



## Sports, health and fitness education

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

The programme is aligned with the 2014 national curriculum for physical education and aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Structure

All children participate in 2 hours' curriculum PE each week focusing on the sport and fitness strands. Health education is taught through other subject areas like Science and PSHCE.

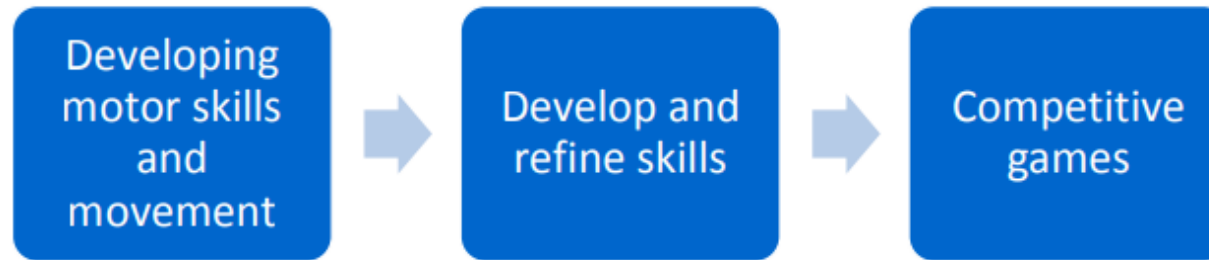
### Expert support

To ensure sessions of the highest quality we will engage with a range of external experts to work with us, for example: specialist coaches.

### Assessment

Assessment will be carried out on a termly basis and recorded on O track against the National curriculum areas of the PE curriculum. A child will be assessed as expected if they are meeting the objectives in their year group. Teachers will refer to the gifted and talented document to judge whether a child is better than expected.

# Sports education



## Purpose

High-quality sports education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. This is a progressive curriculum building from the early development of gross motor skills; it then focuses on teaching skills required for a range of sports and then providing opportunity for pupils to apply their skills in competitive games. The sports education programme is linked to the 2014 National Curriculum ensuring full coverage of all relevant programmes of study.

## Aims

The sports education programme aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

## Key stage 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

Pupils will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

# Skills progression in sports education

## Games (invasion)

	KS1	Year 3	Year 4	Year 5	Year 6	KS3
<p>Acquiring and developing skills</p> <p>Selecting and applying skills, tactics and compositional ideas.</p> <p>Evaluating and improving performance.</p>	<ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<p><b>Brilliant ball skills</b></p> <ul style="list-style-type: none"> <li>To be aware of others when playing games</li> <li>To choose the correct skills to meet a challenge.</li> <li>To perform a range of actions, maintaining control of the ball.</li> <li>To perform a range of catching and gathering skills with control.</li> <li>To master the basic catching technique.</li> <li>To catch with increasing control and accuracy.</li> <li>To master the basic throwing technique.</li> <li>To throw and hit a ball in different ways (e.g. high, low, fast or slow).</li> <li>To apply skills and tactics in small-sided games.</li> <li>To identify and follow the rules of games.</li> <li>To choose and use simple tactics to suit different situations.</li> <li>To react to situations in ways that make it difficult for opponents to win.</li> </ul>	<p><b>Invasion (football/hockey)</b></p> <ul style="list-style-type: none"> <li>To keep possession of a ball.</li> <li>To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</li> <li>To use accurate passing and dribbling in a game.</li> <li>To identify and apply ways to move the ball towards an opponent's goal.</li> <li>To learn concepts of attack and defence.</li> <li>To play in a mini football competition.</li> </ul>	<p><b>Invasion (Netball)</b></p> <ul style="list-style-type: none"> <li>To demonstrate basic passing and receiving skills using a netball.</li> <li>To develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>To use good hand/eye co-ordination to pass and receive a ball successfully.</li> <li>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To understand the importance of 'getting free' in order to receive a pass.</li> <li>To understand how to make space by moving away and coming back and by dodging.</li> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</li> <li>To understand how to intercept a pass.</li> <li>To learn how to shoot.</li> <li>To understand the different positions in a netball team (five-a-side).</li> <li>To recognise which positions are attacking and which are defending.</li> </ul>	<p><b>Invasion (Rugby)</b></p> <ul style="list-style-type: none"> <li>To understand the basic rules of tag rugby.</li> <li>To work as a team, using ball-handling skills.</li> <li>To pass and carry a ball using balance and co-ordination.</li> <li>To use skills learned to play a game of tag rugby.</li> <li>To apply rules and skills learned to a game.</li> <li>To play in a mini tag rugby competition</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

