin to select suitable shots and can perform a co-operative rally. Perform a basic serve and move to the ball around the court. Begin to understand basic technique for spin and power shots. Apply some rules and tactics to game play. Show awareness of some strengths and weaknesses in theirs and others Warm-up safely using some suitable activities. Sometimes use the right technique and carry it out with some control and accuracy. Know how their performance is similar to and different from others in the class. Give reasons as to why it is important to warm up before an activity. Watch others performance and use this to improve their own performance. Understand how to use the right techniques in several events, sprint, standing
-------------------------	--	--	---	--	---	---

				<ul style="list-style-type: none"> Regularly perform many of the basic skills consistently and with some accuracy on the school site Choose a basic skill that will help me to complete the task Confidently choose the best skill to complete the task effectively Recognise the areas of their performance that needs improvement and follow instructions on how to improve Understand the importance of a warm-up and the basic effects of exercise on the body 	<ul style="list-style-type: none"> complete the task effectively Recognise the areas of their performance that needs improvement and follow instructions on how to improve Understand the importance of a warm-up and the basic effects of exercise on the body 	
E. Key Skills and Understanding	<ul style="list-style-type: none"> I am beginning to influence opposed conditioned game I can control and catch a ball with movement I can accurately pass to someone else I can move with a ball (unihoc / football) I can talk about reasons for warming up / why exercise is good for health 	<ul style="list-style-type: none"> I can copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination I can apply compositional ideas to sequences alone & with others I can describe my own & others work noting similarities & differences. I can make suggestions for improvements I understand working safely, I recognise changes in my body and can give reasons why PE is good for health 	<ul style="list-style-type: none"> I can improvise freely on my own & with a partner I can translate ideas from a variety of stimuli into movement. I can compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health. 	<ul style="list-style-type: none"> Develop pupils problem solving skills in a variety of adventurous situations Enable pupils to plan and work successfully as individuals, in pairs and in groups Develop pupils understanding of the importance and significance of rules and safety Develop pupils observation and evaluation skills which involves: Working with others 	<ul style="list-style-type: none"> I am beginning to influence opposed conditioned game I can control and catch a ball with movement I can accurately pass to someone else I can move with a ball (unihoc / football) I can talk about reasons for warming up / why exercise is good for health 	<ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running I can take a running jump I can demonstrate a range of throwing actions using a variety of objects I can recognise a change in heart rate, temperature and breathing rate

				<ul style="list-style-type: none"> • Asking questions of one another • Listening to others • Communicating with others • Using key words 'word power' • Co-operating with others • Understanding roles and responsibilities • Taking responsibility for their own learning • Identifying strengths and weaknesses • Setting goals and targets • Employing different strategies to evaluate their own and others performances e.g. using ICT 		
F. Cross Curricular Links (Core non-negotiable standards)	Maths – during games, devise and explain scoring systems. Fractions: halves/quarters/thirds of a pitch/ court/game Science – throwing and catching – discuss as push or pull. Effect of gravity Computing - using ICT as a tool for evaluating and improving skills Literacy - provide opportunities for discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing; evaluating and speculating.	Maths – during swimming: record times taken to complete width/length of pool. How much can you improve? Work out comparisons against previous best and recognise improvement over time: can individual children recognise improvement over time? During gymnastics - Investigating patterns: when jumping, jump and curl, jump and stretch, etc. Developing sequences: 1 st do a jump, 2 nd do a roll and 3 rd do a twist, repeat the pattern five times. Computing : using ICT as a tool for evaluating and improving skills Literacy - provide opportunities for	Maths – in dance Sequencing, including pace and speed: first start your movement slowly, then make your movement faster, next make your movement very fast and finally slow your movement down, repeat the sequence three times Computing - using ICT as a tool for evaluating and improving skills Literacy - provide opportunities for discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing; evaluating and speculating.	Maths - in outdoor adventure, estimating distances apart and where it is safe to jump, move without interfering with each other Computing - using ICT as a tool for evaluating and improving skills Literacy - provide opportunities for discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing; evaluating and speculating. Multi- cultural - history of the Common wealth Games	Maths - during striking and fielding devise and explain scoring systems. Computing - using ICT as a tool for evaluating and improving skills Literacy - provide opportunities for discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing; evaluating and speculating.	Maths - work out comparisons against previous best and recognise improvement over time: can individual children recognise improvement over time? Can they identify which is the furthest throw, which is the fastest run over 50 metres? Work out combined distances/times for group: which group has thrown the furthest? Which group the quickest combined total for a run over a given distance? Work out speeds using simple formulae Computing - using ICT as a tool for evaluating and improving skills Literacy - provide

		discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing; evaluating and speculating. IT/E Safety Science - forces				opportunities for discussion, listening and responding: explaining why, how or what to do: Instructing; questioning; describing; analysing;
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	Swimming Cross Country	Invasion games Dance	Swimming Net and wall games	Gym Multi-skills	Striking and fielding Cricket/Rounders Outdoor/Adventurous	Tennis Athletics
A. Nat Curriculum 14	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Develop an understanding of how to improve in different physical activities and sports 	<ul style="list-style-type: none"> Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Perform dances using a range of movement patterns Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending Develop an understanding of how to improve in different physical activities and sports Compare their performances with previous ones and demonstrate improvement to achieve their personal 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Use running, jumping, throwing and catching in isolation and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending Develop an understanding of how to improve in different physical activities and sports 	<ul style="list-style-type: none"> Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Develop an understanding of how to improve in different physical activities and sports Compare their performances with previous ones and demonstrate improvement to achieve their personal best Begin to apply basic movements in a range of activities and in combination 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending Develop an understanding of how to improve in different physical activities and sports Take part in OAA challenges both individually and within a team 	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Play competitive games, modified where appropriate Develop an understanding of how to improve in different physical activities and sports

		<ul style="list-style-type: none"> best Begin to apply basic movements in a range of activities and in combination 				
B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.
C. Scheme Reference	Cornwall STA Award Scheme	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall	Cornwall
D. Key Knowledge	<ul style="list-style-type: none"> Answer 2 water safety questions Perform 2 different types of entries and tread water for 15 seconds each time; performed in shoulder-deep water Swim 15 metres of a recognised front stroke, either front crawl or breaststroke Swim 10 metres, holding a float under each arm, using lifesaving backstroke 	<ul style="list-style-type: none"> Perform different dances to a good standard with control and fluency Remember, refine and repeat short dances accurately Choose and develop movement material with imagination, making independent decisions Discuss dance using relevant vocabulary Identify strengths and weaknesses in their 	<ul style="list-style-type: none"> Be rescued by a reaching aid Perform a straddle entry and tread water for 30 seconds. If the water is too shallow, substitute step entry and support scull for 30 seconds. Push and glide into a forward somersault Scull head first for 5 metres and feet first for 5 metres Swim 15 metres of a 	<ul style="list-style-type: none"> Develop a range of suitable skills which are often performed with control. Perform some more complex movements and balances with the help of others. Compose a basic sequence and repeat it in the correct order with some fluency. Co-operate successfully with others to create and perform partner or group work. 	<ul style="list-style-type: none"> Strike the ball consistently from a feed with some accuracy. Bowl the ball consistently to my partner with some accuracy. Understand and can explain the basic rules of the game Understand and can explain some basic tactics and begin to use them in a variety of games 	<ul style="list-style-type: none"> Begin to select suitable shots and can perform a co-operative rally. Perform a basic serve and move to the ball around the court. Begin to understand basic technique for spin and power shots. Apply some rules and tactics to game play. Show awareness of some strengths and weaknesses in theirs and others

