



PE Learning Journey

Intent, Implementation and Impact

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum, and it is through this knowledge that children apply their skills. Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

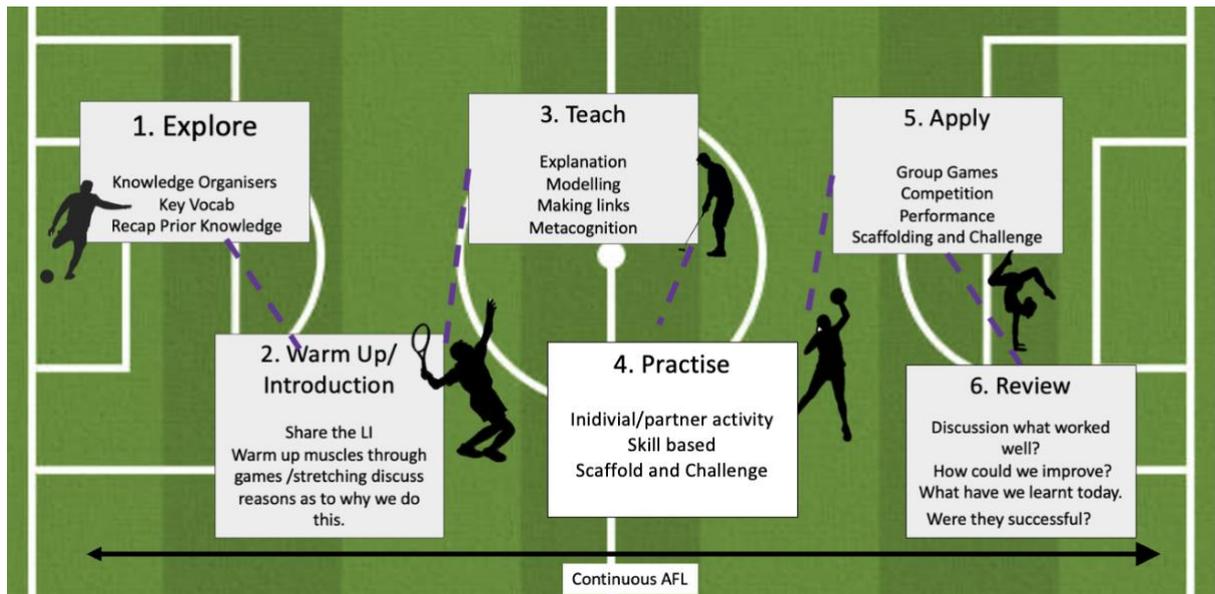
The intention of the St Giles' and St George's PE learning journey is to inspire all pupils to experience and engage in a broad range of competitive sport and other physically demanding activities. We focus on developing the skills, knowledge and understanding that children need to make a positive impact on their own physical health and well-being. We want all pupils to understand the importance of health and fitness as a fundamental life skill and experience the benefits of social interaction, teamwork, and cooperation. As they progress, we aim to ensure pupils develop a sense of resilience and determination and build on their self-esteem and confidence. We want all children to gain a positive attitude and understanding of the importance of living healthy, active lifestyles.



Implementation

St Giles' and St George's PE Learning Journey focuses on a spiral curriculum model is followed where previous skills and knowledge are revisited and built upon. Over the course of the journey children will focus on both declarative and procedural knowledge. Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health, and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game

PE is taught for 2 session each week with a total of at least 90minutes in KS1 and 2 hours in KS2. At the start of each unit of work, children are introduced to the key vocabulary and learning intention. During the lesson, the learning intention is shared with the children and the activities are scaffolded where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. Each lesson follows the following sequence:



In PE, work is recorded through saving videos of practical activities at the end of a topic onto the PE TEAMS channel in year group folders for monitoring and sharing purposes.

As outlined in the Ofsted PE review, our learning journey focusses on the three pillars of progression that develop competence to participate, that PE. These are:

- motor competence - knowledge of the range of movements that become increasingly sport- and physical activity-specific
- rules, strategies and tactics - knowledge of the conventions of participation in different sports and physical activities
- healthy participation - knowledge of safe and effective participation

The school also raises the profile of PE across the school through opportunities to join various extra-curricular PE sessions and the school regularly takes part in local sporting competitions and events.

EYFS



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

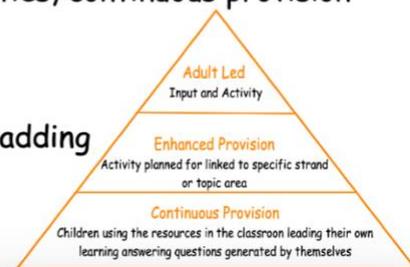
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



PE is taught as part of the Physical Development area of the EYFS learning and development. Children in Reception have a PE unit each term linked to a key area of physical development. These units give children the opportunity to practise skills needed to achieve the Early Learning Goals. Where appropriate, lessons and unit will take the same form as the rest of the school: explore, teach, practise, apply and review. There will then be an independent activity relating to the input. Children will also have the opportunity to practise and develop their physical skills in the enhanced and child-initiated continuous provision.

