

Physical Education Curriculum Overview 2019/20



The Academy at
St James
Aspire, Achieve, Believe

Essentials for this subject:

- All children must be given the opportunity to practice all areas of the physical education curriculum with support from their peers and adults.
- All children are able to say with confidence what they are good at and what they need to do to improve.
- All children acquire and develop a broad range of skills to enable them to be able to take part in a range of individual and team games with confidence.
- All children are physical activity for a sustained period of time.
- All children will be educated so that they can make informed decisions towards leading a healthy and active lifestyle.

Key Stage 1:

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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;
- participate in team games, developing simple tactics for attacking and defending;
- perform dances using simple movement patterns.

Year 1		
Statutory requirements (National curriculum)	Academy at St James Essentials	Resources/Websites
<p>Movement including Dance: Pupils should be taught to: Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] Change the rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.</p>	<ul style="list-style-type: none"> • I can copy & explore basic body patterns & movements from a model. • I can remember simple dance steps & perform these in a controlled manner which are performed in order. • I can choose simple actions that link them with sounds & music e.g. slow movements reacting to drum noises. • I can safely perform teacher led warm-ups & can describe & discuss others work 	<ul style="list-style-type: none"> • BBC 'Start to move' website for guided movement • Youth Sports Trust TOPS dance/gym flash cards • Imoves Dance (Free trial) online interactive teaching videos • Just Dance: Youtube • Cosmic Kids Yoga • Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos
<p>Gymnastics: Pupils should be taught to: Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling]</p>	<ul style="list-style-type: none"> • I can copy & explore basic actions with control & co-ordination (All Areas) • I can develop my range of skills linked to taking off and landing, balance and rolling • I have begun to choose & link simple actions, and I can recognise & use space around me 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Gymnastic scheme • British Gymnastic Intermediate scheme • Keysteps Scheme <p style="text-align: right;">Basic shapes</p>

<p>Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed</p>	<p>appropriately</p> <ul style="list-style-type: none"> • I can watch & start to discuss my own work & that of my peers • I can safely begin to perform teacher led warm-up & I am aware of others. 	<p>Balances Rolls Travel Jumps/Leaps/Turns Sequences Flight Equipment Hand apparatus</p>
<p>Games: Pupils should be taught to: Travel with, send and receive a ball and other equipment in different ways. Develop these skills for simple net, striking/fielding and invasion-type games Play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending. Here activities should focus on getting the children to establish simple control and sending and receiving of the ball with a partner. Additionally, children should be working towards improving their motor and locomotion skills through varied activities.</p>	<ul style="list-style-type: none"> • I can track and move in line with a ball • I can show basic ball control by intercepting and retrieving • I can take part in simple competitive games • I can take part in sending, rolling, throwing and receiving activities with varying sizes and types of equipment • I can explore and begin use a variety of equipment • I can talk about exercising, safety & short term effects of exercise • I can say what others are doing 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Games • ECB Cricket game cards • LTA Tennis scheme • FA Premier League Stars: Games resources • NGB FA Teachers Award: skill practices • NGB England Rugby Union: Invasion game cards • NGB England Netball • NGB Golf (Tri Golf) scheme • Youth Sports Trust TOPS Athletics scheme • NGB Aviva Elevating Athletics scheme • NGB England Hockey Skill cards

Year 2

Statutory requirements (National curriculum)	Academy at St James Essentials	Resources
<p>Movement including Dance: Pupils should be taught to: Use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] Change the rhythm, speed, level and direction of their movements. Create and perform dances using simple movement patterns, including those from different times and cultures. Express and communicate ideas and feelings.</p>	<ul style="list-style-type: none"> • I can copy & explore basic body patterns & movements from a model. • I can remember simple dance steps & perform these in a controlled manner which are performed in order. • I can choose simple actions that link them with sounds & music e.g. slow movements reacting to drum noises. • I can safely perform teacher led warm-ups & can describe & discuss others work • I can respond imaginatively to a variety of stimuli including types of music and instruction. <ul style="list-style-type: none"> · I can say what I liked about another's performance. 	<ul style="list-style-type: none"> • BBC 'Start to move' website for guided movement • Youth Sports Trust TOPS dance/gym flash cards • Imoves Dance(Free) interactive teaching videos • Just Dance: Youtube • Cosmic Kids Yoga • Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos
<p>Gymnastics: Pupils should be taught to: Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus Develop the range of their skills and actions [for example, balancing, taking off and landing, turning and rolling] Choose and link skills and actions in short movement phrases create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed</p>	<ul style="list-style-type: none"> • I can copy & explore basic actions with control & co-ordination (All Areas) • I can develop my range of skills linked to • I can watch & start to discuss my own work & that of my peers • I can safely begin to perform teacher led warm-up & I am aware of others. • I am beginning to select simple actions to construct basic sequences • I can identify the difference between my performance & that of others · • I understand the need for warm up & cool down, and also what is happening to my body during exercise 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Gymnastic scheme • British Gymnastic Intermediate scheme • Keysteps Scheme <p style="text-align: center;"> Basic shapes Balances Rolls Travel Jumps/Leaps/Turns Sequences Flight </p>

