

Physical Education National Curriculum Progression of skills 2021/22



The Academy at
St James
Aspire, Achieve, Believe

Our curriculum is designed to support our pupils to be physically literate

Physical Literacy is about building the skills, knowledge and behaviours to lead active lives. It is the holistic learning that gives children and young people:

- physical skills and fitness
- the attitudes and emotions that motivate you to be active
- the social skills to be active with others
- the knowledge and understanding of how, why and when you move.



Physical

The skills and fitness a person acquires and applies through movement



Psychological

The attitudes and emotions a person has towards movement and the impact they have on their confidence and motivation to move



Social

A person's interaction with others in relation to movement



Cognitive

A person's understanding of how, why and when they move

Physical Literacy Elements:

Below are elements of physical literacy that we will look to build upon within our planned units of work throughout the key stages.

Physical	Psychological/ Affective	Social	Cognitive
Movement Skills Moving with Equipment Object Manipulation Coordination Stability / Balance Flexibility Agility Strength Muscular Endurance Cardiovascular Endurance Reaction Time Speed	Engagement & Enjoyment Confidence Motivation Connection to Place Self-Perception Self-Regulation (Emotions) Self-Regulation (Physical)	Relationships Collaboration Moral principles Society & Culture	Content Knowledge Safety & Risk Rules Reasoning Strategy & Planning Tactics Awareness

Essentials for this subject:

- All children must be given the opportunity to practice and experience a broad range of skills and equipment in isolation and competition to enable them to access all areas of the physical education curriculum
- All pupils will be given the chance to explore, practice, improve and share their learning with peers and discuss strengths and areas for improvement
- All children will be educated through each learning domain so that they can make informed decisions towards leading a healthy and active lifestyle
- All children are physically active for a sustained period of time through all lessons
- All lessons will be designed to be inclusive well differentiated in order to meet the physical, social and emotional needs of all pupils

Key stage 1

See below the wider holistic outcomes of physical education in key stage 1 with specific links made to each of the following domains:

National Curriculum Aims

Physical Affective Social Cognitive

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 coordination**, 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&2 Units

Movement including Dance:	Core Skills	Supporting Resources/Websites
<p>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. • 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 trial) online interactive teaching videos • Just Dance: Youtube • Cosmic Kids Yoga • Gonoodle.com Guided dance/Kids Bop TV, Zumba & movement videos • British Gymnastic Intermediate scheme • Youth Sports Trust TOPS Gymnastic • British Gymnastic Intermediate scheme • Keysteps Scheme
<p>Movement including Gymnastics:</p> <p>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 & coordination (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 appropriately • 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. 	<ul style="list-style-type: none"> Basic shapes Balances Rolls Travel Jumps/Leaps/Turns Sequences Flight Equipment Hand apparatus
<p>Games:</p> <p>Modified Invasion/Net & Wall/ Striking & Fielding</p> <p>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</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, dribble, carry or manipulate various balls and equipment • I can avoid others while keeping control of my ball/object • I can combine/share/pass/receive in a small team or with a partner • I can take part in simple competitive games • I can take part in sending, rolling, throwing and receiving activities with varying sizes and 	<ul style="list-style-type: none"> • Australia FMS Porganmme • Youth Sports Trust TOPS Games • ECB Cricket game cards • LTA Tennis scheme • Tennis Foundation • FA Premier League Stars: Games resources • NGB FA Teachers Award: skill practices • NGB England Rugby Union: Invasion primary resources • NGB England Netball • NGB Golf (Tri Golf) scheme • Youth Sports Trust TOPS Athletics

<p>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>	<p>types of equipment</p> <ul style="list-style-type: none"> ● I can react and move in line/towards a ball or object ● I can strike an object with an implement with some accuracy ● I can explore and begin use a variety of equipment ● I can talk about exercising, safety & short term effects of exercise making reference to the changes that happen in the body. ● I can say what others are doing 	<ul style="list-style-type: none"> ● NGB Aviva Elevating Athletics scheme ● NGB England Hockey Skill cards
<p>Modified Athletics</p> <p>Successful and positive early experiences of athletic activities foster a child's desire to develop their movement skills. Activities here focus on the exploration of fundamental movements, finding and experimenting with different ways to move at different levels, speeds and directions. Running, jumping and throwing are expressions of a basic movement vocabulary and safe, enjoyable activities are carried out individually, with a partner or in small groups</p>	<ul style="list-style-type: none"> ● 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 ● Show awareness of space and the safety of others ● Co-operate with others in a team/partner ● Jump for height with control and balance ● Take off from and land in different positions ● Demonstrate control in landing ● Link multiple step/jump combinations with balance and co-ordination ● Throw with speed and agility ● Apply appropriate effort in order to control an object's flight ● Throw a range of objects using varied techniques 	<ul style="list-style-type: none"> ● NGB Aviva Elevating Athletics scheme ● YST TOPS Athletics ● Start to move Physical Literacy ● Playing for life AUS
<p>Alternative Sports & Disability Sports/Activities</p> <p>Pupils will be introduced to a range of non traditional modified sporting activities & modified disability sport challenges. These activities will allow pupils to experience a broader range of opportunities and begin to develop a basic understanding of how people with disabilities can access sport/activity</p>	<ul style="list-style-type: none"> ● Pupils will experience participating in activities and competitions engaging in a range of alternative & non- traditional activities ● Pupils will discuss and participate in a range of modified disability sport based challenges ● Pupils will consider, discuss and share their knowledge of activities beyond traditional sport ● Pupils will consider, discuss and share their knowledge of disability sports and activities 	<ul style="list-style-type: none"> ● School Games- Inclusive activities ● School games Alternative sports activities ● Sainsburys Active Kids for all- inclusive PE training

