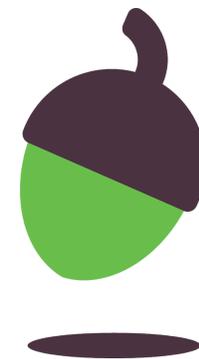


# Physical Education

Primary: Key Stage 1, Key Stage 2

Curriculum plan 2020-21



**OAK**  
NATIONAL  
ACADEMY

# 1. Curriculum principles

Our aim is to help all pupils continue to access Physical Education (PE) even if they or their teacher cannot attend school. We have provided a comprehensive bank of both stand-alone PE lessons, alongside full units of work should a pupil or teacher be absent from school for a sustained period of time.

The lessons produced aim to be fun, engaging and developmental. They have largely been developed so they can be accessed in an indoor environment with no specialised equipment. Learning is focussed on developing both physical and cognitive skills and is sequenced and scaffolded, and each activity can be adapted to accommodate the learning needs of the individual pupil, and to increase and decrease the difficulty of each task. Deliberate practice is built into each lesson to allow pupils time to secure learning.

It is vitally important that pupils continue to access physical activity, and we encourage all pupils to be physically active for a minimum of thirty minutes-a-day. These PE lessons will help provide structure and learning to help achieve both physical and personal outcomes.

The Oak PE curriculum will provide opportunities for all pupils to develop their physical confidence and competence in a way that supports their health and fitness. Opportunities are also provided for pupils to develop life skills and build character.

The Oak PE curriculum will aim to help pupils to;

- develop a confidence and love of moving
- learn through moving



- develop competence in a broad range of physical activities
- be physically active for sustained periods of time
- enjoy and experience daily physical activity including personal competition
- understand how physical activity impacts on mental health and cognitive performance as well as physical health
- lead healthy active lives
- develop essential life skills and resilience

## **Coherence and flexibility**

This PE curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit. Schools can teach the units of this curriculum in any order, although a suggested sequence of lessons for each unit has been provided which best supports progression, both in terms of knowledge and physical skills. Lessons can be taught as stand-alone too.

## **Knowledge organisation**

The units and proposed sequence of learning are organised around key themes or activities. These start with developing a knowledge and understanding of health and wellbeing, and skills that underpin being able to independently lead a healthy active lifestyle. The curriculum includes a range of different types of activity to ensure the learning is broad and balanced. The units allow teachers to select the most relevant activity to support /



complement the learning which is currently being delivered within their school PE curriculum. This is to ensure that all pupils can still access and experience the planned learning.

For some lessons a pupil card is provided to minimise potential barriers to accessing the lesson, these can be accessed electronically and, if required, printed off.

## Knowledge selection

Decisions about knowledge selection have been guided by a) knowledge and skills that underpin the subject, b) commonly delivered units within the subject, and c) the national curriculum at all key stages and DfE guidance remove or reference this DfE part-not sure what it is.

Content has been selected for this curriculum that enables pupils to transfer learning and skills from one activity to another. All activities can be carried out safely within a pupil's home environment.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they revisit / reinforce prior knowledge, understanding and skills they need to succeed in the next phase.

## Inclusive and ambitious

Lessons are structured to allow all pupils to experience success. Most lessons have STEP (Space, Task, Equipment, People) principles built-in to support adapting the lesson to meet the pupils needs and environment. This includes making the **space** larger or smaller, altering the **task** to make it less or more challenging or putting in a condition



like a **time** constraint, using different **equipment** and altering the number of **people** involved (although this is the least likely possibility if home learning).

Tasks are created that build on success and thus provide pupils with the motivation to keep learning more. The intention is that pupils can take responsibility for their learning, have the confidence and competence to find an activity that they enjoy and that ultimately helps them to engage in healthy active lifestyles.

## Pupil engagement

This PE curriculum develops pupils' physical and personal skills through a sequence of lessons that can also be extracted as 'one-off lessons'. Each lesson will contain clear explanations and where appropriate a demonstration of a physical skill and will contain regular pause points for each pupil to complete the task and to practice the skill required (deliberate practice). Teachers will provide key teaching and learning points for pupils to focus on and questions will be posed to check pupils learning. Model answers will be provided and some lessons have a quiz for pupils to check their own learning.

## Motivation through education

Through careful selection of activities, themes and well planned lessons, pupils should realise the intrinsic value of PE in terms of physical, social, emotional and cognitive development. The intention is that pupils have the desire to; Go beyond each lesson; continue to improve their skill level, improve their health and fitness, and continue to develop life skills and build their character (re-word to be less of a claim?). All accumulating in an increased motivation to do more physical activity.