		Equipment Hand apparatus
<p>Games: Pupils should be taught to: Travel with, send and receive a ball and other equipment in different ways. Develop these skills for simple net, striking/fielding and invasion-type games Play simple, competitive net, striking/fielding and invasion type games that they and others have made, using simple tactics for attacking and defending. Here activities should focus on getting the children to establish simple control and sending and receiving of the ball with a partner. Additionally, children should be working towards improving their motor and locomotion skills through varied activities.</p>	<ul style="list-style-type: none"> ● I can show basic ball control ● I can take part in sending and receiving activities · ● I can talk about exercising, safety & short term effects of exercise ● I can take part in opposed conditioned games e.g. taking on the role of attacker or defender within a given game. ● I can talk about exercise, safety & short term effects of exercise making reference to the changes that happen in the body. 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Games ● ECB Cricket game cards ● LTA Tennis scheme ● FA Premier League Stars: Games resources ● NGB FA Teachers Award: skill practices ● NGB England Rugby Union: Invasion game cards ● NGB England Netballscheme ● NGB Golf (Tri Golf) scheme ● Youth Sports Trust TOPS Athletics scheme ● NGB Aviva Elevating Athletics scheme ● NGB England Hockey Skill cards

KS2 National Curriculum Aims

Pupils should 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.

Year 3/4

Statutory requirements (National curriculum)	Academy at St James Essentials	Resources
<p>Movement/Dance Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p>	<ul style="list-style-type: none"> • I can improvise dance movements 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 dance pieces • I can use dance vocabulary to compare & improve my work in relation to others. • 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"> • BBC 'Start to move' website for guided movement • Youth Sports Trust TOPS dance/gym flash cards • Imoves Dance(Free) interactive teaching videos • Just Dance: Youtube • Cosmic Kids Yoga • Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences.</p>	<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"> • Youth Sports Trust TOPS Gymnastic • British Gymnastic Intermediate scheme.
<p>Modified Invasion Games Pupils should be taught to: Play and make up small-sided and modified competitive net, striking/fielding</p>	<ul style="list-style-type: none"> • I am beginning to influence opposed conditioned games using tactical thought and talking to my teammates. 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Invasion Games • FA Premier League Stars: Games resources • NGB FA Teachers Award: skill practices

<p>and invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p>	<ul style="list-style-type: none"> • I can control and catch a ball with movement and increasing stability e.g. when moving in Rugby. • I can accurately pass to someone else using desired pass type • I can move confidently with a ball keeping it under control e.g. using the inside of the hockey stick to keep the ball under control of the person more consistently. . • I can talk about reasons for warming up / why exercise is good for health. • Play fairly inline with set rules and expectations 	<ul style="list-style-type: none"> • NGB England Rugby Union: Invasion game cards • NGB England Netball • Youth Sports Trust TOPS Athletics scheme • NGB Aviva Elevating Athletics scheme
<p>Modified striking, fielding, net and wall based games Pupils should be taught to send and strike with vigour and control. Pupils should practice a range of throwing and catching and collecting techniques. Pupil's should consider consider anticipating flight and distance required relating to eh challenge. Pupils should practice and compete using a variation of equipment in order to develop the ability to rally, aim for targets and score points and apply these in competitive situations</p>	<ul style="list-style-type: none"> • Use a range of rackets, bats and other striking implements • Select and apply simple tactics to outwit an opponent • Strike a moving or stationary ball with intent • Begin to make contact with increased control and accuracy • Suggest areas for improvement personally and begin to peer review with greater detail • Lead class warm up activities applying knowledge of appropriate exercises 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Striking and Fielding scheme • Youth Sports Trust TOPS Net and wall scheme • ECB Cricket game cards • NGB Golf (Tri Golf) scheme • LTA Modified short Tennis scheme
<p>Modified Athletics: During this phase, children become more aware of what their bodies can do and they develop greater ability to control their actions. They can therefore direct their movements towards more specific athletic purposes. Running speed will increase along with control over direction and the ability to modify style. Different modes of jumping can be introduced and movement combinations such as 'running and jumping' can be facilitated. Basic types of throw such as underarm and overarm can be practised and pushing, pulling, slinging and heaving can be introduced.</p>	<ul style="list-style-type: none"> • Run with good posture and balance • Copy movements of a leader with co-ordination and control • Start, stop and change pace with control in response to instructions • Run on a curve with co-ordination and control • Run and change direction, demonstrating speed and agility • Co-operate and compete with a partner.. • Show awareness of space and the safety of others • Demonstrate various jumps in response to instructions Jump for height with control and balance • Describe how the use of arms can affect jumping for height • Take off from and land in different positions Demonstrate control in landings • Link jumps with speed, control and agility 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Athletics scheme • NGB Aviva Elevating Athletics scheme • SSCO Fundamental Athletic Skills matrix