	<ul style="list-style-type: none"> leg kick Swim 5 metres, dolphin leg kick on front Swim 5 metres, dolphin leg kick on back Perform a handstand with both hands on the pool floor; performed in chest-deep water Perform a horizontal float on the back and hold for 5 seconds, roll on to the front, hold for 5 seconds, roll to the original back float position and hold for 5 seconds Submerge, push and glide on the side, roll to a face down position 	<ul style="list-style-type: none"> own and others work, and suggest ways to improve performance and composition Put suggested improvements into practice Perform a range of skills demonstrating speed and control especially when I have time on the ball. Perform basic skills that outwit an opponent regularly. Begin to influence the game linking skills, technique and ideas. Applying them in various attacking & defending situations. Understand and play in a variety of roles and positions. Use some technical terms to describe a performance. Understand how and why to use safe warm-up activities 	<ul style="list-style-type: none"> recognised front stroke with correct breathing. Learner's first choice Swim 10 metres of front stroke with correct breathing. Learner's second choice Swim 20 metres of back crawl Swim 10 metres on the front, using dolphin leg kick, without aids Start in a crouch position in the water, spring up before gliding to bottom of pool, then glide to surface Swim 5 metres of lifesaving backstroke without aids 	<ul style="list-style-type: none"> Use some technical terms to describe a performance. Understand how and why to use safe warm up activities. 	<ul style="list-style-type: none"> Recognise what is different between their performance and others performance, and I can follow suggestions on how to improve Understand the importance of a warm-up, and can explain the basic effects of exercise on the body Perform some basic skills with some consistency on the school site E.G, Orientating a map Regularly perform many of the basic skills consistently and with some accuracy on the school site Choose a basic skill that will help me to complete the task Confidently choose the best skill to complete the task effectively Recognise the areas of their performance that needs improvement and follow instructions on how to improve Understand the importance of a warm-up and the basic effects of exercise on the body 	<ul style="list-style-type: none"> performance. Warm-up safely using some suitable activities. Sometimes use the right technique and carry it out with some control and accuracy. Know how their performance is similar to and different from others in the class. Give reasons as to why it is important to warm up before an activity. Watch others performance and use this to improve their own performance. Understand how to use the right techniques in several events, sprint, standing long jump, pacing.
E. Key Skills and Understanding	<ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running I can recognise a change in heart rate, temperature and breathing rate 	<ul style="list-style-type: none"> I can improvise freely on my own & with a partner I can translate ideas from a variety of stimuli into movement. I can compare, develop 	<ul style="list-style-type: none"> I am beginning to influence opposed conditioned game I can control and catch a ball with movement I can accurately pass 	<ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running I can take a running jump I can demonstrate a range of throwing 	<ul style="list-style-type: none"> Develop pupils problem solving skills in a variety of situations in adventurous activities Enable pupils to plan and work successfully 	<ul style="list-style-type: none"> I can run at a speed appropriate to the distance I am running I can take a running jump I can demonstrate a range of throwing