## Vocabulary

		Awareness, tactics, defend, attack, position, movement, control, ball control, catch, throw, prepared, ready, catch, gather, receive, clockwise, anti-clockwise, underarm, overarm, technique, aim, follow, skills, accuracy, power, pass, catch, throw, score.	Dribble, support play, attack, defence, passing, receiving.	Footwork, land, step, pivot, pass, receive, , step, push, point, chest pass, overhead pass, shoulder pass, bounce pass, dodging, non-contact, marking, , signal, defend, intercepting, High 5 Netball, goal shooter (GS), goal attack (GA), centre (C), goal defence (GD), goal keeper (GK), goal.	Tag, hop, skip, forfeit, try, dodging, handover, rules, competition, tournament.	
--	--	---	---	--	--	--

## Dance

Acquiring and developing skills  Selecting and applying skills, tactics and compositional ideas.  Evaluating and improving performance.	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<p><b><u>African dance</u></b></p> <ul style="list-style-type: none"> <li>To explore African dance movements and create patterns of movement.</li> <li>To work with a partner to create African dance patterns.</li> <li>To perform a dance with rhythm and expression.</li> <li>To use knowledge of African dance to create a story in small groups.</li> <li>To develop precision of movement.</li> <li>To work co-operatively with a group to create a dance piece.</li> <li>To perform in front of others with confidence.</li> </ul>	<p><b><u>Line dance</u></b></p> <ul style="list-style-type: none"> <li>To identify and practise the patterns and actions of line dancing.</li> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create an individual dance that reflects the line dancing style.</li> <li>To create partnered dances that reflect the line dancing style and apply the key components of dance.</li> <li>To perform a line dance using a range of movement patterns.</li> <li>To perform and evaluate own and others' work.</li> </ul>	<p><b><u>Bollywood dance</u></b></p> <ul style="list-style-type: none"> <li>To identify and practise the patterns and actions of the Bollywood dance style.</li> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create and perform an individual dance that reflects the Bollywood dance style.</li> <li>To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.</li> <li>To create group dances that reflect the Bollywood dance style.</li> <li>To perform a Bollywood dance using a range of movement patterns.</li> <li>To perform and evaluate own and others' work.</li> </ul>	<p><b><u>Street dance</u></b></p> <ul style="list-style-type: none"> <li>To identify and practise the patterns and actions in a street dance style.</li> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create a dance that represents a street dance style.</li> <li>To create a dance as a group, using any street dance moves.</li> <li>To perform and analyse own and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using advanced dance techniques within a range of dance styles and forms.</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
---	--	---	--	---	---	--

## Vocabulary

		Clock, direction, tempo, timing, pivot, performances, formation, canon, unison, confidence.	Line dancing, Charleston step, chassé, strut, rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance, co-ordination, stamina, muscular strength and	Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency, rhythm, phrasing, improvise, space, dynamics, sequence, flexibility, balance, co-ordination,	Street dance, canon, unison, mirror, match, pose, routine, choreograph, timing, beat, fluency.	
--	--	---	---	---	--	--

			endurance, agility, timing, expression, emotion, motif, changing order, unison, canon, variation, break-it-down, sections, beats, collaboration.	stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order, motif, unison, canon, variation, break-it-down, sections, beats, collaboration.		
--	--	--	--	--	--	--