	<ul style="list-style-type: none"> • Describe how to warm up and cool down after athletic activities. • Throw & retrieve implements safely • Describe how the weight and shape of an object affects its flight path • Describe the effect of throwing from sitting, kneeling or standing • Demonstrate a two handed push throw • Demonstrate a variety of throwing techniques 	
<p>Swimming Swimming Pupils should be taught to: Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25m. Use recognised arm and leg actions, lying on their front and back. Use a range of recognised strokes and personal survival skills [for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving].</p>	<ul style="list-style-type: none"> • I can jump in from poolside and submerge bending knees on landing. • · I can sink, push away from wall on side and maintain a streamlined position. • · I can push and glide on the front with arms extended and log roll onto the back. • · I can push and glide on the back with arms extended and log roll onto the front. • · I can travel on the front, tuck and rotate around the horizontal axis and return on the back. • · I can fully submerge to pick up an object and return it with any recognised position. • · I can answer correctly 3 questions on the water safety code. • · I can travel at least 10 metres on the front or back choosing a recognised swimming technique such as the front crawl or backstroke. • Work towards developing technique and stamina in order to achieve a minimum of 25m 	<ul style="list-style-type: none"> • Objectives to be covered by staff and the instructor whilst class at the swimming pool. This will be confirmed in the in relation to the instructor/providers checklist assessment
<p>OAA Take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • Orientate simple maps and plans • Mark control points in correct position on map or plan • Find way back to a base point • Co-operate and share roles within a group • Listen to each other's ideas when planning a task and adapt • Take responsibility for a role within the group • Recognise that some outdoor adventurous activities can be dangerous 	<ul style="list-style-type: none"> • britishorienteering.org.uk- school resources • Tops OAA/Challenge cards

- Follow rules to keep self and others safe
- Select appropriate equipment/route/people to solve a problem successfully
- Choose effective strategies and change ideas if not working

KS2 National Curriculum Aims

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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.

Year 5		
Statutory requirements (National curriculum)	Academy at St James Essentials	Resources
<p>Dance/Rhythmic Gymnastics Pupils should be taught to: Create and perform dances/routines using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p>	<ul style="list-style-type: none"> ● I can perform & create motifs in a variety of dance styles with accuracy & consistency ● · I can select & use a wide range of compositional skills to demonstrate ideas ● · I can suggest ways to improve quality of performance showing sound knowledge & understanding ● · I can lead my own warm up & demonstrates all round safe practice 	<ul style="list-style-type: none"> ● BBC 'Start to move' website for guided movement ● Youth Sports Trust TOPS dance/gym flash cards ● Imoves Dance(Free) interactive teaching videos ● Just Dance: Youtube ● Cosmic Kids Yoga ● Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos
<p>Gymnastics Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their</p>	<ul style="list-style-type: none"> ● · I can perform & create movement sequences with some complex skills & displaying accuracy & consistency ● · I can select & use a wide range of 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Gymnastic ● British Gymnastic Intermediate scheme.

