



## St Oswald's C.E. Primary School's Physical Education Scheme Of Work with skills and knowledge progression

### **Intent:**

Physical Education at St Oswald's C.E. Primary School aims to equip children with transferable skills, enabling them to live long, active and healthy lives. Opportunities to take part in competitive sport alongside personal challenges and festivals are given in all year groups.

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Continual professional development is an important element of PE at St Oswald's C.E Primary and all staff are given multiple opportunities to enhance their skills throughout each year.

The national curriculum for physical education covers a broad range of aims. St Oswald's C.E. Primary aim for children to gain competence to excel in a broad range of physical activities through an eclectic curriculum and extra-curricular offer. All classes have two hours per week dedicated to Physical Education where the learners are physically active for sustained periods of time. Through our partnership with Queen Elizabeth's Grammar school (for which we are one of the largest feeder primary schools) all children in all year groups are given the opportunity to compete in events at both a 'friendly festival' level and events with a qualification pathway.

Our extra-curricular offer, the breadth of which has been made sustainable through developing strong links with local sports clubs, has been cultivated over many years. To date, strong links have been established with Ashbourne Golf Club, Ashbourne Squash Club, Ashbourne Aztecs Junior Football Club and the Derbyshire Cricket Board, Ashbourne Leisure Centre and the Swimming Teaching. These links as well as a broad curriculum offer set our learners up for Secondary transition and the first steps to a long, healthy and active life.

Our work is underpinned by our vision and aims:

Learning and Growing Together;  
In Learning we develop our wisdom and skills,  
IN growing we develop our character, hope, aspiration resilience and social action and  
Together in our community showing dignity and respect.

### National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

KS1 Content

KS2 Content

- 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.
- Perform dances using simple movement patterns.
- Participate in team games, developing simple tactics for attacking and defending.

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, tennis and apply basic principles suitable for attacking and defending.
- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- 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.


Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

### P.E. in EYFS

<b>Three and Four-YearOlds</b>	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>
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	Physical Development	<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Manage their own needs.     -personal hygiene</li> <li>• Know and talk about the different factors that support overall health and wellbeing: -regular physical activity</li> </ul>

	Physical Development	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>-rolling - running</li> <li>-crawling - hopping</li> <li>-walking - skipping</li> <li>-jumping - climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Developing skills in pedalling using tricycles and scooters.</li> </ul>	
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul>
		Building Relationships	
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>

 = External providers

**Whole-school P.E. Curriculum Map**

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks) <b>Dance Festival</b>	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks) <b>Sports Day</b>
<b>Reception</b>	Gymnastics; Floor work and Large apparatus	Dance Linked to the Christmas Play	Ball skills	Ball skills; football	Ball skills throwing and catching	Athletics Team games
<b>Vocabulary</b>	Climb, jump, over, under, balance, through, around	Speed, move, shape, points, patches, follow, copy	Accurate, target, pass, side, foot, body parts,	Accurate, target, pass, side, foot, body parts,	Accurate, target, pass, side, foot, body parts, Under arm, over arm	Run, pass, hold, follow, team
<b>Year 1</b>	Gymnastics; floorwork and large apparatus	Dance Linked to the Christmas Play	Dance	Ball skills: football	Ball Skills; Throwing and Catching	Athletics
<b>Vocabulary</b>	<b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll, handstand, tumbling floor exercise, vault, box	Balance · Forwards and backwards · Move · Copy · Push · turn, twist, point	Balance · Forwards and backwards · Move · Copy · Push · turn, twist, point	Balance · Forwards and backwards · Move · Copy · Push · Stop · Jump · Throw · Pass · Roll · Kick · Run · Skip	Balance · Forwards and backwards · Move · Copy · Push · Stop · Jump · Catch · Throw · Pass · Roll · Run · Skip	Balance · Forwards and backwards · Move · Copy · Push · Stop · Jump · Skip