## Games (Striking and fielding)

<p>Acquiring and developing skills</p> <p>Selecting and applying skills, tactics and compositional ideas.</p> <p>Evaluating and improving performance.</p>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p><b><u>Throwing and catching (field games)</u></b></p> <ul style="list-style-type: none"> <li>To consolidate and develop a range of skills in striking and fielding.</li> <li>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</li> <li>To practise the correct technique for catching a ball and use it in a game.</li> <li>To practise the correct batting technique and use it in a game situation.</li> <li>To practise the correct technique for fielding and use it in a game situation.</li> <li>To consolidate the throwing, catching and batting skills already learned.</li> <li>To strike the ball for distance.</li> <li>To know how to play a striking and fielding game competitively and fairly.</li> </ul>	<p><b><u>Cricket/rounders</u></b></p> <ul style="list-style-type: none"> <li>To develop and investigate different ways of throwing, and to know when each is appropriate.</li> <li>To use ABC (agility, balance, co-ordination) to field a ball well.</li> <li>To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</li> <li>To use hand-eye co-ordination to strike a moving and a stationary ball.</li> <li>To develop fielding skills and understand their importance when playing a game.</li> <li>To play in a competitive situation, and to demonstrate sporting behaviour.</li> </ul>	<p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>To develop skills in batting and fielding.</li> <li>To choose fielding techniques.</li> <li>To run between the wickets.</li> <li>To run, throw and catch.</li> <li>To develop a safe and effective overarm throw.</li> <li>To learn batting control.</li> <li>To use all the skills learned by playing in a mini tournament.</li> </ul>	<p><b><u>Striking and fielding (Rounders)</u></b></p> <ul style="list-style-type: none"> <li>To throw and catch under pressure.</li> <li>To use fielding skills to stop the ball effectively.</li> <li>To learn batting control.</li> <li>To learn the role of backstop.</li> <li>To play in a tournament and work as team, using tactics in order to beat another team.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
--	---	---	---	---	---	---

## Vocabulary

		Accuracy, underarm throw, overarm throw, wickets, stumps, soft hands, target hands, defenders, stumped, underarm bowling, run, Long barrier, surface area, Safe zone, retrieve, fielding,	Underarm throw, overarm throw, wickets, stumps, receive, field, beat-the-ball rounders, stumped, underarm bowling, run, long barrier, cricket, rounders, tournament.	Watch the ball, grip, wicket keeper, Action, underarm, overarm, release, follow through, scatter ball, bowl, tournament.	Underarm throw, Long barrier, scatter ball, back stop, tournament.	
--	--	---	--	--	--	--

## Gymnastics

<p>Acquiring and developing skills</p> <p>Selecting and applying skills, tactics and compositional ideas.</p> <p>Evaluating and improving performance.</p>	<ul style="list-style-type: none"> <li>• Master basic movements jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore movement actions with control and link them together with flow.</li> <li>• To explore gymnastic actions and shapes.</li> <li>• To explore travelling on benches.</li> <li>• To choose and use simple compositional ideas by creating and performing sequences.</li> <li>• To repeat and link combinations of gymnastic actions.</li> <li>• To link combinations of movements and shapes with control.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and practise body shapes.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and practise body shapes and balances.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>• To develop skills for movement, including rolling, bridging and dynamic movement.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and practise gymnastic shapes and balances.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics].</li> <li>• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
--	---	--	---	---	---	--

## Vocabulary

		Landing shapes, jumps, Travelling, shapes, rolls, balance, Teamwork, co-operation.	Balance, tuck, straddle, pike, posture, body, tension, symmetry, asymmetry, counterbalance, canon, unison, balance, sequence, moves, techniques.	Star, dish, arch, , symmetrical, asymmetrical, balance, shape, sequence, balance, sequence, points of balance, level, direction, rotation, dynamic movement, rolling, bridging, counterbalance, tension, pull, push, extend, canon, unison, balance, moves, techniques, evaluate (critique).	Front and back support, symmetrical, asymmetrical, balance, shape, sequence, level, direction, rotation, dynamic movement, rolling and bridging, counterbalance, tension, pull, push, extend, canon, unison, counterbalance, forfeit, fluency.	
--	--	--	--	--	--	--