## A curriculum of quality

The PE curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between developing physical skills, thinking skills, personal skills and experiencing competition. The curriculum will help pupils understand what makes a performance effective, and how they can apply these principles to their own and others' work. Pupils should be helped to develop the knowledge (including key principles and language around health and fitness as a golden thread), confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Within the confines of working independently pupils will

- develop their physical literacy, the fundamental movement skills and a range of sports skills and strategies to overcome opponents (a focus on the strategy if not the execution)
- consider the variety of ways we can be active for 60 minutes a day
- explore the importance of exercise to physical and mental health
- work alone to improve and solve problems
- practice some of the technical elements of the activity area including any underpinning knowledge
- analyse their own performances to help them to improve
- work towards developing the confidence/skills to be able to take part in competitive sports and activities outside school through community links or sports clubs (this will not be the focus of the lessons but the learning experiences will keep them on this track)



<b>Phase:</b>	<b>Unit title:</b>	<b>Unit length:</b>	<b>Prior knowledge:</b>	<b>Equipment:</b>
Key Stage 1	Multi skills activity	10 lessons	None	
	Dance activity: Imaginative journey using 5 basic body actions	3 lessons	None	Music/video clips story books/action word cards
	Gymnastics activity: Balancing	5 lessons	None	Soft yoga mat or towel
Key Stage 2 Lower	Games activity: Targets	6 lessons	None	Balloons Skittles Tin cans Hoops Balls Tri-golf club / bat or similar
	Gymnastic activity: Locomotion and rolling	4 lessons	None	Soft yoga mat or towel
	Dance activity: Making and mixing the main elements of dance, action space dynamics relationship	4 lessons	Know 5 basic actions	Music / words/visual stimuli
	Athletic activity: Run, jump & throw (1)	3 lessons	None	Marker cones Variety of targets Various light Throwing objects, e.g. sponge ball,



				small soft ball, tennis ball, Bean bags Obstacles that are easy to jump over
	Outdoor and adventurous activity: Trails, trust and teamwork	4 lessons	None	Newspapers / comics Clear sticky tape Glue Paper clips Pencil & paper
Key Stage 2 Upper	Games activity: Passing and receiving	6 lessons	None	Wall Cones or similar Ball (e.g. basketball, football, netball etc)
	Gymnastics activity: Sequencing	4 lessons	None	Soft yoga mat or towel
	Dance activity: Composing, performing and appreciating movement phrases	4 lessons	5 BASIC Actions linked to ASDR	Music/visual stimuli Video clips
	Athletic activity: Run, jump & throw (2)	4 lessons	None	Marker cones Skipping rope Obstacles that are easy to jump over Range of targets Objects to create Obstacles and



				barriers such as towels
	Outdoor and adventurous activity: Planning and making a journey	3 lessons	Understanding of the concept of a basic map and fundamental map reading skills such as how to orientate the map, and recognise features	Cones Sample maps (previously drawn), Materials to make a shelter e.g. tarpaulin or a bed-sheet, polythene sheet, cardboard, rope, poles, tent pegs, rocks

### 3. Suggested sequence

There is no suggested sequence to the units outlined. Schools will have developed their curriculum in a variety of ways using the national curriculum as a benchmark. The national curriculum provides significant flexibility for curriculum planners of physical education so teachers should access the unit they are covering at their school at the time the units are needed for home learning.



Key stage	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Key Stage 1	Multi skills	Gymnastic activity	Dance activity		
Key Stage 2 Lower	Games activity	Gymnastic activity	Dance activity	Athletic activity	Outdoor and adventurous activity
Key Stage 2 Upper	Games activity	Gymnastic activity	Dance activity	Athletic activity	Outdoor and adventurous activity

## 4. Unit specifics

### Key Stage 1: Multi skills

Lesson	Core content / Learning Objectives	Skills / Key Vocabulary	Equipment required
1	<p>Pupils will be involved in walking / running / activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Feel successful and enjoy activity</li> <li>● Know how to warm up and cool down</li> <li>● Know basic safety rules (stop/start as well as health and hygiene rules)</li> </ul>	<ul style="list-style-type: none"> <li>● Safe</li> <li>● Success</li> <li>● Happy</li> <li>● Warm-up</li> <li>● Cool-down</li> </ul>	Items (cones or similar) to create a start / end point
2	<p>Pupils will be involved in walking / running / balancing activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Know basic safety rules</li> <li>● Know what constitutes a balance / moving balance</li> </ul>	<ul style="list-style-type: none"> <li>● Stability</li> <li>● Control</li> <li>● Muscles</li> <li>● Balance</li> </ul>	Items (cones or similar) to create a start / end point



	<ul style="list-style-type: none"> <li>Knows how to improve balance</li> </ul>		
3	<p>Pupils will be involved in walking / running activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Know the effects of exercise on the body (heart rate / breathing rate)</li> <li>Stop / start safely</li> <li>Describe how to change direction / change speed (demonstrate what body parts move and how they move)</li> </ul>	<ul style="list-style-type: none"> <li>Heart rate</li> <li>Breathing rate</li> <li>Direction</li> <li>Speed</li> <li>Coordination</li> </ul>	Items (cones or similar) to create a start / end point / zig-zag course
4	<p>Pupils will be involved in walking / running activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Describe the movement for different planes: (forward/backward; side to side / demonstrate what body parts move and how they move)</li> <li>Compare and contrast agility and speed for different running planes / directions</li> </ul>	<ul style="list-style-type: none"> <li>Speed</li> <li>Agility</li> <li>Compare</li> <li>Contrast</li> </ul>	Items (cones or similar) to create their own course
5	<p>Pupils will be involved in walking / running activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Devise and engage in personal challenges demonstrating fairness</li> <li>Develop basic language to articulate / write down ways to improve their personal best</li> <li>Share their emotions / feelings before / during / after activity</li> </ul>	<ul style="list-style-type: none"> <li>Challenge</li> <li>Emotions</li> <li>Manage</li> <li>Fair</li> </ul>	Items (cones or similar) to create their own course Stopwatch / device with second hand etc