<p>sequences.</p>	<p>compositional skills in complex sequences alone & in groups.</p> <ul style="list-style-type: none"> • I show an ability to innovate • I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding • Introduce challenging skills such as; mirroring and unison. • I can lead own warm up & demonstrates all round safe practice • Recognise and comment using correct vocabulary 	
<p>Modified Invasion Games Pupils should be taught to: Play and make up small-sided and modified competitive invasion games. Use skills and tactics and apply basic principles suitable for attacking and defending. Work with others to organise and keep the games going.</p>	<ul style="list-style-type: none"> • I can combine accurate passing skills / techniques in game e.g. using • the inside and outside of the hockey stick to move the ball in different • directions (towards a team mate or away from an opposing member) • I can advise and help others in their techniques in a game e.g. making • suggestions in how to improve their skillset. • I understand & explain short term effects of exercise, warming, cooling • I understand & can explain long term effects of exercise e.g. stating • that you will become fitter because your heart and lungs are becoming more efficient. 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Invasion Games • FA Premier League Stars: Games resources • NGB FA Teachers Award: skill practices • NGB England Rugby Union: Invasion game cards • NGB England Netball • Youth Sports Trust TOPS Athletics scheme • NGB Aviva Elevating Athletics scheme
<p>Modified striking, fielding, net and wall based games Pupils should be taught to consider and refine the agility, accuracy, consistency and fluency. Pupils should begin to make reasoned decisions and apply anticipation in modified competitive games</p>	<ul style="list-style-type: none"> • Use a range of shots or strokes to outwit th opponent. • Execute favored skills showing confidence in their ability. • Understand when and how to apply different tactics • Begin to consider the wider contexts of the task such as negotiating and playing fair. • Contribute to group discussion suggesting areas for improvement • Select and perform an appropriate warm up in preparation for specific activities 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Striking and Fielding scheme • Youth Sports Trust TOPS Net and wall scheme • ECB Cricket game cards • NGB Golf (Tri Golf) scheme • LTA Modified short Tennis scheme
<p>Modified Athletics: Pupils should be taught to: Take part in and design challenges and competitions that call for precision,</p>	<ul style="list-style-type: none"> • I can adapt my running speed to the distances required. • I can improve and sustain running technique 	<ul style="list-style-type: none"> • Youth Sports Trust TOPS Athletics scheme • NGB Aviva Elevating Athletics scheme • SSCO Fundamental Athletic Skills matrix

<p>speed, power or stamina. Use running, jumping and throwing skills both singly and in combination. Pace themselves in these challenges and competitions.</p>	<p>at different speeds.</p> <ul style="list-style-type: none"> • I can demonstrate accuracy & alter my jumping and throwing technique in a range of competitive situations. • Understand how power and stamina contribute to athletic activities • I can alter and then maintain a good running technique when sprinting over obstacles. • I can describe the changes in my body when running, jumping & throwing 	
<p>OAA</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • <i>Draw maps and plans and set trails for others to follow</i> • <i>Use the eight points of the compass to orientate</i> • <i>Plan an orienteering challenge</i> • <i>Plan and share roles within the group based on each other's strengths</i> • <i>Understand individuals' roles and responsibilities</i> • <i>Adapt roles or ideas if they are not working</i> • <i>Recognise and talk about the dangers of tasks</i> • <i>Recognise how to keep themselves and others safe</i> • Plan strategies to solve problems/plan routes/follow trails/build shelters etc. • Implement and refine strategies 	<ul style="list-style-type: none"> • britishorienteering.org.uk- school resources • Tops OAA/Challenge cards

<p>Year 6</p>		
<p>Statutory requirements (National curriculum)</p>	<p>Academy at St James Essentials</p>	<p>Resources</p>
<p>Dance/Rhythmic Gymnastics</p>	<ul style="list-style-type: none"> • I can perform & create a variety of dance 	<ul style="list-style-type: none"> • BBC 'Start to move' website for guided