## Games (net/wall)

<p>Acquiring and developing skills</p> <p>Selecting and applying skills, tactics and compositional ideas.</p>	<ul style="list-style-type: none"> <li>• Master basic movements including balance, agility and co-ordination,</li> </ul>	<p><b>Multi-skills</b></p> <ul style="list-style-type: none"> <li>• To change and maintain centre of balance.</li> <li>• To develop co-ordination whilst moving an object.</li> <li>• To demonstrate agility by being able to twist and turn and change direction.</li> </ul>	<p><b>Nimble nets (short tennis)</b></p> <ul style="list-style-type: none"> <li>• To become familiar with balls and short tennis rackets.</li> <li>• To get the ball into play.</li> <li>• To accurately serve underarm.</li> </ul>	<p><b>Nimble nets (Tennis)</b></p> <ul style="list-style-type: none"> <li>• To identify and apply techniques for hitting a tennis ball.</li> <li>• To develop the techniques for ground strokes and volleys.</li> </ul>	<p><b>Nimble nets (Tennis/badminton)</b></p> <ul style="list-style-type: none"> <li>• To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for</li> </ul>
---	--	---	---	---	---	--

Evaluating and improving performance.	and begin to apply these in a range of activities	<ul style="list-style-type: none"> <li>To practise co-ordination and moving with others.</li> <li>To use co-ordination skills to move an object.</li> <li>To use all ABC skills learned so far, to the best of your ability.</li> </ul>	<ul style="list-style-type: none"> <li>To build up a rally.</li> <li>To build a rally, focusing on accuracy of strokes.</li> <li>To play a variety of shots in a game situation and to explore when different shots should be played.</li> <li>To play a competitive tennis game.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a backhand technique and use it in a game.</li> <li>To practise techniques for all strokes.</li> <li>To use the scoring system and court for singles tennis.</li> <li>To play a tennis game using an overhead serve and the correct selections of shots.</li> <li>To understand and use doubles scoring in a tennis game.</li> </ul>	<ul style="list-style-type: none"> <li>To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</li> <li>Understand how to serve the shuttle in order to start the game.</li> <li>Recognise the difference between the low serve and the high serve.</li> <li>To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</li> <li>To understand that the drop shot is an attacking shot, and why.</li> <li>To know where the drop should be aimed for, for it to be most productive, and why.</li> <li>To understand how to use different shots to outwit an opponent in a game.</li> </ul>	example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]. <ul style="list-style-type: none"> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
---------------------------------------	---	---	--	--	---	---

### Vocabulary

		Balance, bounce, send, Travel, control, dribble, agility, speed, observation, safety, concentrate, focus, utilise	Trap, send, receive, Drop serve, Forehand, backhand, rally, rally building, volley.	Forehand, backhand, drop serve, volley, rally, overhead serve, scoring.	Shuttle, racket, court, net, shot, rally, ready position, serve, high, low, short, long, overhead clear, opponent, back line, contact, pressure, disguise, attack, outwit, opponent, doubles, aim, target, tournament, scoring.	
--	--	---	---	---	---	--

### Athletics

Acquiring and developing skills  Selecting and applying skills, tactics and	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping,</li> </ul>	<u><b>Active athletics</b></u> <ul style="list-style-type: none"> <li>To run in different directions and at different speeds, using a good technique.</li> </ul>	<u><b>Young Olympians</b></u> <ul style="list-style-type: none"> <li>To select and maintain a running pace for different distances.</li> <li>To practise throwing with power and accuracy.</li> </ul>	<u><b>Young Olympians</b></u> <ul style="list-style-type: none"> <li>To use correct technique to run at speed.</li> <li>To develop the ability to run for distance.</li> </ul>	<u><b>Young Olympians</b></u> <ul style="list-style-type: none"> <li>To investigate running styles and changes of speed.</li> <li>To practise throwing with power and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their technique and improve their performance in other competitive sports [for</li> </ul>
---	--	--	---	--	--	--