6	<p>Pupils will be involved in jumping activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Know basic safety rules</li> <li>● Compare and contrast body parts and how they move when jumping for height / jumping for distance</li> <li>● Develop basic language to articulate / write down ways to improve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>● Jump</li> <li>● Power</li> <li>● Compare</li> <li>● Contrast</li> </ul>	<p>Items (cones or similar) to mark start and landing points</p> <p>Wall and chalk marker</p>
7	<p>Pupils will be involved in jumping activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Use basic terminology to describe the effects of exercise on their body</li> <li>● Explain how exercise may keep individuals healthy and well</li> </ul>	<ul style="list-style-type: none"> <li>● Continuous</li> <li>● Fatigue</li> <li>● Health</li> <li>● Wellbeing</li> </ul>	<p>Items (cones or similar) to mark start &amp; landing points</p> <p>Wall &amp; chalk marker</p> <p>Stopwatch/device with 2nd hand etc</p>
8	<p>Pupils will be involved in sending activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Develop hand-eye coordination</li> <li>● Control and accuracy over short / long distances</li> <li>● Manage adverse feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Control</li> <li>● Accuracy</li> <li>● Coordination</li> <li>● Target</li> </ul>	<p>Small sponge ball</p> <p>Large sponge ball</p> <p>Screwed up paper</p> <p>Target e.g. hoop / chair etc</p>
9	<p>Pupils will be involved in sending and receiving activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Develop hand-eye coordination</li> <li>● Manage adverse feelings</li> <li>● Record attempts and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate</li> <li>● Record</li> <li>● Monitor</li> </ul>	<p>Small sponge ball</p> <p>Large sponge ball</p> <p>Screwed up paper</p>



10	<p>Pupils will be involved in object control activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Combine elements of effort, space, time, objects</li> <li>Identify strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Combine</li> <li>Components</li> </ul>	<p>Large sponge ball Football basketball Rugby ball Or similar e.g. cushion</p>
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## Key Stage 2 Lower - Games: Targets

Lesson	Core content / Learning Objectives	Skills / Key Vocabulary	Equipment required
1	<p>Pupils will be involved in aim and accuracy activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Know and make appropriate use of risk and danger awareness (including health and hygiene rules)</li> <li>Demonstrate hand-eye coordination</li> <li>Manipulate and modify elements of effort and space</li> </ul>	<ul style="list-style-type: none"> <li>Hand-eye coordination</li> <li>Synchronisation</li> <li>Hand-eye coordination</li> <li>Risk and danger</li> <li>Breathing rates</li> </ul>	<p>Balloons / skittles Tin cans Bean bags Tennis balls</p>
2	<p>Pupils will be involved in aim and accuracy activities that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Demonstrate hand-eye-implement coordination</li> <li>Move systematically and sequentially with control and accuracy of movement, internalising prior learning and experiences</li> </ul>	<ul style="list-style-type: none"> <li>Hand-eye-implement coordination</li> <li>Fatigue</li> </ul>	<p>Bat Tri-golf club or similar Hoop target</p>



3	<p>Pupils will be involved in aim and accuracy activities (hand dribble) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Develop consistency, fluency and precision</li> <li>● Explain how to develop a positive attitude / enthusiasm for participation</li> </ul>	<ul style="list-style-type: none"> <li>● Throwing / shooting</li> <li>● Consistency</li> <li>● Fluency</li> <li>● Precision</li> <li>● Gross and fine motor</li> <li>● Body parts</li> </ul>	Hoop on floor / suspended
4	<p>Pupils will be involved in dribbling, aim and accuracy activities (hand dribble) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Use core strength and balance to coordinate movements</li> <li>● Design challenging pathways to dribble and shoot / pass</li> </ul>	<ul style="list-style-type: none"> <li>● Dribbling and shooting</li> <li>● Shoot / pass when still</li> <li>● Shoot / pass when moving</li> <li>● Core strength</li> <li>● Balance</li> <li>● Pathways</li> <li>● Exercise recovery</li> </ul>	Hoop or similar– target Obstacles to dribble around
5	<p>Pupils will be involved in dribbling, aim and accuracy activities (foot dribble) that provide opportunity to (see lesson 3):</p> <ul style="list-style-type: none"> <li>● Apply knowledge of consistency, fluency and precision</li> <li>● Apply knowledge about how to develop a positive attitude / enthusiasm for participation</li> </ul>	<ul style="list-style-type: none"> <li>● Kicking / shooting</li> <li>● Consistency</li> <li>● Fluency</li> <li>● Precision</li> <li>● Gross and fine motor</li> <li>● Internalise prior learning and experiences</li> <li>● Oxygen</li> </ul>	Goal posts or items as posts / gateways