<p>Pupils should be taught to: Create and perform dances using a range of movement patterns, including those from different times, places and cultures. Respond to a range of stimuli and accompaniment.</p>	<p>styles with consistency and confidence</p> <ul style="list-style-type: none"> ● Use a range of skills to add challenge to dance phrase such as; cannon and unison ● · I can select & use a wide range of creative and compositional skills to demonstrate ideas ● · I can suggest ways to improve quality of performance showing sound knowledge & understanding ● · I can lead a group to produce a Dance influenced by a number of styles. ● · I can lead my own warm up & demonstrates all round safe practice ● Use appropriate language language and terminology to describe 	<p>movement</p> <ul style="list-style-type: none"> ● Youth Sports Trust TOPS dance/gym flash cards ● Imoves Dance(Free) interactive teaching videos ● Just Dance: Youtube ● Cosmic Kids Yoga ● Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos
<p>Gymnastics/apparatus Pupils should be taught to: Create and perform fluent sequences on the floor and using apparatus. Include variations in level, speed and direction in their sequences</p>	<ul style="list-style-type: none"> ● I can perform & create movement sequences at mid/high level with some complex skills & displaying accuracy & consistency ● · I can select & use a wide range of compositional skills and perform them using variety of apparatus ● I can safely use apparatus considering speed, changes in direction and level ● · I can analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding ● · I can lead my own warm up & demonstrate all round safe practice 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Gymnastic scheme ● British Gymnastic Intermediate scheme. ● https://www.tes.com/teaching-resource/gymnastics-flight-circuit-3002151
<p>Modified Invasion Games</p>	<ul style="list-style-type: none"> ● · I can control movement confidently with a ball in opposed situations whilst moving. ● · I can combine accurate passing skills / techniques in game e.g. using the inside and outside of the hockey stick to move the ball in different directions (towards a teammate or away from an opposing member) ● · I can advise and help others in their techniques in a game e.g. making suggestions in how to improve their skill set. ● · I understand & explain short term effects of exercise, warming, cooling ● · I understand & can explain long term effects of exercise e.g. stating that you will become fitter because your heart and lungs are becoming more efficient 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Invasion Games ● FA Premier League Stars: Games resources ● NGB FA Teachers Award: skill practices ● NGB England Rugby Union: Invasion game cards ● NGB England Netball ● Youth Sports Trust TOPS Athletics scheme ● NGB Aviva Elevating Athletics scheme

<p>Modified striking, fielding, net and wall based games</p>	<ul style="list-style-type: none"> ● Use a range of shots or strokes to outwit th opponent. ● Execute favored skills showing confidence in their ability. ● Understand when and how to apply different tactics ● Begin to consider the wider contexts of the task such as negotiating and playing fair. ● Contribute to group discussion suggesting areas for improvement ● Select and perform an appropriate warm up in preparation for specific activities 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Striking and Fielding scheme ● Youth Sports Trust TOPS Net and wall scheme ● ECB Cricket game cards ● NGB Golf (Tri Golf) scheme ● LTA Modified short Tennis scheme
<p>Modified Athletics: Pupils should be taught to: Take part in and design challenges and competitions that call for precision, speed, power or stamina Use running, jumping and throwing skills both singly and in combination Pace themselves in these challenges and competitions</p>	<ul style="list-style-type: none"> ● Run with speed and agility ● Demonstrate quick reactions and rapid acceleration Accelerate from a variety of static positions Demonstrate the ability to change speed ● Use jumping combinations to move around a space Perform dynamic combination jump sequences with control ● Hop for distance Perform triple jump combination sequences with balance and control ● Jump for distance from one foot to two feet ● Jump from side to side with balance, speed and rhythm ● Perform a scissor jump from a short run-up ● Participate in conditioning exercises and team activities ● Demonstrate speed and co-ordination when passing and receiving a ball ● Demonstrate a dynamic two handed push throw Demonstrate a controlled pull throw action ● Perform push throws to reach a target on the ground Demonstrate a dynamic sling throw ● Demonstrate a dynamic heave throw 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Athletics scheme ● NGB Aviva Elevating Athletics scheme ● SSCO Fundamental Athletic Skills matrix
<p>OAA Take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> ● <i>Draw maps and plans and set trails for others to follow</i> ● <i>Use the eight points of the compass to orientate</i> ● <i>Plan an orienteering challenge</i> ● <i>Plan and share roles within the group based on each other's strengths</i> 	<ul style="list-style-type: none"> ● britishorienteering.org.uk- school resources ● Tops OAA/Challenge cards

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| | <ul style="list-style-type: none">• <i>Understand individuals' roles and responsibilities</i>• <i>Adapt roles or ideas if they are not working</i>• <i>Recognise and talk about the dangers of tasks</i>• <i>Recognise how to keep themselves and others safe</i>• <i>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</i>• <i>Implement and refine strategies</i> | |
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