<p>compositional ideas.</p> <p>Evaluating and improving performance.</p>	<p>throwing as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> <li>• To improve throwing technique.</li> <li>• To reinforce jumping techniques.</li> <li>• To understand the relay and passing the baton.</li> <li>• To choose and understand appropriate running techniques.</li> <li>• To compete in a mini-competition, recording scores.</li> </ul>	<ul style="list-style-type: none"> <li>• To throw safely and with understanding.</li> <li>• To demonstrate good running technique in a competitive situation.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To utilise all the skills learned in this unit in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• To throw with accuracy and power.</li> <li>• To identify and apply techniques of relay running.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• Learn how to use skills to improve the distance of a pull throw.</li> <li>• To demonstrate good techniques in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>• To throw safely and with understanding.</li> <li>• To demonstrate good running technique in a competitive situation.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To utilise all the skills learned in this unit in a competitive situation.</li> </ul>	<p>example, athletics and gymnastics].</p> <ul style="list-style-type: none"> <li>• Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
--	--	---	---	--	---	---

### Vocabulary

		<p>Direction, overarm, underarm, Take-off, landing, relay, changeover, technique, improve, competition.</p>	<p>Pace, distance, stride length, arm action, knee lift, relax, effort, Javelin, position, direction, target, technique, distance, pull, relay, position, pace, handover, positioning, take off, landing, long jump, extend, bend, distance, control, carousel.</p>	<p>Continuous, push technique, relay, baton, take off, landing, long jump, extend, bend, distance, control, Pull and push throw, carousel.</p>		
--	--	---	---	--	--	--

### OAA (Taught Through Enrichment Activities)

	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Develop the range and consistency of their skills and work with others to solve challenges.</li> <li>• Choose and apply strategies and skills to meet the requirements of a task or challenges.</li> <li>• Describe and evaluate their own and others' performances, and identify areas that need improving.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the range and consistency of their skills and work with others to solve challenges.</li> <li>• Choose and apply strategies and skills to meet the requirements of a task or challenge.</li> <li>• Describe and evaluate their own and others' performances, and identify areas that need improving</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and refine orienteering and problem-solving skills when working in groups and on their own.</li> <li>• Decide what approach to use to meet the challenge set.</li> <li>• Adapt their skills and understanding as they move from familiar to unfamiliar environment.</li> <li>• See the importance of a group or team plan, and the value of pooling ideas.</li> <li>• Improve their performance by changing or adapting their approaches as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and refine orienteering and problem-solving skills when working in groups and on their own.</li> <li>• Decide what approach to use to meet the challenge set</li> <li>• Adapt their skills and understanding as they move from familiar to unfamiliar environment.</li> <li>• See the importance of a group or team plan, and the value of pooling ideas.</li> <li>• Improve their performance by changing or adapting their approaches as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> </ul>
--	------------	--	--	---	--	--



## Vocabulary

		Problem- solving, teamwork, strategies.	Problem- solving, teamwork, strategies, apply, challenge.	Problem-solving, orienteering, teamwork, solve, adapt, environment, plan, create. Problem-solving, orienteering, teamwork, solve, adapt, environment, plan, create.	Problem-solving, orienteering, teamwork, solve, adapt, environment, plan, create.	
--	--	---	---	---	---	--

## Swimming

Acquiring and developing skills			<ul style="list-style-type: none"> <li>• To develop basic safety skills and confidence in water.</li> <li>• To develop travel in vertical and horizontal positions and introduce floats.</li> <li>• To develop push and glides, any kick action on front or back with or without support aids.</li> <li>• To develop entry and exit, travel further, submerge and float.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> <li>• Treading water.</li> </ul>		<u>Top up lessons</u> <ul style="list-style-type: none"> <li>• To develop basic safety skills and confidence in water.</li> <li>• To develop travel in vertical and horizontal positions and introduce floats.</li> <li>• To develop push and glides, any kick action on front or back with or without support aids.</li> <li>• To develop entry and exit, travel further, submerge and float.</li> <li>• To develop balance, link activities and travel further on whole stroke.</li> <li>• To show breath control.</li> <li>• Introduction to deeper water.</li> <li>• Treading water.</li> </ul>	
---------------------------------	--	--	---	--	---	--

## Vocabulary

			Front crawl, back crawl , breaststroke, float, scull , surface, diving, pull, push, kick, lie flat, streamlined, breathe, turning.		Front crawl, back crawl , breaststroke, float, scull , surface, diving, pull, push, kick, lie flat, streamlined, breathe, turning.	
--	--	--	--	--	--	--

# Health Education



The health education programme aims to ensure children lead, healthy, active lives.