6	<p>Pupils will be involved in dribbling, aim and accuracy activities (foot dribble) that provide opportunity to (see lesson 4):</p> <ul style="list-style-type: none"> <li>● Apply knowledge re use of core strength and balance to coordinate movements</li> <li>● Apply knowledge of designing challenging pathways to dribble and shoot / pass</li> </ul>	<ul style="list-style-type: none"> <li>● Dribbling and shooting</li> <li>● Shoot / pass when still</li> <li>● Shoot / pass when moving</li> <li>● Core strength</li> <li>● Balance</li> <li>● Pathways</li> <li>● Internalising prior learning and experiences</li> <li>● Carbon dioxide</li> </ul>	Goal posts or items as posts / gateways
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## Key Stage 2 Upper - Games: Passing and receiving

Lesson	Core content / Learning Objectives	Skills / Key Vocabulary	Equipment required
1	<p>Pupils will be involved in passing and receiving activities (hands) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Plan and practise strategies to promote health and safety</li> <li>● Orientate and control their body positions</li> <li>● Send and receive in combination</li> </ul>	<ul style="list-style-type: none"> <li>● Safety rules / considerations</li> <li>● Combinations / combos</li> <li>● Orientate / adjust</li> <li>● Ready position</li> <li>● Footwork</li> <li>● Nutrition</li> </ul>	Items (cones or similar) Wall Ball
2	<p>Pupils will be involved in passing and receiving activities (hands) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Develop consistency, fluency and precision in specific techniques that</li> </ul>	<ul style="list-style-type: none"> <li>● Fingers spread</li> <li>● Step into pass</li> <li>● Follow through</li> </ul>	Items (cones or similar) Wall Ball



	<p>develop agility, whole balance and coordination</p> <ul style="list-style-type: none"> <li>● Monitor their own progress</li> </ul>	<ul style="list-style-type: none"> <li>● Sequential movement</li> <li>● Techniques</li> <li>● Twist / turn</li> <li>● Footwork</li> <li>● Variety of passing (e.g. bounce, chest overhead)</li> <li>● Nutrition</li> </ul>	
3	<p>Pupils will be involved in passing and receiving activities (hands) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Recognise how media and important people in the community influence their personal attitudes, beliefs, decisions and behaviours</li> <li>● Develop outwitting techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Influence</li> <li>● Attitudes</li> <li>● Decisions</li> <li>● Behaviours</li> <li>● Skilled</li> <li>● Role model / mimic</li> <li>● Feign</li> <li>● Response to exercise</li> </ul>	<p>Items (cones or similar) Wall Ball</p>
4	<p>Pupils will be involved in passing and receiving activities (feet) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>● Know strengths and weaknesses of performance and use feedback and appropriate terminology to build on strengths and work to overcome weaknesses</li> <li>● Apply skills to orientate and control their body positions</li> </ul>	<ul style="list-style-type: none"> <li>● Combinations / combos</li> <li>● Orientate / adjust</li> <li>● Ready position</li> <li>● Footwork</li> <li>● Use of ICT – phone video</li> <li>● Effects of exercise</li> </ul>	<p>Items (cones or similar) Wall Ball</p>



	<ul style="list-style-type: none"> <li>Apply skills to send and receive in combination</li> </ul>		
5	<p>Pupils will be involved in passing and receiving activities (feet) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Develop consistency, fluency and precision in specific techniques that develop agility, whole balance and coordination</li> <li>Monitor and evaluate their own progress</li> </ul>	<ul style="list-style-type: none"> <li>'Address' the ball</li> <li>Cushion</li> <li>Twist / turn</li> <li>Effects of exercise</li> </ul>	<p>Items (cones or similar)</p> <p>Wall</p> <p>Ball</p>
6	<p>Pupils will be involved in passing and receiving activities (hands) that provide opportunity to:</p> <ul style="list-style-type: none"> <li>Develop outwitting techniques</li> <li>Explain and adhere to the components of healthy active lifestyles (use role model – see lesson 3)</li> </ul>	<ul style="list-style-type: none"> <li>Feign e.g. drop shoulder, 'roll over' 'step over' etc.</li> <li>Rest, sleep</li> <li>Regular physical activity</li> <li>Avoiding 'sedentary' activity</li> </ul>	<p>Items (cones or similar)</p> <p>Wall</p> <p>Ball</p>

## Key Stage 2 Lower - Athletics: Running, jumping and throwing 1

Lesson	Core content / Learning Objectives	Skills / Key Vocabulary	Equipment required
1	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>Introduce running stride</li> <li>Introduce basic throwing actions.</li> <li>Introduce simple stretches as part of a cool down</li> </ul>	<ul style="list-style-type: none"> <li>Warming up</li> <li>Speed, acceleration, agility and coordination</li> </ul>	<p>Cones (or similar)</p> <p>Chalk</p> <p>Various light throwing objects, e.g. sponge ball,</p>