<b>Year 2</b>	Gymnastics; floorwork and large apparatus  Swimming	Dance Linked to the Christmas Play Swimming	Ballskills; football	Bat and ball skills	Yoga	Athletics
<b>Vocabulary</b>	<b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll, handstand, tumbling floor exercise, vault, box  <b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,	<b>Dance:</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl, direction, pirouette, partner <b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,	Defender • Attacker • Dribbling • Score • Partner • Underarm • Net • Action • Level • Direction • Hop • Aim • Fast • Slow • Improve • Target • Counts • Pose • Land	Bat, underarm throw, overarm throw, handle, • Score • Partner • Underarm • Net • Action • Level • Direction • Aim • Fast • Slow • Improve • Target • Counts • Pose • Land	<b>Yoga</b> Pose. Namaste, stretch, umpire, alignment, breathing, exercise, downward dog, tree pose, warrior pose, lotus pose, cobra pose, inhale, exhale, breath, mindfulness, position	<b>Athletics</b> Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.
<b>Year 3</b>	Competitive games; Attack and defence  Exercise/healthy living Hockey Tag Rugby	Ball skills; Football Netball Competitive games; Attack and defence	Dance and Gymnastics Swimming	Dance Outdoor adventure Swimming	Rounders cricket	Athletics Rounders Cricket
<b>Vocabulary</b>	<b>Rugby</b> Ball try team, tag, pass, referee, tackle, pitch <b>Hockey</b>	<b>Football</b> Ball, goal, team, offside, foul, free kick, substitute, throw in dribble tackle, goal keeper	<b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll,	<b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl,	<b>Rounders</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled, <b>Cricket</b>	<b>Cricket/Rounders</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled, <b>Athletics</b>

	Stick, pass, score, helmet, defence, offence, team,	<b>Netball</b> Court, footwork, interception, possession umpire, shoot goal keeper	handstand, tumbling floor exercise, vault, box <b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl, direction, pirouette, partner  <b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,	direction, pirouette, partner <b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll, handstand, tumbling floor exercise, vault, box	Stumps, bat, ball wickets, stumps, fielding, bowler, overarm, team, fielder, pitch	Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.
<b>Year 4</b>	Competitive games; Attack and defence  Hockey  Tag Rugby	Ball skills; Football Netball Competitive games; Attack and defence	Dance and Gymnastics Swimming	Dance Outdoor adventure Swimming	Rounders cricket	Athletics Rounders Cricket
<b>Vocabulary</b>	<b>Hockey And rugby</b> Ball try team , tag, pass, referee, tackle, pitch Stick, pass, score, helmet, defence, offence, team,	<b>Football</b> Ball, goal , team, offside, foul, free kick, substitute, throw in dribble tackle, goal keeper	<b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll,	<b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl,	<b>Rounders</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled, <b>Cricket</b>	<b>Cricket/ Rounders:</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled,  <b>Athletics</b>



		<p><b>Netball</b> Court, footwork, interception, possession umpire, shoot goal keeper</p>	<p>handstand, tumbling floor exercise, vault, box</p> <p><b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl, direction, pirouette, partner</p> <p><b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,</p>	<p>direction, pirouette, partner</p> <p><b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,</p>	<p>Stumps, bat, ball wickets, stumps, fielding, bowler, overarm, team, fielder, pitch</p>	<p>Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.</p>
<b>Year 5</b>	<p>Football Tag Rugby Swimming for the Non Swimmers</p>	<p>Hockey Basket ball</p>	<p>Netball Gymnastics</p>	<p>Dance Tennis</p>	<p>Cricket Athletics</p>	<p>Rounders Athletics</p>
<b>Vocabulary</b>	<p><b>Swimming:</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick, <b>Hockey And rugby</b></p>	<p><b>Hockey</b> Stick, pass, score, helmet, defence, offence, team,</p> <p><b>Basket Ball</b> Court, Net, back board, dribble, bounce,</p>	<p><b>Netball</b> Court, footwork, interception, possession umpire, shoot goal keeper Chest pass, overarm pass</p> <p><b>Gymnastics</b></p>	<p><b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl, direction, pirouette, partner</p>	<p><b>Cricket</b> Stumps, bat, ball wickets, stumps, fielding, bowler, overarm, team, fielder, pitch</p> <p><b>Athletics</b></p>	<p><b>Rounders</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled</p> <p><b>Athletics</b> Sprint, relay, long jump, cool down, athlete, training, personal best,</p>