Physical Development statements

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Impact

In addition to the outcomes shown on our curriculum tree the specific impact of the St Giles' and St George's PE Learning Journey is that children will be:

- Children to develop fundamental skills and apply them to a variety of sports and activities.
- Children are provided with opportunities to develop skills and to achieve their personal best.
- Children are encouraged to be physically active, and this has positive implications on their learning in the classroom.
- Children understand how to lead a healthy lifestyle and understand the importance of exercise.
- Children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.

PE Annual Overview

	Autumn Term 1	Spring Term 2	Summer Term 3
EYFS	Indoor (Invasion) Fundamentals	Indoor (Unique movements) Dance	Indoor (Field games) Ball skills
	Outdoor (Outdoor exploration) Forrest school	Outdoor (Outdoor exploration) Forrest school	Outdoor (Outdoor exploration) Forrest school
KS1 Year A	Indoor (Invasion) Fundamentals Invasion	Indoor (Ball skills) Ball Skills Net and wall	Indoor (Unique movements) Dance Gymnastics
	Outdoor (Outdoor exploration) Forest Schools	Outdoor (Field games) Sending and receiving Striking and Fielding	Outdoor (Athletics) Athletics Fitness
KS1 Year B	Indoor (Invasion) Fundamentals Invasion	Indoor (Unique movements) Yoga Gymnastics	Outdoor (Athletics) Athletics Fitness
	Outdoor (Ball skills) Ball Skills Net and wall	Outdoor (Field games) Striking and Fielding Sending and receiving	
	Indoor (Unique movements) Gymnastics Yoga	Indoor (ball skills) Balls skills Tennis	Outdoor (Athletics) Athletics Fitness

LKS2 Year A	Outdoor (Field games) Tag Rugby Rounder	Outdoor (Invasion) Dodgeball Football	Outdoor (Outdoor exploration) Forrest school OAA
LKS2 Year B	Indoor (Unique movements) Gymnastics Dance	Indoor (Ball skills) Ball skills Basketball	Outdoor (Athletics) Athletics Fitness
	Outdoor (Field games) Tag Rugby Rounder	Outdoor (Invasion) Football Netball	
UKS2 Year A	Indoor (Unique Movements) Dance Gymnastics	Outdoor (Outdoor exploration) OAA Forest schools	Indoor (Ball skills) Badminton Dodgeball
	Outdoor (Invasion) Football Netball	Outdoor (field games) Cricket Rounders	Outdoor (Athletics) Athletics Fitness
UKS2 Year B	Indoor (Unique movements) Yoga Gymnastics	Indoor (Balls skills) Volleyball Handball	Outdoor (Athletics) Athletics Fitness
	Outdoor (Field games) Rounders Cricket	Outdoor (Invasion) Hockey Football	

NB: Swimming is taught throughout the year so isn't included on the overview

National Curriculum Link

KS1

Invasion	Ball skills	Unique movements	Outdoor exploration	Field games	Athletics
Master basic movements including running, jumping, throwing and catching Participate in team games, developing simple tactics for attacking and defending.	Developing balance agility and co - ordination	Developing balance agility and co - ordination Perform dances using simple movement patterns		Master basic movements including running, umping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching

LKS2

UKS2

LKS2						UKS2					
Invasion	Ball skills	Unique movements	Outdoor exploration	Field games	Athletics	Invasion	Ball skills	Unique movements	Outdoor exploration	Field games	Athletics
Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Develop flexibility, strength, technique, control and balance (Through athletics and gymnastics) Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Take part in outdoor and adventurous activities challenge both individually and within a team.	Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Use running, jumping throwing and catching in isolation and in combination Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Develop flexibility, strength, technique, control and balance (Through athletics and gymnastics) Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Take part in outdoor and adventurous activities challenge both individually and within a team.	Use running, jumping throwing and catching in isolation and in combination Play competitive games, modified where appropriate (Badminton, basketball, cricket, football, hockey, netball, rounder and tennis) and apply basic principles suitable for attacking	Use running, jumping throwing and catching in isolation and in combination Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Skills

Invasion 	KS1	LKS2	UKS2
Skills	<p>Sending & receiving: Develop with increased control.</p> <p>Dribbling: Explore with hands and feet with increased control</p> <p>Space: Recognise good space</p> <p>Attacking: developing moving into space away from defenders</p> <p>Defending: explore tracking and moving with partner.</p>	<p>Sending & receiving: Developing passing techniques appropriate to the game.</p> <p>Dribbling: Link dribbling the ball with other actions.</p> <p>Space: Develop using space as a team.</p> <p>Attacking: Change direction to lose opponents.</p> <p>Defending: To begin to intercept.</p>	<p>Sending & receiving: Developing control when under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques.</p> <p>Space: Move to the correct space when moving from attack to defence.</p> <p>Attacking: Use a range of techniques to lose an opponent</p> <p>Defending: Use a range of defending skills.</p>
Ball Skills 	KS1	LKS2	UKS2