		<ul style="list-style-type: none"> <li>● Push, Pull, Sling &amp; Heave throwing actions</li> <li>● Breathing and heart rates</li> </ul>	<p>Small soft ball, tennis ball, bean bags</p> <p>Ropes or a towel for use as a target</p>
2	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>● Practise running and jumping skills</li> <li>● improve accuracy throwing from a standing position</li> </ul>	<ul style="list-style-type: none"> <li>● Warming up</li> <li>● Running and jumping combinations</li> <li>● Standing throws for accuracy</li> <li>● Breathing and heart rates</li> </ul>	<p>Marker cones, towels or hoops to make a target on the floor</p> <p>Variety of obstacles, such as cones, balls, cuddly toys, rolled up towels, bottles ...etc</p> <p>10 balls made from scrunched up newspaper</p>
3	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>● Enhance running strides between two zones</li> <li>● Practise throwing two-handed from a step approach</li> </ul>	<ul style="list-style-type: none"> <li>● Agility, coordination and running</li> <li>● Over-arm throwing, stepping and throwing</li> <li>● Stretching and posture</li> </ul>	<p>Small throwing objects – tennis balls, bean bags or scrunched up newspaper</p> <p>Obstacles that are easy to jump over</p> <p>2 Hoops and/or 2 buckets</p> <p>Variety of targets, such as cones, balls, boxes, cuddly toys, rolled up towels, bottles ...etc</p>





## Key Stage 2 Upper - Athletics: Running, jumping and throwing 2

Lesson	Core content / Learning Objectives	Skills & Key Vocabulary	Equipment required
1	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>● Enhance continuous single and double-footed jumps</li> <li>● Experience the combination of jumping and moving</li> <li>● Introduce pull throwing actions</li> </ul>	<ul style="list-style-type: none"> <li>● Single and double-foot continuous jumping</li> <li>● Over-arm pull throwing</li> <li>● Power</li> <li>● Skill transfer</li> </ul>	<p>Marker cones                      Skipping rope                      5 objects to create targets – Bottles, cones, boxes, toys                      Bean bags, tennis balls or scrunch balls made from Newspaper                      1 chair</p>
2	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>● Practise reactive jumping</li> <li>● Practise rotational sling throwing over varying distances.</li> </ul>	<ul style="list-style-type: none"> <li>● Speed bounce and 'plyometric' actions</li> <li>● Sling throwing for distance and accuracy</li> <li>● Nutrition</li> </ul>	<p>Marker cones                      Swimming noodle or rolled up towel</p> <p>Variety of targets, such as cones, balls, boxes, cuddly toys, rolled up towels, bottles ...etc</p> <p>Various light throwing objects, e.g. sponge ball, small soft ball, quoits bags</p>
3	<p>Pupils will be involved in activities to:</p> <ul style="list-style-type: none"> <li>● Change direction and react to a verbal cue</li> <li>● Practise throwing with a pushing action</li> </ul>	<ul style="list-style-type: none"> <li>● Step and push throwing for distance &amp; accuracy</li> <li>● Responses to exercise</li> </ul>	<p>Marker cones                      Football, basketball or netball                      Towel</p>



			Hoop Newspaper Chalk
4	Pupils will be involved in activities to: <ul style="list-style-type: none"> <li>● Introduce accelerating from a stationary start position</li> <li>● Practise heave throw from a sitting position</li> <li>● Stretch as part of a cool down</li> </ul>	<ul style="list-style-type: none"> <li>● Speed, agility and coordination</li> <li>● Two handed heave throwing</li> <li>● Effects of exercise</li> </ul>	4 different coloured objects such as mugs, balls or toys Basketball, netball or football 2 chairs Shopping bag with handles

## Key Stage 2 Lower - OAA: Trails, trust and teamwork

Lesson	Core content / Learning Objectives	Key Vocabulary	Equipment required
1	Work cooperatively to solve group / paired challenges: <ul style="list-style-type: none"> <li>● Listen to and evaluate all ideas and suggestions</li> <li>● Contribute to solving a problem by offering constructive suggestions</li> </ul>	<ul style="list-style-type: none"> <li>● Co-operation</li> <li>● Participate</li> <li>● Role / job,</li> <li>● Well-being</li> <li>● Healthy mind</li> </ul>	Newspapers / comics Clear sticky tape Glue Paper clips
2	<ul style="list-style-type: none"> <li>● Plan a task carefully confident in contributing ideas</li> <li>● Follow and understand instructions and work collaboratively to solve a problem</li> <li>● Explain how you solved the task</li> </ul>	<ul style="list-style-type: none"> <li>● Plan</li> <li>● Teamwork</li> <li>● Experiment</li> <li>● Choose</li> <li>● Resilience</li> <li>● Muscles and bones</li> </ul>	Cuddly toy Sticky tape / chalk Skipping ropes Elastic bands



3	Demonstrate understanding of the concept of a basic map: <ul style="list-style-type: none"> <li>• Navigate your way around a simple orienteering course</li> <li>• Understand the term 'orientate or 'setting' a map</li> </ul>	<ul style="list-style-type: none"> <li>• Map, orientate</li> <li>• Set</li> <li>• Symbol</li> <li>• Birds-eye view</li> <li>• Oxygen</li> </ul>	Building blocks (lego) Round maps Round map examples
4	Develop a simple 'star' orienteering activity: <ul style="list-style-type: none"> <li>• Record information accurately and neatly</li> <li>• Follow rules when completing a star orienteering activity</li> </ul>	<ul style="list-style-type: none"> <li>• Control point</li> <li>• Star orienteering</li> <li>• Accurate</li> <li>• Rules</li> <li>• Fatigue</li> </ul>	Hoops