	Ball try team , tag, pass, referee, tackle, pitch Stick, pass, score, helmet, defence, offence, team,		Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll, handstand, tumbling floor exercise, vault, box	<b>Swimming;</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,  <b>Tennis</b> Net, racket, ball, umpire, game, deuce, doubles, singles, forehand, back hand, serve.	Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.	throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.
<b>Year 6</b>	Football Tag Rugby Swimming for the Non swimmers	Hockey Basket ball	Netball Gymnastics	Dance Tennis	Cricket Athletics	Rounders Athletics
<b>Vocabulary</b>	<b>Swimming;</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick, <b>Hockey And rugby</b> Ball try team , tag, pass, referee, tackle, pitch Stick, pass, score, helmet, defence, offence, team,	<b>Hockey</b> Stick, pass, score, helmet, defence, offence, team,  <b>Basket Ball</b> Court, Net, back board, dribble, bounce,	<b>Netball</b> Court, footwork, interception, possession umpire, shoot goal keeper  <b>Gymnastics</b> Mat, balance, beam, routine, flexibility, jump, stretch, round-off, landing, control, somersault, roll, handstand, tumbling floor exercise, vault, box	<b>Dance</b> Choreography Routine, beat warm up, expression, story telling, coordination, speed leap, twirl, direction, pirouette, partner  <b>Tennis</b> Net, racket, ball, umpire, game, deuce, doubles, singles, forehand, back hand, serve.	<b>Cricket</b> Stumps, bat, ball wickets, stumps, fielding, bowler, overarm, team, fielder, pitch  <b>Athletics</b> Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool	<b>Rounders</b> Ball bat, base, team, hit, out, back stop, stump, inning, bowled  <b>Athletics</b> Sprint, relay, long jump, cool down, athlete, training, personal best, throw, aim, warm up, cool down, relay, pole vault, hurdles, discus, javelin, shot put.

				<b>Swimming;</b> Float, stoke, pool noodle, free style, back stroke, breast stroke, butterfly, dive, lane, buoyancy, streamline, water safety splash, kick,	down, relay, pole vault, hurdles, discus, javelin, shot put.	
<b>Afterschool provision KS1</b>	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm	Mega Sports Fundamentals Primary Stars Wednesday 3:20-4:20pm
<b>Afterschool provision KS2</b>	Multi-sports Club - Sportshall athletics, Netball, Hockey.	Multi-sports Club - Sportshall athletics, Netball, Hockey.	Multi-sports Club - Sportshall athletics, Netball, Hockey.	Multi-sports Club - Sportshall athletics, Netball, Hockey.	Multi-sports Club - Sportshall athletics, Netball, Hockey.	Multi-sports Club - Sportshall athletics, Netball, Hockey.
<b>Lunchtime</b>	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games	Active lunchtimes with opportunities for tennis, badminton, free athletics, skipping and traditional games
<b>EYFS scheme of work</b>						
<b>Gymnastics (moving and balancing)</b>	<ul style="list-style-type: none"> <li>• I can experiment with different ways of moving. I can create my own ways of moving</li> <li>• I can confidently climb on a range of different equipment.</li> <li>• I can coordinate my movements.</li> <li>• I can create my own short sequence of movements.</li> <li>• I can confidently move around, under, over, and through different objects and equipment.</li> </ul>					
<b>Dance</b>	<ul style="list-style-type: none"> <li>• I can change the speed of my dance moves.</li> <li>• I can change the style of my dance moves.</li> </ul>					