**Healthy Body:** Pupils will learn about their bodies and how to keep them healthy.

**Healthy Mind:** Pupils will learn about the importance of a healthy mind. They will learn about how to keep themselves well and happy.

**Healthy lifestyles:** Pupils will learn the importance of developing a healthy lifestyle including; healthy diet.

## Key Stage 2

**Healthy Body:** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. (ScY3) describe the simple functions of the basic parts of the digestive system in humans (ScY4) identify the different types of teeth in humans and their simple functions (ScY4) describe the changes as humans develop to old age. (ScY5) identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (ScY6).

**Healthy Mind:** talk and write about their opinions, and explain their views, on issues that affect themselves and society; recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. Learning about mental health and emotional wellbeing.

**Healthy Lifestyle:** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (ScY3) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (ScY6) describe the ways in which nutrients and water are transported within animals, including humans. (ScY6). What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread; about how the body changes as they approach puberty; which commonly available substances and drugs are legal and illegal, their effects and risks; to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

# Fitness Education

There are 4 types of fitness training incorporated into the fitness education programme.



The aim of the fitness programme is to ensure that pupils are physically active for sustained periods of time. The programme is designed to raise the heart rate and improve overall fitness, stamina and flexibility.

**Flexibility exercise:** One reward a child can reap from physical fitness is an increase in their flexibility. Children become more agile when they are able to stretch and move their bodies in a full range of motion. Encouraging children to begin stretching in childhood can help them maintain limber physiques throughout life. Classes include: gymnastics and dance.

**Strength and stamina:** Strength exercises can help children build healthy muscles. With an appropriately organized program, children can advance their strength and stamina. Due to the age of pupils and risk of injury during growth spurts no weights will be used during strength classes; the majority of workouts will focus on non-resistance training and developing stamina. Exercise include: lunges, dips, press-up, skipping, sit-ups.

**Aerobic exercise:** Cardiovascular training is an important component of children's' fitness, keeping their heart and lungs strong. Classes may include: dance; boxercise and running.

**Circuit training:** Children can apply their strength and stamina and develop greater levels of fitness through circuit training. Circuit training combines aerobic exercise, strength and stamina and flexibility.