<p>Skills</p>	<p>Sending: Roll, throw and kick a ball to hit a target.</p> <p>Catching: Develop catching a range of objects with two hands.</p> <p>Tracking: Consistently track and collect a ball being sent directly.</p> <p>Dribbling: Explore dribbling with hands and feet with increasing control.</p>	<p>Sending: Accurately use a range of techniques to send a ball to a target.</p> <p>Catching: Catch different sizes of objects with increasing consistency.</p> <p>Tracking: Consistently track a ball sent directly and indirectly.</p> <p>Dribbling: Dribble a ball with increasing control and co-ordination.</p>	<p>Sending: Show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Catching: Demonstrate increasing consistency of catching under pressure in a range of game situations.</p> <p>Tracking: Demonstrate a wider range of techniques when tracking a ball under pressure.</p> <p>Dribbling: Dribble consistently using a range of techniques.</p>
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<p>Unique Movements</p> 	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p>Skills</p>	<p>Shapes: Explore using shapes in gymnastic balances.</p> <p>Balances: Remember, repeat and link balances.</p> <p>Rolls: Explore barrel, straight and forward roll.</p> <p>Jumps: Explore shape jumps.</p> <p>Flexibility: Show increased awareness of extension in poses.</p>	<p>Shapes: Develop a range of shapes in a sequence.</p> <p>Balances: Develop control and fluency in balances.</p> <p>Rolls: Develop straight, barrel, forward and straddle roll.</p> <p>Jumps: Develop control in performing and land rotation jumps.</p> <p>Flexibility: demonstrate increased extension in poses.</p>	<p>Shapes: Combine and perform shapes with more fluency.</p> <p>Balances: Explore counterbalances and counter tension.</p> <p>Rolls: Develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: Combine and perform a range of jumps.</p>

	<p>Dynamics: development and understanding of dynamics.</p>	<p>Dynamics: Change dynamics confidently within a performance to express change.</p> <p>Inverted movements: Develop strength in bridge and shoulder stand.</p>	<p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Dynamics: Explore, improvise and combine dynamics to express ideas fluently.</p> <p>Inverted movements: Develop progression in cartwheels and headstand.</p>
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<p>Field Games</p> 	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p>Skills</p>	<p>Striking: Develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: Develop tracking a ball and decision making.</p> <p>Throwing: Develop co-ordination and technique when throwing under and overarm.</p> <p>Catching: Catch with two hands with some co-ordination and technique.</p>	<p>Striking: Develop batting technique with a range of equipment.</p> <p>Fielding: Explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: Use overarm and underarm throwing in a game situation.</p> <p>Catching: Begin to catch with one and two hands with some consistency.</p>	<p>Striking: Strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: Use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: Consistency demonstrate good technique in throwing skills under pressure.</p> <p>Catching: Consistency demonstrate good technique in catching skills under pressure.</p>

<p>Athletics</p>	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
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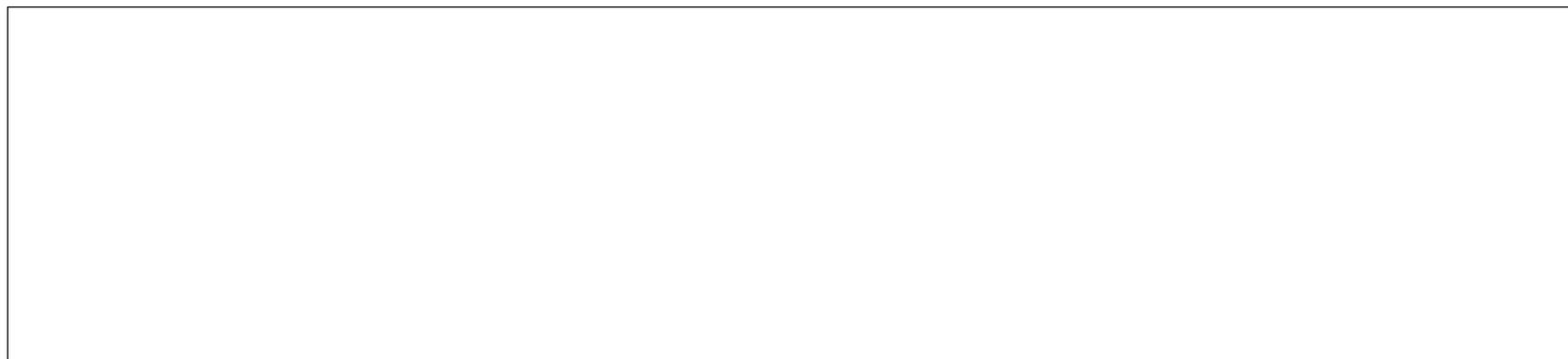
			