	<ul style="list-style-type: none"> <li>• I can share my ideas about a dance performance.</li> <li>• I can confidently join a wide range of different movements.</li> <li>• I can build a repertoire of dances.</li> <li>• I can adapt and change my dance to suit a different style.</li> <li>• I can create a short dance that shows my own ideas and thoughts.</li> <li>• I can confidently join a wide range of different movements.</li> <li>• I can think about how to make a dance even better.</li> </ul>
<b>Gymnastics (jumping and rolling)</b>	<ul style="list-style-type: none"> <li>• I can jump and hop from one space to another.</li> <li>• I can confidently jump over a range of small equipment.</li> <li>• I can confidently climb on a range of different equipment.</li> <li>• I can confidently jump off a range of equipment and land safely.</li> <li>• I can balance on one leg and can confidently balance on a range of different equipment.</li> <li>• I can make my body roll in different ways and can perform a range of different rolls.</li> <li>• I can confidently join a range of movements to create a short sequence.</li> <li>• I can control my body when performing my sequence of movements.</li> </ul>
<b>Mini Olympics (athletics)</b>	<ul style="list-style-type: none"> <li>• To develop the ability to throw an object. To develop the ability to move at speed.</li> <li>• To adapt the body when moving at speed.</li> <li>• To learn how to jump safely.</li> <li>• To develop the ability to jump in different ways.</li> </ul>
<b>Ball Skills</b>	<ul style="list-style-type: none"> <li>• To develop the ability to control a ball in a range of ways.</li> <li>• To develop the ability to throw accurately at a target.</li> <li>• To use throwing skills in a small sided game.</li> </ul>

- To be able to use a bat or racket to move and control an object.
- To develop the ability to catch and bounce a ball.
- To develop the ability to kick a ball.

### Gymnastics - Derby City SSP scheme of work

Year 1	Year 2	Year 3
<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform a log and a tuck roll</li> <li>• travel along pathways on different levels (high and low), showing narrow and wide shapes</li> <li>• know and demonstrate how to use apparatus safely</li> <li>• show different balance and travel ideas using apparatus</li> <li>• demonstrate various different jumps using apparatus</li> <li>• demonstrate movements that hold weight on their hands</li> <li>• devise a sequence using a criteria</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform a log and a tuck roll</li> <li>• know and demonstrate how to use apparatus safely</li> <li>• understand and demonstrate pathways, dynamics and levels using apparatus</li> <li>• demonstrate various weight on hands movements using apparatus</li> <li>• demonstrate 2 footed jumps onto, on, off and over equipment</li> <li>• demonstrate balances on apparatus</li> <li>• devise a sequence using a criteria</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform different types of rolls (log, tuck, side and circle rolls)</li> <li>• understand and demonstrate balancing on different body parts and how to travel along different pathways</li> <li>• understand and demonstrate travelling using matching balances</li> <li>• demonstrate various different shapes and shape movements</li> <li>• know and demonstrate how to use apparatus safely</li> <li>• demonstrate numerous jumps onto, on, off and over apparatus</li> <li>• devise a sequence using a criteria</li> <li>• Evaluate own and peers' performance</li> </ul>
Year 4	Year 5	Year 6

<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform different types of rolls (log, tuck, side and circle rolls) - <b>forward roll to be introduced if confident to teach</b></li> <li>• know and perform positions with good body tension</li> <li>• understand and demonstrate different ways of travelling, under, over or through a partner</li> <li>• know and demonstrate how to use apparatus safely</li> <li>• demonstrate different ways of going under, over, through a partner using apparatus</li> <li>• understand and demonstrate different turns on the spot and travelling</li> <li>• know and demonstrate the difference between matching and contrasting balance</li> <li>• demonstrate 'weight on hands' using apparatus and show actions that can be used to form a sequence</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform different rolls and explore twisted shapes</li> <li>• know and perform the tuck, pike, straddle and star shapes</li> <li>• understand and demonstrate balancing on different body parts and how to move into and out of balances</li> <li>• select actions to perform matching and mirroring positions</li> <li>• understand and demonstrate travelling using different pathways and dynamics</li> <li>• know and demonstrate how to use apparatus safely</li> <li>• demonstrate various swinging actions on apparatus</li> <li>• demonstrate 'flight off' using apparatus</li> <li>• devise a sequence using a criteria</li> <li>• evaluate own and peers' performance</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and perform different types of rolls</li> <li>• know and understand how to get into and out of rolls effectively</li> <li>• understand and demonstrate counter balances</li> <li>• selection actions to perform in unison and canon</li> <li>• know and demonstrate the term asymmetrical and symmetrical</li> <li>• demonstrate the use of asymmetrical/symmetrical positions/balances in a sequence</li> <li>• be able to transfer paired counter, symmetrical and asymmetrical balances onto apparatus</li> <li>• demonstrate 'flight onto', 'flight off' and 'flight from hands' using apparatus</li> <li>• devise a sequence using a criteria</li> <li>• evaluate own and peers' performance</li> </ul>
<ul style="list-style-type: none"> <li>• devise a sequence using a criteria</li> <li>• evaluate own and peers' performance</li> </ul>		