## Key Stage 2 Upper - OAA: Planning and making a journey

Lesson	Core content / Learning Objectives	Skills & Key Vocabulary	Equipment required
1	Design and create a route for others to follow: <ul style="list-style-type: none"> <li>• Follow a route using a simple map</li> <li>• Describe safety considerations when orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Route, safety, map, symbol</li> <li>• Nutrition</li> </ul>	Cones Sample maps (previously drawn)
2	Undertake a planned journey in the community and understand the potential hazards of the journey	<ul style="list-style-type: none"> <li>• Journey, plan, directions, risks, dangers</li> <li>• Response to exercise</li> </ul>	Basic map of the streets near home



3	<p>Plan carefully and build a shelter from the equipment provided:</p> <ul style="list-style-type: none"> <li>Describe three things to consider when planning where to build a shelter</li> <li>Evaluate shelter using agreed criteria</li> </ul>	<ul style="list-style-type: none"> <li>Shelter, weather, evaluate, criteria</li> <li>Effects of exercise</li> </ul>	<p>Materials to make a shelter e.g. tarpaulin or a bed-sheet, polythene sheet, cardboard, rope, poles, tent pegs, rocks</p>
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## Key Stage 1 - Dance: Exploring and linking body actions

Lesson	Core content / Learning objectives	Key vocabulary	Equipment required
1	<p>Learn to copy and explore the 5 basic Body Actions, responding to different accompaniment.</p> <ul style="list-style-type: none"> <li>Recognise how their Body feels when still and when moving</li> <li>HRE Link: Know how to take part safely</li> </ul>	<ul style="list-style-type: none"> <li>Travel, stillness/pause</li> <li>Changes of direction</li> <li>Warm up and cool down</li> <li>Safety rules</li> </ul>	<p>Music / visual stimuli</p>
2	<p>Explore the use of whole Body and different Body parts when using the 5 basic Body Actions.</p> <ul style="list-style-type: none"> <li>Describe what they see and do</li> <li>HRE Link Know how to Warm up</li> </ul>	<ul style="list-style-type: none"> <li>Body Actions</li> <li>Directions, observe</li> <li>Fast/slow speed</li> <li>Safety, warm up, cool down</li> </ul>	<p>Music / action Words</p> <p>Visual stimuli</p>
3	<p>Create a simple dance phrase with clear start and end.</p> <ul style="list-style-type: none"> <li>Learn to communicate different moods, feelings, show expression through face and posture, respond to different stimuli using Stories</li> </ul>	<ul style="list-style-type: none"> <li>Action: Words to describe what the body does</li> <li>Space: Where the body moves</li> <li>Dynamics: How the body moves</li> </ul>	<p>Music /words and visual stimulus, video, pictures</p> <p>Story books</p>



	<ul style="list-style-type: none"> <li>• Enjoy watching people dance in different contexts, describe what they can see and feel</li> <li>• HRE link know the effects of exercise on our Body when dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Happy, sad</li> <li>• Heart, lungs . muscles</li> </ul>	
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## Key Stage 2 Lower - Dance: Respond Expressively to different stimuli. Create a Dance Phrase that communicates ideas

Lesson	Core content / Learning objectives	Key vocabulary	Equipment required
1	<p>Improvise freely, translating ideas from a stimulus into movement using the five basic Body Actions. Create a dance phrase that has a clear beginning, middle and end.</p> <ul style="list-style-type: none"> <li>• HRE link: understand how to exercise in a safe way, suggest and carry out warm up activities</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Explore, improvise</li> <li>• Refine</li> <li>• Body Actions</li> <li>• Space/Dynamics</li> <li>• Relationships</li> <li>• Control, accuracy, body tension, safety</li> <li>• Major muscles</li> </ul>	<p>Language Board of Action Words</p> <p>ASDR Action Space Dynamics Relationships</p> <p>Stimulus Words Pictures</p> <p>Music</p>
2	<p>To link Action Space Dynamics and relationships using the stimulus of different characters.</p> <ul style="list-style-type: none"> <li>• HRE Link: understand the effects of exercise on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase</li> <li>• Jump, travel, pathways</li> <li>• Shape / stillness Ind Levels</li> <li>• Flexibility</li> <li>• Heart rate (pulse)</li> </ul>	<p>Characters in Books Clowns, Pirates</p> <p>Language Board of action words</p> <p>ASDR Action Space Dynamics Relationships</p> <p>Stimulus word pictures</p>