<p>Skills</p>	<p>Running: Develop the sprinting action. Jumping: Developing jumping, hopping and skipping action. Throwing: Develop throwing for distance and accuracy.</p>	<p>Running: Develop and understanding of speed and pace in relation to distance. Jumping: Develop technique when jumping for distance. Throwing: Explore power and technique when throwing for distance.</p>	<p>Running: Demonstrate a clear understanding of pace. Jumping: Develop power, control and technique when jumping. Throwing: Develop power, control and technique when throwing.</p>

<p>Outdoor exploration</p> 	<p>KS1</p>	<p>LKS2</p>	<p>UKS2</p>
<p>Skills</p>	<p>Problem solving: Begin to plan and apply strategies Navigational skills: Identify where I am on a simple map and begin to follow simple maps.</p>	<p>Problem solving: Discuss how to follow trails and solve problems. Navigational skills: Identify key symbols on a map and follow a route.</p>	<p>Problem solving: Pool ideas within a group, selecting and applying the best method. Navigational skills: Orientate a map efficiently to navigate.</p>

	Communication: Work co-operatively with a partner or small group.	Communication: Follow, give instructions and accept other people ideas.	Communication: inclusively communicate with other, share roles and lead when necessary.
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Adaptive teaching strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Timers and chunked activities • Use of different practical resources (larger balls etc) • Allow extra time to process instructions and rules 	<ul style="list-style-type: none"> • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • <u>Calmbrain</u> • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Fidget toys • Adapted resources (larger balls etc) • Alternative methods of recording • Use of a sensory areas (tent) • Chew buddies





EYFS Fundamentals

Core Learning	Challenge
<ol style="list-style-type: none">1) To use big steps to run and small steps to stop.2) To hold arms out to help balance.3) To bend their knees when landing4) To use one foot when hopping.5) To start to hip and step to show skipping.	<ol style="list-style-type: none">1) Bend your knees to change direction.2) Look ahead to help you balance.3) Landing on the balls of your feet to help land.4) When hopping, you need bent knees.5) Use the opposite arm to leg when you skip.
Key Vocabulary	
<p>Skip - Stepping from one foot to the other with a hop. Balance - Being able to stay steady. Sprint - Run at full speed over a short distance. Landing - Being in the air and coming back to the ground. Hopping - Jumping on one foot and landing on the same one.</p>	
Key Knowledge	
<p>Running: Know that I use big steps to run and small steps to stop. Jumping: Know that bending knees will help me to land safely. Throwing: Understand that bigger targets are easier to hit.</p>	

Core learning	Challenge
<ol style="list-style-type: none"> 1) To move their bodies in different ways. 2) To change an action to show an idea. 3) Move into space to keep those around us safe. 4) To watch quietly and clap at the end of each performance. 5) To use lots of space to make their dance look interesting. 	<ol style="list-style-type: none"> 1) To link actions together. 2) To create fast and slow actions. 3) To show different pathways within a space. 4) To look at your partner while dancing. 5) To stand still at the start and at the end of a performance.
Key Vocabulary	
<p>Balance - An even distribution of weight.</p> <p>Perform - To execute a series of movements.</p> <p>Expression - A dancer's ability to convey emotions, ideas and stories through dance.</p> <p>Shape - A position of the body during a movement or skill.</p> <p>Travel - To move from one place to another.</p>	
Key Knowledge	
<p>Shapes: Understand that I can make a difference with my body.</p> <p>Balances: Know that I should be still when holding a balance.</p> <p>Flexibility: Know that I can make my body longer by reaching out with my arms and legs.</p> <p>Dynamics: Understand that I can change an action to show an idea.</p>	

Core Learning	Challenge
<ol style="list-style-type: none"> 1) To create a shelter for insects using natural resources they find. 2) Re-enforce rules, work together with a partner and learn to move smaller objects safely. 3) Use simple map and identify simple features. 	<ol style="list-style-type: none"> 1) To create a lean shelter and evaluate the effectiveness of the shelter. 2) Re-enforce rules, work together as a team and learn to move logs safely. 3) Use simple compass directions (North, south, east and west), Recognise landmarks and human/physical features and to devise a simple map with basic symbols in a key. To learn how to tie and use a hitch knot.
Key Vocabulary	
<p>Shelter - A place that gives temporary protection from bad weather or danger.</p> <p>Maps - A picture that helps you understand where things are and how to find your way around the area.</p> <p>Safely - Doing something in a way that is less likely to cause or lead to harm.</p> <p>Map features - Important buildings/parts that help you locate where you are on a map.</p>	
Key Knowledge	
<p>Problem solving: Know how to make simple decision in response to a task.</p> <p>Navigational skills: Know that moving into space away others will help me to safe space.</p> <p>Communication: Know that talking with a partner will help me to solve challenges.</p>	