**Dance - Derby City SSP scheme of work**

**Year 1 (Colours)**

**Year 2 (The Sea)**

**Year 3 (Shapes)**

<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• explore different ways of moving</li> <li>• explore different pathways</li> <li>• create big and small shapes</li> <li>• work with a partner and in a group</li> <li>• move in time with music</li> <li>• move in a controlled way</li> <li>• be introduced to the dynamics of movement</li> <li>• mirror their partners movements</li> <li>• develop a short movement sequence</li> <li>• link sequences together to create a whole class dance</li> <li>• perform to an audience</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• explore a variety of movements</li> <li>• use changes in direction, speed and dynamics</li> <li>• explore various pathways</li> <li>• explore different shapes and movements</li> <li>• link different shapes with methods of travelling to produce a short sequence</li> <li>• explore the concept of mirroring and gesture using images</li> <li>• explore and develop precise movements</li> <li>• learn, remember and repeat a short sequence</li> <li>• perform to an audience</li> <li>• observe other pupils performing and begin to use dance vocabulary to explain what they can see</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• perform whole body shapes with control</li> <li>• create shapes with different body parts</li> <li>• know and understand how size is used in dance</li> <li>• demonstrate the use of size in dance</li> <li>• know and understand points of balance</li> <li>• demonstrate use of control and shape within a balance</li> <li>• know and understand the term dynamics</li> <li>• demonstrate a range of dynamics</li> <li>• perform with control and accuracy</li> <li>• evaluate own and peers' performance</li> </ul>
<p><b>Year 4 (Electricity)</b></p>	<p><b>Year 5 (Musicals)</b></p>	<p><b>Year 6 (Waves or Space)</b></p>
<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and understand the terms: accuracy, control and timing</li> <li>• demonstrate accuracy, control and timing</li> <li>• understand the term repetition and apply it</li> <li>• demonstrate the use of varied pathways</li> <li>• know and understand the term dynamics</li> <li>• demonstrate the use of dynamics</li> <li>• know and understand the term levels</li> <li>• demonstrate the use of different levels</li> <li>• know and understand the term binary</li> <li>• demonstrate the use of binary</li> <li>• perform a structures dance with accuracy, fluidity and timing</li> <li>• evaluate own and peers' performance</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and understand how character is used in dance</li> <li>• select and apply actions with appropriate characteristics for the theme of the dance</li> <li>• demonstrate an understanding of timing and musicality</li> <li>• know and understand the term mirroring</li> <li>• demonstrate use of mirroring</li> <li>• know and understand the term re-ordering</li> <li>• link together sections of dance demonstrating movement memory</li> <li>• perform showing moment of accuracy of timing, musicality and a sense of character</li> <li>• evaluate own and peers' performance</li> </ul>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• know and understand the terms unison and canon</li> <li>• demonstrate and apply unison and canon</li> <li>• know and understand the terms counter balance and tension</li> <li>• demonstrate and apply safely counter balances and tension</li> <li>• select and apply appropriate dynamics</li> <li>• demonstrate re-ordering with fluidity</li> <li>• know and understand the term formation</li> <li>• demonstrate the used of formation</li> <li>• explore trust within partner work</li> <li>• perform lifts and supports safely</li> </ul>