## Skills progression in fitness education

Fitness Frenzy				
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>To complete an agility and co-ordination circuit, spending 30 seconds at each station.</li> <li>To improve fitness by raising the heart rate in a circuit-based lesson.</li> <li>To develop skipping techniques with control and balance.</li> <li>To evaluate my performance of gymnastic moves within a circuit.</li> <li>To improve core strength and agility, and understand why they are important.</li> <li>To perform a sequence of moves at each station within a circuit with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To complete a circuit that includes different aerobic activities.</li> <li>To perform a boxercise routine with precision.</li> <li>To develop co-ordination and balance.</li> <li>To complete an athletics-based circuit with control and accuracy.</li> <li>To develop cool core moves using balance techniques.</li> <li>To perform a sequence of moves at each station within a circuit with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To complete a circuit that includes a range of activities.</li> <li>To learn how boxercise moves can be adapted and used in a different format.</li> <li>To perform a sequence of steps in time with the music.</li> <li>To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina)</li> <li>To understand why fitness is good for health and wellbeing.</li> <li>To identify techniques to improve balance and core strength.</li> <li>To improve co-ordination.</li> <li>To perform a sequence of moves at each station within a circuit with increased accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To complete a circuit that includes different aerobic activities.</li> <li>To perform and devise a sequence of movements to music.</li> <li>To understand the value of aerobic exercise.</li> <li>To devise a sequence of step-based activities to music.</li> <li>To plan a personal programme.</li> <li>To perform others' sequences with control and balance.</li> <li>To perform a sequence of moves at each station within a circuit with increased accuracy.</li> </ul>
Vocabulary				
	Basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, method, circuit, activity, honest, skipping, timing, direction, strength and stamina, flexibility, aerobic, roles, challenge.	Circuit, heart rate, burpee, spotty dogs, plank, Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, Heart rate, knee crunch, rhythm, cross step, flexibility, core strength, agility, stamina, mountain pose, rock, Siamese pose, giraffe, Pilates, mountain top, pencil point pose, mountain ledge, aerobic.	Circuit, heart rate, burpee, spotty dogs, plank, Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, Heart rate, knee crunch, rhythm, cross step, V step, Dips, burpees, step-ups, press-ups, skipping, Sequence, fluency, core, Strength and stamina, flexibility, aerobic, circuit training.	Circuit, heart rate, burpee, spotty dogs, plank, aerobic warm-up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, upper cut, hook, combination moves (combos), repetition, fitness programme, Strength and stamina, flexibility, aerobic, circuit training.
Bootcamp				
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>Understand how to prepare the body for exercise.</li> <li>Understand what fitness means.</li> <li>To complete a range of circuit-based activities and understand the reason for doing them.</li> <li>To understand what happens to the heart rate during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to prepare the body for exercise.</li> <li>Understand what fitness means.</li> <li>To complete a range of circuit-based activities and understand the reason for doing them.</li> <li>To understand what happens to the heart rate during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to prepare the body for exercise.</li> <li>Understand what fitness means.</li> <li>To complete a range of circuit-based activities and understand the reason for doing them.</li> <li>To understand what happens to the heart rate during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to prepare the body for exercise.</li> <li>To understand what fitness means.</li> <li>To complete a range of circuit-based activities and understand the reason for doing them.</li> <li>To understand what happens to heart rate during exercise.</li> </ul>

## Vocabulary

	Personal fitness, heart, circuit, exercises, stations, basic circuit moves, running, jumping jacks, ball pass, jumping from side to side, heart rate.	Running, heart rate, mobility, fitness, jumping, circuit, heart rate, burpee, spotty dogs, plank.	Direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank.	Direction, catcher, personal fitness, heart rate, challenge, circuit, aerobic fitness, burpee, spotty dogs, plank.
--	---	---	--	--

## Cool core (strength)

Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>To improve core strength and agility, and understand why they are important.</li> </ul>	<ul style="list-style-type: none"> <li>To improve balance and co-ordination.</li> <li>To consolidate and improve the moves learned so far.</li> <li>To develop balance techniques when performing cool core moves.</li> <li>To sustain balance and concentration when performing a variety of cool core moves.</li> <li>To develop cool core moves using balance techniques.</li> </ul>	<ul style="list-style-type: none"> <li>To identify techniques to improve balance and core strength.</li> <li>To improve co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>To identify exercises that will improve core strength and stability.</li> <li>To apply balance techniques when performing cool core exercises.</li> <li>To perform cool core exercises of increased difficulty with balance.</li> <li>To create original cool core moves.</li> <li>To demonstrate balance and co-ordination.</li> <li>To perform others' sequences with control and balance.</li> </ul>
---	--	---	---	--

## Vocabulary

	Snake charmer, popcorn, bridge, Squat thrust, burpee, running squat, circuit.	Mountain pose, rock, Siamese pose, giraffe, Pilates, pencil point pose, rock, mountain ledge.	Cool core, chair pose, fluency, flexibility, sequence.	Cool core, Pilates, triangle pose, flexibility, fluency, create, sequence, share, evaluate.
--	---	---	--	---

## Gymfit circuits

Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>To identify techniques to improve balance.</li> <li>To practise a range of gymnastic skills through a series of circuits.</li> <li>To perform a range of gymnastic skills with increased accuracy.</li> <li>To perform a sequence of gymnastic moves within a circuit.</li> <li>To perform a sequence of moves at each station within a circuit with increased accuracy.</li> <li>To evaluate my performance of gymnastic moves within a circuit.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a fitness circuit can be sport-specific.</li> <li>To complete a hockey-based circuit with understanding and accuracy.</li> <li>To complete a netball/basketball circuit with understanding and accuracy.</li> <li>To complete a football-based circuit with accuracy and understanding.</li> <li>To complete a cricket-based circuit with accuracy and understanding.</li> <li>To complete an athletics-based circuit with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why fitness is good for health and wellbeing.</li> <li>To develop consistency in technique.</li> <li>To develop personal fitness in an obstacle-style circuit.</li> </ul>	<ul style="list-style-type: none"> <li>To plan a personal programme.</li> </ul>
---	---	---	--	---