			Music
3	To practice, repeat and refine movement phrases based on different characters. Focus: How the body moves fast/slow heavy/light direct/flexible. <ul style="list-style-type: none"> <li>HRE link: Understand the benefits of dance on the body</li> </ul>	<ul style="list-style-type: none"> <li>Body actions</li> <li>Space level, direction, pathways</li> <li>Dynamics fast/slow heavy/light direct/flexible</li> </ul>	Clowns, Pirates Language Board of Action Words
4	To perform simple dance with control and fluency showing expressive qualities of the character selected. Observe/appreciate and describe what you see, using correct terminology. <ul style="list-style-type: none"> <li>HRE link: understand the impact of exercise on the way you feel, different moods</li> </ul>	<ul style="list-style-type: none"> <li>Body Actions</li> <li>Space level, direction, pathways</li> <li>Dynamics fast/slow heavy/light direct/flexible</li> <li>Relationships</li> <li>Solo/duo group</li> <li>Healthy mind, mood</li> </ul>	Clowns, Pirates Language Board of Action Words ASDR Action Space Dynamics Relationships Stimulus words pictures Music / visual stimulus/ video

### Key Stage 2 Upper - Dance: Create a dance phrases using a directed style of dance

Lesson	Core content / Learning objectives	Key vocabulary	Equipment
1	To Explore and develop complex dance phrases, using selected Dance style. <ul style="list-style-type: none"> <li>HRE link: Understanding how to exercise in a safe way</li> </ul>	<ul style="list-style-type: none"> <li>Body Actions</li> <li>Space level</li> <li>Direction, pathways</li> <li>Dynamics Fast/Slow Heavy Light Direct/Flexible</li> </ul>	Music, pictures video African, Rock n Roll Lindy Hop



		<ul style="list-style-type: none"> <li>● Relationships</li> <li>● Solo/duo group</li> </ul>	
2	<p>To create a dance using a range of compositional techniques and comment on dances showing an understanding of style.</p> <ul style="list-style-type: none"> <li>● HRE link: Describe how dance activates affects the body: speed, strength, flexibility,</li> </ul>	<ul style="list-style-type: none"> <li>● Compositional techniques</li> <li>● Unison Canon</li> <li>● Body Actions</li> <li>● Space level</li> <li>● Direction, pathways</li> <li>● Dynamics Fast/Slow Heavy Light Direct/Flexible</li> <li>● Relationships</li> <li>● Solo/duo group</li> <li>● Speed, strength, flexibility, cardiovascular fitness</li> </ul>	Music/ visual stimulus
3	<p>To refine actions and phrases and build movement memory. Compare and contrast what they see and offer simple interpretations of how the movement relates to the dance style. To view dances from different cultures.</p> <ul style="list-style-type: none"> <li>● HRE link: Understand how nutrition helps our performance</li> </ul>	<ul style="list-style-type: none"> <li>● Perform with rhythmic awareness</li> <li>● Accuracy</li> <li>● Dance phrase levels</li> <li>● Direction, pathways</li> <li>● Control, tension</li> <li>● Nutrition, body, carbohydrates, proteins, fats, vitamins</li> </ul>	Music/ Visual stimulus



4	<p>To perform complex dance phrases linked with fluency and control showing key elements of the style of the dance.</p> <ul style="list-style-type: none"> <li>● HRE link: Recognise and identify different types of exercise that prepares them for dance</li> <li>● How dance benefits physical, emotional, mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>● Compositional techniques</li> <li>● Unison Canon</li> <li>● Body Actions</li> <li>● Space level, direction, pathways</li> <li>● Dynamics fast/slow heavy light direct/flexible</li> <li>● Relationships</li> <li>● Solo/Duo group, style, accompaniment</li> <li>● Wellbeing, physical, emotional mental</li> </ul>	Music/ video
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## Key Stage 1 - Gymnastics: Balance and locomotion

Lesson	Core content / Learning objectives	Key vocabulary	Equipment
1	To learn the basic balances and perform them in different ways. <ul style="list-style-type: none"> <li>• HRE link: Know basic safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Star balance</li> <li>• Tuck balance</li> <li>• Straight balance</li> <li>• Straddle balance</li> <li>• Pike balance, safety</li> <li>• Warm up and cool down</li> </ul>	Soft yoga mat or towel
2	To link the basic balances with travelling actions. <ul style="list-style-type: none"> <li>• HRE link: know how to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>• Basic balances: star, tuck, straight balance, straddle, pike</li> <li>• Travelling actions: turn, spin, twist, side step, bunny hop</li> <li>• Safety, warm up, cool down</li> </ul>	Soft yoga mat or towel
3	To link basic balances with rolling movements. <ul style="list-style-type: none"> <li>• HRE link: know the effects of exercise on our mood</li> </ul>	<ul style="list-style-type: none"> <li>• Basic balances: star, tuck, straight balance, straddle, pike</li> <li>• Rolls: egg roll, log roll, rock and roll</li> <li>• Healthy mind, brain</li> </ul>	Soft yoga mat or towel