		<ul style="list-style-type: none"> <li>• perform a structured dance with accuracy, control and extension</li> <li>• evaluate own and peers' performance</li> </ul>
		<ul style="list-style-type: none"> <li>• give valuable feedback to peers</li> </ul>

**Outdoor Adventurous Activities (OAA)**  
**Derbyshire Scheme of work (KS1 - KS2)**

<b>Year 1</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• position themselves correctly using a map/plan</li> <li>• relate real features to drawn symbols on a map/plan</li> </ul>
<b>Year 2</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• position themselves correctly using a map/plan</li> <li>• relate real features to drawn symbols on a map/plan</li> <li>• choose the best route from start to finish</li> </ul>



<b>Year 3</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• position themselves correctly using a map/plan</li> <li>• relate real features to drawn symbols on a map/plan</li> <li>• choose the best route from start to finish</li> <li>• work together to relate real features to drawn symbols on a map/plan</li> <li>• stay on the correct route by using an easy to follow feature</li> </ul>
<b>Year 4</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• relate real features to drawn symbols on a map/plan</li> <li>• choose the best route from start to finish</li> <li>• work together to relate real features to drawn symbols on a map/plan</li> <li>• work cooperatively to plan their travel from one place to the next using the best route</li> <li>• know common Orienteering map symbols</li> <li>• stay on the correct route by using an easy to follow feature</li> <li>• choose the best and quickest route from a single start/finish point</li> </ul>
<b>Year 5/6</b>	<p><b>Children should be able to:</b></p> <ul style="list-style-type: none"> <li>• choose the best route from start to finish</li> <li>• work together to relate real features to drawn symbols on a map/plan</li> <li>• work cooperatively to plan their travel from one place to the next using the best route</li> <li>• know common Orienteering map symbols</li> <li>• work in pairs to plan the best route in a competitive environment</li> </ul>
	<ul style="list-style-type: none"> <li>• use team tactics to complete a course as quickly as possible</li> <li>• use a range of Orienteering skills to complete a course as quickly as possible</li> <li>• to plan (choose the best route, perform) as quickly as possible and review (compare routes with others)</li> </ul>

**Invasion Games/Netball - Derby City SSP scheme of work**

**Year 1 (Invasion Games)**

**Year 2 (Striking/Fielding Games)**

**Year 3**

<ul style="list-style-type: none"> <li>• practice and improve fundamental movement skills</li> <li>• understand how to use space safely</li> <li>• explore skills that are used in defending</li> <li>• understand the term attacking</li> <li>• understand how to throw underarm with control</li> <li>• understand how to catch with control</li> <li>• apply all fundamental skills learnt in a simple attacking and defending game</li> <li>• understand the importance of working as a team</li> <li>• develop simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• practice and improve fundamental skills</li> <li>• roll and stop a ball with control</li> <li>• throw and catch a ball with control</li> <li>• send a ball into space</li> <li>• throw accurately at a range of targets over different distances</li> <li>• explore ways of stopping a ball</li> <li>• develop hand-eye coordination skills</li> <li>• use simple tactics</li> <li>• show awareness of space</li> <li>• develop their sending and receiving skills</li> </ul>	<ul style="list-style-type: none"> <li>• identify and perform a range of fundamental movement skills</li> <li>• show accurate throwing and catching skills</li> <li>• develop passing skills</li> <li>• develop receiving skills</li> <li>• identify space when playing a game</li> <li>• demonstrate spatial awareness when moving</li> <li>• explore ways to keep possession of the ball</li> <li>• explore how to get free from an opponent</li> <li>• understand the importance of team work</li> </ul> <p>show effective communication with team mates</p>
<p><b>Year 4 (Invasion Games - Netball slant)</b></p>	<p><b>Year 5 (Netball)</b></p>	<p><b>Year 6 (Netball)</b></p>
<ul style="list-style-type: none"> <li>• identify and perform a range of fundamental movement skills</li> <li>• show accurate throwing and catching skills</li> <li>• develop passing skills</li> <li>• develop receiving skills</li> <li>• identify space when playing a game</li> <li>• demonstrate spatial awareness when moving</li> <li>• explore ways to keep possession of the ball</li> <li>• explore how to get free from an opponent</li> <li>• understand the importance of team work</li> <li>• show effective communication with team mates</li> </ul>	<ul style="list-style-type: none"> <li>• explore the areas of a netball court</li> <li>• be familiar with and use the basic netball passes</li> <li>• identify and develop fundamental movement skills used in netball</li> <li>• understand the footwork rule and begin to apply it</li> <li>• acquire and apply basic shooting techniques</li> <li>• know and apply different ways of dodging</li> <li>• understand the importance of being able to dodge effectively</li> </ul>	<ul style="list-style-type: none"> <li>• know and apply the different types of passes in netball</li> <li>• demonstrate an understanding of the footwork by applying it</li> <li>• know the positions of High 5 Netball</li> <li>• understand the roles of different positions</li> <li>• use a range of tactics in attack and defence</li> <li>• begin to play effectively in different positions in both attack and defence</li> <li>• apply the positions to a game of High 5 Netball</li> </ul>