Core Learning	Challenge
<ol style="list-style-type: none"> 1) To look at target when sending a ball. 2) To have hands out ready to catch. 3) To watch the ball as it comes towards them. 4) To keep the ball close when dribbling. 	<ol style="list-style-type: none"> 1) To face your body towards your target when rolling or using underarm. 2) Watch the ball when it comes towards you. 3) Move your feet to get in line with the ball. 4) To look down to either dribble with your hands and feet.
Key Vocabulary	
<p>Track - Monitoring an object as they move. Receive - To be given something. Collect - Bring or gather together Prepare - Ready for something Target - A mark to aim at.</p>	
Key Knowledge	
<p>Sending: Know to look at the target when sending a ball. Catching: Know to have hands out ready to catch. Tracking: Know to watch the ball as it comes towards them. Dribbling: Know that keeping the ball close will help with control.</p>	

Scaffold and challenge

KS1

KS1 Sending + Receiving

Scaffold	Core Learning	Challenge
1) Face your body and look towards your target. 2) Watch the ball as it comes towards you.	1) Stepping towards your target with the opposite foot to your throwing arm. 2) Use wide fingers and pill the ball to your chest.	1) Decide when it is best to either use underarm or overarm throw. 2) Begin to catch with one hand.

Key Vocabulary

Catch - Intercept and hold something that has been thrown.

Overarm - A throwing action where the throwing arm moves above the shoulder.

Underarm - A throwing action where the throwing arm is below the shoulder.

Roll - To cause an object to rotate repeatedly

Throw - Propel with force throw the air by hand.

Target - Something selected as the aim of an attack.

Track - Monitoring an object as they move.

Receive - To be given something.

Key Knowledge

Striking: Understand the role of the batter.

Fielding: Understand that there are different roles within a fielding team.

Throwing: Know that stepping with opposite foot to throwing arm will help me balance.

Catching: Know to use wider finger and pull the ball to my chest to help secure the catch.

KS1 Fundamentals

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Bend your knees to change direction. 2) Look ahead to help you balance. 3) Landing on the balls of your feet to help land. 4) When hopping, you need bent knees. 5) Use the opposite arm to leg when you skip. 	<ol style="list-style-type: none"> 1) Put your weight onto the front foot to help you balance and stop. 2) Squeeze your muscle to help you balance. 3) Swinging your arms will help you jump further and help balance when landing. 4) You need to bend your knees and look forward to hop. 5) Use the opposite arm and leg as well as jump on the balls of your feet to help you skip. 	<ol style="list-style-type: none"> 1) Keep elbows bent to help change direction. 2) To keep chest up helps me to stay balanced. 3) Leaning slightly forward helps increase speed and jump distance. 4) To move my non-hopping foot helps create momentum.

Key Vocabulary

Ready position - A stance before engaging in an activity

Speed - The rate at which something covers distance.

Skip - Stepping from one foot to the other with a hop.

Dodge - Avoid by a sudden quick movement.

Hurdle - Frames that athletes must jump over.

Take off - When someone become airborne.

Jog - Run at a steady gentle pace.

Sprint - Run at full speed over a short distance.

Key Knowledge

Sending & receiving: Know to control the ball before sending it.

Dribbling: Know that keeping my head up will help me to know where defenders are.

Space: Know that finding space will help me receive the ball.

KS1 Ball skills		
Scaffold	Core Learning	Challenge
1) To face your body towards your target when rolling or using underarm. 2) Watch the ball when it comes towards you. 3) Move your feet to get in line with the ball. 4) To look down to either dribble with your hands and feet.	1) To step towards with your opposite foot when throwing. 2) Use wide fingers and pull the ball towards your chest. 3) Move your feet in line and towards the ball. 4) To keep your head up while dribbling with your hands or feet.	1) Point your foot towards the target will help increase accuracy. 2) Moving your feet will make it more successful to catch the ball. 3) Show a ready position to track a ball. 4) Heads up and soft hands/feet while dribbling.
Key Vocabulary		
<p>Control - To have full influence over an object.</p> <p>Ready position - A stance before engaging in an activity</p> <p>Track - Monitoring an object as they move.</p> <p>Overarm - A throwing action where the throwing arm moves above the shoulder.</p> <p>Underarm - A throwing action where the throwing arm is below the shoulder.</p> <p>Receive - To be given something.</p> <p>Collect - Bring or gather together</p> <p>Prepare - Ready for something.</p>		
Key Knowledge		
<p>Sending: Know that stepping with opposite foot to throwing arm will help to balance.</p> <p>Catching: Know to use wide fingers and pull the ball closely to their chest.</p> <p>Tracking: Know that it is easier to move toward the ball to track it.</p> <p>Dribbling: Know to keep my head up when dribbling.</p>		