		<ul style="list-style-type: none"> <li>Breathing rates and heart rates</li> </ul>	
4	<p>To learn the intermediate balances and perform them with control</p> <ul style="list-style-type: none"> <li>Know the effects of gymnastics on our body : brain muscles, bones, heart, lungs</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate balances: Front, support, back support, side support, dish, arch, shoulder stand</li> <li>Control, tension</li> <li>Brain, muscles, bones, heart, lungs, fatigue</li> </ul>	Soft yoga mat or towel
5	<p>To create a basic sequence using a variety of balances and travelling movements.</p> <ul style="list-style-type: none"> <li>Know the effects of exercise on the body's responses (heart rate / breathing rate)</li> </ul>	<ul style="list-style-type: none"> <li>Sequence, balance, travel</li> <li>Basic balances: star, tuck, straight balance, straddle, pike</li> <li>Intermediate balances: front support, back support, side support, dish, arch, shoulder stand</li> <li>Travelling actions: turn, spin, twist, rolls: egg roll, log roll, rock and roll</li> </ul>	Soft yoga mat or towel



		<ul style="list-style-type: none"> <li>Heart rate, breathing rate, oxygen, carbon dioxide, fatigue</li> </ul>	
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## Key Stage 2 Lower - Gymnastics: Sequence development: balance, jumps, rolls and locomotion

Lesson	Core content / Learning objectives	Key vocabulary	Equipment
1	<p>To perform basic and intermediate gymnastics balances with control.</p> <ul style="list-style-type: none"> <li>HRE link: understand how to exercise in a safe way</li> </ul>	<ul style="list-style-type: none"> <li>Basic balances: star, tuck, straight balance, straddle, pike</li> <li>Intermediate balances: Front support, back support, side support, dish, arch, shoulder stand</li> <li>Control, accuracy, body tension</li> <li>Safety</li> <li>Major muscles</li> </ul>	Soft yoga mat or towel
2	<p>To link balances and jumps with locomotion.</p> <ul style="list-style-type: none"> <li>HRE Link: understand the effects of exercise on the body</li> </ul>	<ul style="list-style-type: none"> <li>Sequence, balance</li> <li>Jump, travel, locomotion</li> <li>Basic balances</li> </ul>	Soft yoga mat or towel



		<ul style="list-style-type: none"> <li>● Intermediate balances</li> <li>● Jumps: straight jump, tuck jump, star jump, take off, flight, landing</li> <li>● Flexibility, strength</li> <li>● Cardiovascular fitness</li> <li>● Heart rate (pulse), breathing rate, temperature, energy</li> </ul>	
3	<p>To create a sequence using different levels and pathways.</p> <ul style="list-style-type: none"> <li>● HRE link: understand how nutrition and hydration impacts on the body</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence, balance</li> <li>● Travel, level, direction</li> <li>● Pathways</li> <li>● Nutrition, hydration</li> <li>● Healthy body and mind</li> </ul>	Soft yoga mat or towel
4	<p>To perform a sequence with control and accuracy</p> <ul style="list-style-type: none"> <li>● HRE link: understand the impact of exercise on our mindset and positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence, balance</li> <li>● Jump, rolls</li> <li>● Locomotion, travel</li> <li>● Levels, direction, pathways</li> <li>● Control, tension, accuracy</li> <li>● Healthy mind, mood</li> </ul>	Soft yoga mat or towel

## Key Stage 2 Upper - Gymnastics: Developing sequences with fluency and control



Lesson	Core content / Learning objectives	Key vocabulary	Equipment
1	To develop complex gymnastics sequences. <ul style="list-style-type: none"> <li>• HRE link: Understanding how to exercise in a safe way</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence, control, accuracy, body, tension, balance</li> <li>• Basic balances</li> <li>• Intermediate balances</li> <li>• Arabesque</li> <li>• T balance</li> <li>• Frog</li> <li>• Locomotion: leap, jump, turn, twist, roll, cat leap, stag</li> <li>• Safety, response to exercise</li> </ul>	Soft yoga mat or towel
2	To create sequences using a range of compositional techniques. <ul style="list-style-type: none"> <li>• HRE link: Understand the effects of gymnastics on our body: speed, strength, flexibility, cardiovascular fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence, balance, jump</li> <li>• Travel, roll</li> <li>• Levels, direction, dynamics, pathways</li> <li>• Control, tension, accuracy</li> <li>• Composition, speed, strength, flexibility</li> <li>• Cardiovascular fitness</li> </ul>	Soft yoga mat or towel
3	To create a sequence using rhythmic awareness.	<ul style="list-style-type: none"> <li>• Rhythmic awareness</li> <li>• Accuracy, sequence</li> </ul>	Soft yoga mat or towel



	<ul style="list-style-type: none"> <li>• HRE link: Understand how nutrition helps our performance</li> </ul>	<ul style="list-style-type: none"> <li>• Levels, direction, pathways</li> <li>• Control, tension</li> <li>• Jumps, perform</li> <li>• Nutrition, body, carbohydrates, proteins, fats, vitamins</li> </ul>	
4	<p>To perform a complex sequence with fluency and control.</p> <ul style="list-style-type: none"> <li>• HRE link: Understand how to improve our mindset and positive attitude through exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence, fluency</li> <li>• Levels, direction, pathways, dynamics</li> <li>• Control, tension, perform</li> <li>• Composition, complex</li> <li>• Mood, mindset, health</li> </ul>	Soft yoga mat or towel