Key stage 2

See below the wider holistic outcomes of physical education in key stage 2 with specific links made to each of the following domains:

National Curriculum Aims

Physical Affective Social Cognitive

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];
- perform dances using a range of movement patterns
- 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.

Year 3/4

	Skills	Resources
<p>Movement including /Dance</p> <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>	<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 • Youth Sports Trust TOPS Gymnastic • British Gymnastic Intermediate scheme.
<p>Movement including Gymnastics</p> <p>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 	
<p>Modified Invasion Games</p> <p>Invasion/ Net & Wall/ Striking & Fielding</p> <p>Pupils should be taught to: Play and make up small-sided and modified competitive net, striking/fielding 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 am beginning to influence opposed conditioned games using tactical thought and talking to my teammates. • 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 with increased consistency • I can strike/direct a ball with increased accuracy • I can apply basic tactics to outwit an opponent • I can apply a range of striking, passing or shooting techniques for increased success • I can effectively manipulate an object/ball with a 	<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

	<ul style="list-style-type: none"> range of implements/limbs I can talk about reasons for warming up / why exercise is good for health. Play fairly inline with set rules and expectations 	
<p>Modified striking, fielding, net and wall based games</p> <p>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 anticipating flight and distance required relating to the 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 activities ECB Cricket game cards NGB Golf (Tri Golf) scheme LTA Modified short Tennis scheme Table Tennis England Schools Resource
<p>Modified Athletics:</p> <p>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"> Demonstrate good running posture Accelerate and decelerate rapidly Run fast over short distances, showing awareness of others Sprint rapidly over short distances, as an individual and as part of a team Co-operate with others in a team Demonstrate a variety of jumping styles Jump for distance/height Perform hop, step and jump in the correct sequence with speed and balance 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 variety of throwing techniques 	<ul style="list-style-type: none"> Youth Sports Trust TOPS Athletics scheme NGB Aviva Elevating Athletics scheme SSCO Fundamental Athletic Skills matrix

Swimming (Year 4 Only)

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].

- 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 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

Objectives to be covered by Bradford Aquatics Instructors as part of our service level agreement

- staff and the instructor whilst class at the swimming pool. This will be confirmed in the in relation to the instructor/providers checklist assessment

Outdoor Adventurous Activities (Forming part of Friday Active Enrichment)

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.

- Co-operate and share roles within a group
- Listen to each other's ideas when planning a task and adapt
- Orientate simple maps and plans
- Mark control points in correct position on map or plan
- Find way back to a base point
- Take responsibility for a role within the group
- Recognise that some outdoor adventurous activities can be dangerous
- Follow rules to keep self and others safe
- Select appropriate equipment/route/people to solve a problem successfully

- OAA Nell Bank residential
- Team Building Equipment
- Traverse Wall
- Den Building - Forest School Area
- Loose Parts Play equipment
- Pitty Beck Picture Orienteering
- Academy St James site map
- Forest School Night Line
- britishorienteering.org.uk- school resources
- Tops OAA/Challenge cards

Alternative Sports & Disability Sports/Activities

Pupils will be introduced to examples of non traditional sports and disability sports. Pupils will develop knowledge of a range of modified alternative sports and disability sports

- Pupils will develop their knowledge of alternative sport and activities to allow them to recognise activity can be enjoyed beyond competitive sport.
- Pupils will develop their knowledge of the range of disabilities by learning about paralympic

School Games- Inclusive activities
School games Alternative sports activities
Sainsburys Active Kids for all- inclusive PE training

transferring their skills and applying them into competitive challenges. Pupils will be introduced to role paralympic role models and develop an understanding of the range of physical disabilities

athletes and replicate modified sporting events & activities.

- Pupils will participate in various modified activities replicating what it may feel like to compete or play with an impairment

Year 5 Units

Movement including Dance/ 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.

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.