	<ul style="list-style-type: none"> I can talk about reasons for warming up / why exercise is good for health I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health. 	& adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work <ul style="list-style-type: none"> I understand working safely, I recognise changes in my body and I can give reasons why PE is good for my health. 	to someone else <ul style="list-style-type: none"> I can move with a ball (unihoc / football) I can talk about reasons for warming up / why exercise is good for health 	actions using a variety of objects <ul style="list-style-type: none"> I can recognise a change in heart rate, temperature and breathing rate 	as individuals, in pairs and in groups <ul style="list-style-type: none"> Develop pupils understanding of the importance and significance of rules and safety Develop pupils observation and evaluation skills which involves: <ul style="list-style-type: none"> Working with others Asking questions of one another Listening to others Communicating with others Using key words 'word power' Co-operating with others Understanding roles and responsibilities Taking responsibility for their own learning Identifying strengths and weaknesses Setting goals and targets Employing different strategies to evaluate their own and others performances e.g. using ICT 	actions using a variety of objects <ul style="list-style-type: none"> I can recognise a change in heart rate, temperature and breathing rate
F. Cross Curricular Links (Core non-negotiable standards)	Maths – data handling IT/E Safety	Literacy Maths IT/E Safety	Literacy Maths IT/E Safety	Literacy Maths IT/E Safety	Literacy Maths – problem solving IT/E Safety	Literacy Maths – data handling IT/E Safety
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5– Unit Title	Invasion games - Rugby Circuits	Swimming Invasion games – football	Gym Dance	Swimming Outdoor and Adventurous	Striking and Fielding Cricket/ Rounders Net and wall games	Tennis Athletics
A. Nat Curriculum 14	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate (enjoy) communicating, collaborating with each other...and within a team Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate (enjoy) communicating, collaborating with each other...and within a team Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of 	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop an understanding of how to improve in different physical activities and sports Perform dances using a range of movement patterns Begin to apply basic movements in a range of activities and in combination Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Take part in OAA challenges both individually and within a team (enjoy) communicating, collaborating with each other...and within a team Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate (enjoy) communicating, collaborating with each other...and within a team Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Play competitive games, modified where appropriate Continue to apply and develop a broader range of skills

B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	skills <ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.
C. Scheme Reference	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall
D. Key Knowledge	<ul style="list-style-type: none"> I can control and catch a ball & accurately pass whilst moving I can take part in conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football) I understand / use principles of warm up & why exercise is good for health 	<ul style="list-style-type: none"> I can control and catch a ball & accurately pass whilst moving I can take part in conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football) I understand / use principles of warm up & why exercise is good for health 	<ul style="list-style-type: none"> I can demonstrates precision, control & fluency in response to stimuli I can vary dynamics & develop actions with a partner or as part of a group I continually demonstrate rhythm & spatial awareness I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body I can link ideas, skills & techniques with 	<ul style="list-style-type: none"> Develop pupils problem solving skills in a variety of situations in adventurous activities Enable pupils to plan and work successfully as individuals, in pairs and in groups Develop pupils understanding of the importance and significance of rules and safety Develop pupils observation and evaluation skills which involves: <ul style="list-style-type: none"> Working with others Asking questions of one another 	<ul style="list-style-type: none"> I can control and catch a ball & accurately pass whilst moving I can take part in conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football) I understand / use principles of warm up & why exercise is good for health 	<ul style="list-style-type: none"> I can improve and sustain running technique at different speeds I can demonstrate accuracy & technique in a range of throwing & jumping actions I can identify & explain good athletic performance I can describe the changes in my body when running, jumping & throwing

			control, precision & fluency when performing basic skills <ul style="list-style-type: none"> I understand composition by performing more complex sequences I can describe how to refine, improve & modify performances I can demonstrate specific aspects of warm-up & describe effects of exercise on the body 	<ul style="list-style-type: none"> Listening to others Communicating with others Using key words 'word power' Co-operating with others Understanding roles and responsibilities Taking responsibility for their own learning Identifying strengths and weaknesses Setting goals and targets Employing different strategies to evaluate their own and others performances e.g. using ICT 		
E. Key Skills and Understanding	•	•	•	•	•	•
F. Cross Curricular Links (Core non-negotiable standards)	Maths – data handling – timing and looking at performance. Can they improve?	Science – forces – looking at resistance and effects of gravity	Topic – Shang Dynasty – using vocabulary from topic to build dance Music – understand beat and rhythm Maths – counting in powers of 4s and 8s – link to times-tables knowledge	Maths – problem solving, using grid references to locate themselves and objects Geography – map skills	Maths – data handling – score keeping; addition and subtraction skills in cricket	Maths – data handling; using time to assess performance of themselves and others. Science – forces – resistance; what happens to an object when a force is applied and elasticity
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6– Unit Title	Swimming Invasion games – Tag Rugby	Dance Invasion games – Hockey	Swimming Gym	Outdoor and adventurous Cross Country	Striking and fielding Net and wall games	Athletics Tennis
A. Nat Curriculum 14	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate Perform dances using a range of movement patterns Begin to apply basic movements in a range of activities and in combination Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke Perform safe self-rescue in different water-based situations Compare their performances with previous ones and demonstrate improvement to achieve their personal best Begin to apply basic movements in a range of activities and in combination Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Take part in OAA challenges both individually and within a team Develop an understanding of how to improve in different physical activities and sports Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Apply basic principles suitable for attacking and defending Play competitive games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills 	<ul style="list-style-type: none"> Develop an understanding of how to improve in different physical activities and sports Play competitive games, modified where appropriate Use running, jumping, throwing and catching in isolation and in combination Continue to apply and develop a broader range of skills