KS1 Net and wall		
Scaffold	Core Learning	Challenge
1) To look at the ball when it comes towards you. 2) To use underarm throw. 3) To throw/hit to your partner with enough power. 4) Use a ready position to move direction.	1) Use the centre of the racket for more control. 2) To control the power of your throw by using underarm, overarm and allow bounces. 3) To throw/hit to your partner with enough power to keep a rally. 4) To use a ready position to catch and return a ball.	1) To start to explore a forehand or backhand for greater control. 2) To consistently use and return to the ready position
Key Vocabulary		
<p>Net - A mesh-like material that is used to divide spaces.</p> <p>Racket - A round/oval frame strung with nylon to hit objects.</p> <p>Track - Monitoring an object as they move.</p> <p>Underarm - A throwing action where the throwing arm is below the shoulder.</p> <p>Return - Send something back to a place or person.</p> <p>Direction - A course along something or someone has moved.</p> <p>Aim - Point or direct at a target.</p> <p>Target - Something selected as the aim of an attack.</p>		
Key Knowledge		
<p>Sending: Know that stepping with opposite foot to throwing arm will help to balance.</p> <p>Catching: Know to use wide fingers and pull the ball closely to their chest.</p> <p>Tracking: Know that it is easier to move toward the ball to track it.</p> <p>Dribbling: Know to keep my head up when dribbling.</p>		

KS1 Dance		
Scaffold	Core Learning	Challenge
1) To link actions together. 2) To create fast and slow actions. 3) To show different pathways within a space. 4) To look at your partner while dancing. 5) To stand still at the start and at the end of a performance.	1) To think about the place actions in a particular order. 2) To create fast and slow actions to show an idea. 3) To use different directions, pathways and levels. 4) Use counts of 8 to help keep in time with a partner. 5) To use facial expressions to enhance your performance.	1) To test and try dance moves before incorporating a move into a dance. 2) To know that the dynamics can affect a dance. 3) Use space to increase the flow of your dance.
Key Vocabulary Balance - An even distribution of weight. Timing - The choice of when something should be done. Dynamics - The variations of how a dancer moves. Mirroring - When one dancer imitates the movements of another. Perform - To execute a series of movements. Expression - A dancer's ability to convey emotions, ideas and stories through dance. Matching - A sequence of movements performed in coordination with another person. Copy - Something made to be similar or identical to another.		
Key Knowledge Shapes: Know that some shapes link well together. Balances: Understand that squeezing my muscles helps me to balance. Flexibility: Know that flexibility helps us stretch our muscles and increase the movement in our joints. Dynamics: Understand that I can change the way I perform actions to show an idea.		

KS1 Gymnastics

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) To extend arms. Legs and toes in shapes. 2) To hold your balance for 5 seconds. 3) To use simple rolls like straight and egg roll. 4) Looking forward will help you land with control. 	<ol style="list-style-type: none"> 1) To start to think how shapes can link together. 2) To squeeze your muscles to neaten your balance. 3) To use simple rolls such as Teddy bear roll and forward roll. 4) Landing on the balls of your feet will help you land with control. 	<ol style="list-style-type: none"> 1) Matching a contrasting shape. 2) Explore point and patch balances. 3) Focus on Straight, barrel and forward roll. Know to tuck your chin in. 4) Step into jumps with control

Key Vocabulary

Straddle - A position where the legs are spread apart forming a V-shape.

Tuck - A position where a gymnast brings their knees towards their chest.

Pike - A position where the gymnast bends forwards, keeping leg straight in a 90-degree angle.

Sequence - When two or more actions are performed one after another with fluency.

Shape - A position of the body during a movement or skill.

Roll - To rotate repeatedly

Jump - A gymnast propels their body into the air.

Balance - An even distribution of weight.

Key Knowledge

Shapes: Know that some shapes link well together.

Balances: Understand that squeezing my muscles helps me to balance.

Rolls: Understand that there are different teaching points to a roll.

Jumps: Understand that looking forward will help.

Flexibility: Know that flexibility helps us stretch our muscles and increase the movement in our joints.

Dynamics: Understand that I can change the way I perform actions to show an idea.

KS1 Striking and Fielding

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) To look at the ball when striking it. 2) To keep your eyes on the ball when collecting it. 3) Use an overarm throw to increase distance. 4) Watch the ball as it comes toward you. 	<ol style="list-style-type: none"> 1) Swinging the bat with more speed will increase the power. 2) Move towards the ball to collect it. 3) Stepping with the opposite foot and using overarm throw will increase your distance. 4) Use wide fingers and pull the ball towards your chest. 	<ol style="list-style-type: none"> 1) Strike a bowled ball after a bounce. 2) Start to use a two-handed pick up in the field. 3) Use underarm and overarm in game situations, 4) Catch with consistency using thumbs together if the ball is high and fingers together if the ball is low.

Key Vocabulary

Batting - The action of hitting with or using a bat.