<ul style="list-style-type: none"> <li>• explore different ways to defend</li> <li>• choose and use simple tactics</li> <li>• play in a tournament</li> </ul>	<ul style="list-style-type: none"> <li>• apply attacking skills to keep possession of the ball</li> <li>• apply a range of tactics when defending</li> <li>• explore the positions in High 5 Netball</li> <li>• demonstrate and implement some basic rules of High 5 Netball</li> </ul>	
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**Year 1 & 2 - Fundamental skills**

- move around in a controlled and balanced way
- explore different ways of travelling
- travel in different directions and at different speeds
- show spatial awareness
- negotiate obstacles showing increased control of body and limbs
- explore a range of body part balances
- demonstrate various ways of using different equipment
- use equipment safely
- travel using different pathways
- develop throwing skills
- aim accurately at a target

<b>Year 4 - Handball</b>	<b>Year 5 - Badminton</b>	<b>Year 6 - Sitting Volleyball</b>
<ul style="list-style-type: none"> <li>• be familiar with and use the basic handball passes</li> <li>• demonstrate accurate catching and throwing technique</li> <li>• demonstrate the basic skills of shooting</li> <li>• apply basic attacking and defending techniques to game play</li> <li>• understand the importance of communication when working as a team</li> <li>• understand and apply the basic rules of handball</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate and use the two grips used in Badminton</li> <li>• alternate between grips</li> <li>• demonstrate the use of chasses steps over short distances</li> <li>• lunge with stability and balance</li> <li>• strike net shots using forehand and backhand</li> <li>• apply learnt skills to a game situation</li> </ul>	<ul style="list-style-type: none"> <li>• move with pace in a seated position</li> <li>• volley and dig with accuracy</li> <li>• serve with accuracy</li> <li>• set, spike and block correctly</li> <li>• apply the rules of sitting volleyball to a game situation</li> </ul>

**Year 6 - Rounders** | **Year 6 - Athletics**

<ul style="list-style-type: none"> <li>• hit a ball successfully using differentiated equipment</li> <li>• hit a ball in different directions</li> <li>• develop a range of fielding skills</li> <li>• demonstrate different ways of stopping the ball</li> </ul>	<ul style="list-style-type: none"> <li>• run with speed and agility</li> <li>• demonstrate quick reactions and rapid acceleration</li> <li>• sustain pace over a long distance</li> <li>• jump for distance</li> </ul>
<ul style="list-style-type: none"> <li>• evaluate strengths and weaknesses when fielding</li> <li>• understand simple rounders rules</li> <li>• refine throwing and catching skills</li> <li>• use a range of tactics when batting and fielding</li> <li>• play in a tournament</li> <li>• work effectively as a team</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of throwing styles/techniques</li> <li>• Develop fluency and efficiency in running for speed as a team</li> </ul>

## Impact

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Children can confidently articulate what they know and have learned. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
  - Observations within lessons
  - Outcomes from tasks/topics
  - Flashback Friday
  - Regularly revisiting flashcards
  - Memory Minute
  - Pupil voice
  - Learning walks
  - Curriculum Team reviews