## Vocabulary

	Travelling, spotting, extend, flexible, stretch, reach, strength and stamina, flexibility, aerobic, circuit training.	Flexibility, core strength, agility, stamina.	Squat, speed bounce, burpee, circuits, dips, step-ups, press-ups, skipping.	Repetition, fitness programme.
--	---	---	---	--------------------------------

## Mighty movers

Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>To explore running at different speeds.</li> <li>To work as a team in a running situation.</li> <li>To understand the value of a running-based circuit and the impact it can have on health.</li> <li>To improve fitness by raising the heart rate.</li> </ul>	<ul style="list-style-type: none"> <li>To learn footwork movement patterns showing co-ordination.</li> <li>To demonstrate correct technique for a jab.</li> <li>To understand the value of boxercise moves.</li> <li>To learn how to build an aerobic exercise routine including skilled moves.</li> <li>To create and perform a boxercise sequence with increased accuracy.</li> <li>To perform a boxercise routine with precision.</li> </ul>	<ul style="list-style-type: none"> <li>To perform a boxercise routine demonstrating good technique.</li> <li>To understand the principles of dynamic stretching.</li> <li>To improve fitness by raising the heart rate and strengthening the legs and arms.</li> <li>To create and apply compositional ideas to the sequence.</li> <li>To perform actions and moves fluently to music in order to improve personal fitness.</li> <li>To learn how boxercise moves can be adapted and used in a different format.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the basic principles of a good warm-up.</li> <li>To understand how moves can be linked together to perform more complex/challenging moves.</li> <li>To perform and devise a sequence of movements to music.</li> </ul>
---	---	---	---	--

## Vocabulary

	Pace, stamina, speed, catcher, zigzag, balance, relay.	Jab, boxercise, cross jab, boxing twist, toe touch, boxing twist, roll, duck and dodge, sidekick, jog and roll.	Jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, dodge, front kick, jumping jacks, punch, back kick, turn.	Aerobic warm-up, jab, cross jab, jog and roll, boxing twist, duck and dodge, sidekick, front kick, back kick, jumping jacks, turn, punch, combination moves (combos).
--	--	---	---	---

## Step to the beat

Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>To develop skipping techniques with control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of a warm-up.</li> <li>To improve fitness, particularly strength and stamina.</li> <li>To complete a step routine to music to improve fitness.</li> <li>To develop co-ordination and balance.</li> <li>To understand the importance of a warm-up</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of a warm-up.</li> <li>To develop co-ordination and balance.</li> <li>To develop co-ordination, balance and timing.</li> <li>To improve general fitness levels.</li> <li>To understand the benefits of improving muscle tone in the abdominals and legs.</li> <li>To learn new strength-based moves.</li> <li>To develop understanding of the value of this type of exercise.</li> <li>To construct own moves from knowledge gained in the previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the value of aerobic exercise.</li> <li>To learn how to measure heart rate and note any changes.</li> <li>To perform aerobic activity to music.</li> <li>To practise and apply a sequence of step moves to the beat of the music.</li> <li>To understand the value of step-based exercise.</li> </ul>
---	--	---	---	--



			<ul style="list-style-type: none"> <li>• To perform a sequence of steps in time with the music.</li> <li>• To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).</li> </ul>	
Vocabulary				
	Cross over, boxer style, ready, in you go, now, compose, timing, skipping, direction.	Heart rate, knee crunch, rhythm, sidestep, cross step.	Heart rate, knee crunch, rhythm, cross step, V step, heel flick, repeated squat.	Heart rate, knee crunch, rhythm, cross step, V step, heel flick, squat, abdominals, grapevine, switch arm, push up.