Bowling - Sending balls towards a target.

Fielding - To attempt to catch or stop the ball.

Collect - Bring or gather together

Runs - The unit of scoring within a game.

Tactics - They are used for actions/decisions to win the game.

Teammate- A fellow member of a team.

Out - A batsmen has been bowled and now must leave the field.

Key Knowledge

Striking: Understand the role of the batter.

Fielding: Understand that there are different roles within a fielding team.

Throwing: Know that stepping with opposite foot to throwing arm will help me balance.

Catching: Know to use wider finger and pull the ball to my chest to help secure the catch.

KS1 Athletics

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) To swing your arms to run faster. 2) To bend your knees when landing. 3) Stepping forward with your opposite foot will increase distance of your throwing. 	<ol style="list-style-type: none"> 1) To swing your arms, run on the balls of your feet and to take big steps. 2) To land on the balls of your feet to have greater control and bend your knees. 3) To step forward and to point your throwing arm in the direction of target. 	<ol style="list-style-type: none"> 1) Leaning slightly forwards to help increase speed 2) Bend your knees and push through your toes will help you jump further. 3) Moving from slow to fast will help you throw further.

Key Vocabulary

Sprint - Run at full speed over a short distance.

Distance - The length of the space between two points.

Aim - Point or direct at a target.

Quickly - At a fast speed

Height - The measurement of how tall something or someone is.

Leap - Jumping with height and length.

Overarm - A throwing action where the throwing arm moves above the shoulder.

Underarm - A throwing action where the throwing arm is below the shoulder.

Key Knowledge

Running: Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Jumping: Know that swinging my arms forwards will help me to jump further.

Throwing: Know that I can throw in a straight line by pointing my throwing arm.

KS1 Fitness		
Scaffold	Core Learning	Challenge
1) To bend your knees when changing direction. 2) To look ahead to help your balance 3) To use opposite arm and leg at the same time when running or throwing. 4) Swing your arms to help you run faster.	1) To use small quick steps to change direction. 2) To squeeze your muscles to help you balance. 3) To move different parts of the body at different times to help skills such as skipping. 4) To swing your arms and to take larger steps to run faster.	1) Keep your elbows and knees bent when changing direction to help keep balance. 2) You need to squeeze muscles to keep your balance. 3) Be confident to use ready position to make decision quicker. 4) A high knee drive, pumping arms and running on the balls of your feet.
Key Vocabulary		
<p>Speed - The rate at which something covers distance.</p> <p>Sprint - Run at full speed over a short distance.</p> <p>Time - How long an activity takes.</p> <p>Active - Engaging or ready to engage in a physically activity.</p> <p>Breathing - The process of taking air into and out from the lungs.</p> <p>Exercise - An activity requiring physical efforts.</p> <p>Strong - Having the power to perform physically demanding tasks.</p> <p>Quick - Moving fast or doing something in a short amount of time.</p>		
Key Knowledge		
<p>Running: Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: Know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: Know that I can throw in a straight line by pointing my throwing arm.</p>		

KS1 Forrest School

Scaffold	Core Learning	Challenge
<p>4) To create a shelter for insects using natural resources they find.</p> <p>5) Re-enforce rules, work together with a partner and learn to move smaller objects safely.</p> <p>6) Use simple map and identify simple features.</p>	<p>1) To create a lean shelter and evaluate the effectiveness of the shelter.</p> <p>2) Re-enforce rules, work together as a team and learn to move logs safely.</p> <p>3) Use simple compass directions (North, south, east and west), Recognise landmarks and human/physical features and to devise a simple map with basic symbols in a key.</p> <p>4) To learn how to tie and use a hitch knot.</p>	<p>1) To create a Tarpaulin shelter in the woodland area, working successfully as a group (consider and evaluate each member's contribution) and compare/evaluate the shelter in relation to their sturdiness, durability, weatherproof and fit for purpose.</p> <p>2) Re-enforce rules and take part in outdoor challenges (on own or as a team)</p> <p>3) Recognise features/symbols on a map, record information accurately, understand how to orientate the map and navigate your way around a simple orienteering course.</p> <p>4) To learn how to tie and use a reef knot.</p>
<h3>Key Vocabulary</h3> <p>Lean shelter - A simple structure with a single-sloping roof which typically leans against a tree.</p> <p>Compass - An instrument which shows the direction of magnetic north.</p> <p>Maps - A picture that helps you understand where things are and how to find your way around the area.</p> <p>Symbols - Something that represents something else</p>		
<h3>Key Knowledge</h3> <p>Problem solving: Begin to plan and apply strategies</p> <p>Navigational skills: Identify where I am on a simple map and begin to follow simple maps.</p> <p>Communication: Work co-operatively with a partner or small group.</p>		