B. Academy Aims Link	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment. 	<ul style="list-style-type: none"> Challenge children by setting aspirational goals to ensure they grow into confident individuals who can succeed. Ensure children see failure as not a negative but an opportunity to grow and learn. Encouraging children's active participation in outdoor and sporting learning opportunities. Providing for children a safe, stimulating, caring but challenging learning environment.
C. Scheme Reference	Cornwall STA Award Scheme	Cornwall	Cornwall STA Award Scheme	Cornwall	Cornwall	Cornwall
D. Key Knowledge	<ul style="list-style-type: none"> I can control and catch a ball & accurately pass whilst moving I can take part in conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football) I understand / use principles of warm up & why exercise is good for health 	<ul style="list-style-type: none"> I can demonstrates precision, control & fluency in response to stimuli I can vary dynamics & develop actions with a partner or as part of a group I continually demonstrate rhythm & spatial awareness I can modify my performance & that of others as a result of observation & basic understanding of the structure of the body 	<ul style="list-style-type: none"> I can link ideas, skills & techniques with control, precision & fluency when performing basic skills I understands composition by performing more complex sequences I can describe how to refine, improve & modify performances I can demonstrate specific aspects of warm-up & describe effects of exercise on the body 	<ul style="list-style-type: none"> Develop pupils problem solving skills in a variety of situations in adventurous activities Enable pupils to plan and work successfully as individuals, in pairs and in groups Develop pupils understanding of the importance and significance of rules and safety Develop pupils observation and evaluation skills which involves: Working with others 	<ul style="list-style-type: none"> I can control and catch a ball & accurately pass whilst moving I can take part in conditioned game with understanding of tactics & rules I can move with a ball in opposed situations (unihoc / football) I understand / use principles of warm up & why exercise is good for health 	<ul style="list-style-type: none"> I can improve and sustain running technique at different speeds I can demonstrate accuracy & technique in a range of throwing & jumping actions I can identify & explain good athletic performance I can describe the changes in my body when running, jumping & throwing

				<ul style="list-style-type: none"> • Asking questions of one another • Listening to others • Communicating with others • Using key words 'word power' • Co-operating with others • Understanding roles and responsibilities • Taking responsibility for their own learning • Identifying strengths and weaknesses • Setting goals and targets • Employing different strategies to evaluate their own and others performances e.g. using ICT 		
E. Key Skills and Understanding	•	•	•	•	•	•
F. Cross Curricular Links (Core non-negotiable standards)	Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units, converting measurements of length, mass, volume and time	Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units, converting measurements of length, mass, volume and time	Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units, converting measurements of length, mass, volume and time	Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units, converting measurements of length, mass, volume and time	Literacy – Writing instructions for own striking/fielding game Computing – using presentation package to display rules for game Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units,	Science - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Maths - use, read, write and convert between standard units, converting measurements of length, mass, volume and time

					converting measurements of length, mass, volume and time	
G. Assessment Pathway	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs	My Assessment Tree Movement Matters – Assessing Primary Physical Education IPADs