Skills

- I can lead my own warm up & demonstrates all round safe practice
- I can perform & create movement sequences with some complex skills & displaying accuracy & consistency
- I can select & use a wide range of compositional skills in complex sequences alone & in groups.
- 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

Resources

- 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
- Youth Sports Trust TOPS Gymnastic
- British Gymnastic Intermediate scheme.

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.

- 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

- 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

	<ul style="list-style-type: none"> ● 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. 	
<p>Modified striking, fielding, net and wall based games</p> <p>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:</p> <p>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"> ● I can adapt my running speed to the distances required. ● I can improve and sustain running technique at different speeds. ● 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 	<ul style="list-style-type: none"> ● Youth Sports Trust TOPS Athletics scheme ● NGB Aviva Elevating Athletics scheme ● SSCO Fundamental Athletic Skills matrix
<p>Outdoor Adventurous Activities (Forming part of Friday Active Enrichment)</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"> ● Draw maps and plans and set trails for others to follow ● Use the eight points of the compass to orientate ● Carry out an orienteering challenge ● Plan and share roles within the group based on each other's strengths 	<ul style="list-style-type: none"> ● OAA Educational Visit Nell Bank ● Team Building Equipment ● Traverse Wall ● Den Building - Forest School Area ● Loose Parts Play equipment ● Pitty Beck Picture Orienteering ● Academy St James site map ● Forest School Night Line

	<ul style="list-style-type: none"> • Understand individuals' roles and responsibilities • Adapt roles or ideas if they are not working • Recognise and talk about the dangers of tasks • Recognise how to keep themselves and others safe • 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 • britishorienteering.org.uk- school resources • Tops OAA/Challenge cards
<p>Alternative Sports & Disability Sports/Activities</p> <p>Pupils will develop knowledge surrounding the classification of disability sports through British Paralympic role models. Pupils will be encouraged to play/compete in modified alternative sports and develop their own games while considering how they may access the game/activity with a disability. Pupils will begin to gain an understanding surrounding how equipment is adapted to support participation. Pupils will have the opportunity to discuss the challenges surrounding disabilities and how this can positively and negatively affect individuals</p>	<ul style="list-style-type: none"> • Pupils will take part in a wide variety non traditional activity opportunities to broaden their experiences of physical activity • Pupils will identify specific classifications of impairment and replicate versions of activities and games to experience this. • Pupils will be encouraged to adapt/design and participate in non traditional sporting challenges • Pupils will take part in discussions to develop empathy, understanding and awareness of disabilities and impairments 	<ul style="list-style-type: none"> • School Games- Inclusive activities • School games Alternative sports activities • Sainsburys Active Kids for all- inclusive PE training

Year 6 Units

Movement including Dance/Gymnastics	Skills	Resources
<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. 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"> • Use a range of skills to add challenge to dance/gymnastics phrase or sequence such as; cannon and unison • I can select & use a wide range of creative and compositional skills to demonstrate ideas • Use appropriate language language and terminology to describe • I can perform & create movement sequences at mid/high level with some complex skills & 	<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

	<ul style="list-style-type: none"> displaying accuracy & consistency 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 the opponent. Execute favored skills showing confidence in 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 	<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"> ● Perform dynamic combination jump sequences with control ● 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 	
<p>OAA (Forming part of Friday Active Enrichment)</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"> ● Draw maps and plans and set trails for others to follow ● Use the eight points of the compass to orientate ● Plan an orienteering challenge ● Plan and share roles within the group based on each other's strengths ● Understand individuals' roles and responsibilities ● Adapt roles or ideas if they are not working ● Recognise and talk about the dangers of tasks ● Recognise how to keep themselves and others safe ● Plan strategies to solve problems/plan routes/follow trails/build shelters etc. ● Implement and refine strategies 	<ul style="list-style-type: none"> ● OAA Educational Visit Nell Bank ● Team Building Equipment ● Traverse Wall ● Den Building - Forest School Area ● Loose Parts Play equipment ● Pitty Beck Picture Orienteering ● Academy St James site map ● Forest School Night Line ● britishorienteering.org.uk- school resources ● Tops OAA/Challenge cards

Alternative Sports & Disability Sports/Activities

Pupils will develop knowledge surrounding the classification of disability sports through British Paralympic role models. Pupils will be encouraged to play/compete in modified alternative sports and develop their own games while considering how they may access the game/activity with a disability. Pupils will begin to gain an understanding surrounding how equipment is adapted to support participation. Pupils will have the opportunity to discuss the challenges surrounding disabilities and how this can positively and negatively affect individuals

- Pupils will take part in a wide variety non traditional activity opportunities to broaden their experiences of physical activity
- Pupils will identify specific classifications of impairment and replicate versions of activities and games to experience this.
- Pupils will be encouraged to adapt/design and participate in non traditional sporting challenges
- Pupils will take part in discussions to develop empathy, understanding and awareness of disabilities and impairments

- School Games- Inclusive activities
- School games Alternative sports activities
- Sainsburys Active Kids for all- inclusive PE training