KS1 Yoga		
Scaffold	Core Learning	Challenge
1) To focus on something to help balance 2) To show improvement in flexibility in everyday tasks. 3) To show strength by moving slowly.	1) To squeeze your muscles to help balance. 2) To increase flexibility by stretching before. 3) To show strength by moving slowly and holding shapes.	1) Use the whole of the body part in contact with the floor. 2) Start to develop greater flexibility across all shapes. 3) Start to show some stability in some shapes
Key Vocabulary Balance - An even distribution of weight. Breath - The process of taking air into and out from the lungs. Focus - The centre of interest or an activity. Flexibility - being able to bend easily. Strength - Having the ability to overcome challenge through the use of muscle. Pose - Holding a specific position. Copy - Something made to be similar or identical to another. Perform - To execute a series of movements.		
Key Knowledge Shapes: Know that some shapes link well together. Balances: Understand that squeezing my muscles helps me to balance. Flexibility: Know that flexibility helps us stretch our muscles and increase the movement in our joints. Dynamics: Understand that I can change the way I perform actions to show an idea.		

Yr 1 Fundamentals	Yr 1 Yoga	Year 1 Ball skills	Year 1 Dance	Year 1 Sending and receiving	Year 1 Gymnastics	Year 1 Invasion	Year 1 Fitness and Health	Yr 1 Net and wall	Year 1 Athletics	Yr 1 Striking and Fielding
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Scaffold and challenge

LKS2

LKS2 Gymnastics

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Matching a contrasting shape. 2) Explore point and patch balances. 3) Focus on Straight, barrel and forward roll. Know to tuck your chin in. 4) Step into jumps with control 	<ol style="list-style-type: none"> 1) Use a range of shapes within a sequence. 2) Show control and fluency with point and patch balances. 3) Increased control of straight, barrel, straddle and forward roll. 4) Landing shape jumps with confidence and develop rotation jumps. 5) Develop starch in bridge and shoulder stand. 	<ol style="list-style-type: none"> 1) To begin to show more control while performing a straight, forward and straddle roll. 2) To spread your weight across a base to help support your balance while performing a shoulder stand or bridge. 3) To apply force to control and range of balances. 4) To focus on taking off with two feet and swinging arms up to ears to gain more height.

Key Vocabulary

Landing position - A stable position used after jumping

Body tension - Squeezing muscles to help be stable when performing

Bridge - an inverted actions on hands and feet

Shoulder stand - An inverted action on shoulders

Rotation - the circular movement of an object around a central point

Inverted - where hips go above the head.

Extend - To make longer

Momentum - the directions created by weight and power.

Key Knowledge

Shapes: Understand how shapes can be used to improve my sequence.

Balances: Know how to keep myself and others safe.

Rolls: Understand how I can keep the shape of my roll.

Jumps: Know how I can control my landing.

Flexibility: Understand which body parts I am trying to extend in different poses.

Dynamics: Understand that some dynamics are better suited to a character than others.

Inverted movements: Know that inverted movements are actions in which my hips go above my head.

LKS2 Yoga		
Scaffold	Core Learning	Challenge
1) Use the whole of the body part in contact with the floor. 2) Start to develop greater flexibility across all shapes. 3) Start to show some stability in some shapes	1) Move with your breath to help you balance. 2) Breathe as you stretch will increase flexibility. 3) Demonstrate full control in poses.	1) Use your breath to maintain balance within a pose and when transitioning from one pose to another. 2) Breathe as you stretch will increase flexibility. 3) Demonstrate some control in some poses.
Key Vocabulary		
<p>Control - Being able to perform skills with good technique Lengthen - To make longer Stable - To be balanced Base - Body parts that support weight Link - To join together Relax - To become calm Contact - Points of your body that touch the floor Extend - To make longer</p>		
Key Knowledge		
<p>Shapes: Understand how shapes can be used to improve my sequence. Balances: Know how to keep myself and others safe. Rolls: Understand how I can keep the shape of my roll. Jumps: Know how I can control my landing. Flexibility: Understand which body parts I am trying to extend in different poses. Dynamics: Understand that some dynamics are better suited to a character than others.</p>		

Inverted movements: Know that inverted movements are actions in which my hips go above my head.

LKS2 Tag Rugby		
Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Swing your hands to your target. 2) Spread out as a team to move away from the defenders. 3) To score a goal by crossing the touch line and pull the tag to stop them scoring. 	<ol style="list-style-type: none"> 1) Swing your hands to your target and cushion the ball by bending your arms. 2) Move into space to find procession and score goals. 3) To pass to team mates to find space and score. 4) To track an attacker and stop them by pulling the tag. 	<ol style="list-style-type: none"> 1) Making quick decisions about when. How and who to pass to. 2) Transition between attack and defence.
<p>Key Vocabulary</p> <p>Attack - The offensive action of trying to score goals or points.</p> <p>Dodge - Change direction quickly and often to lose defender or avoid being caught.</p> <p>Forward pass - When the ball is passes in the direction of a team's try line.</p> <p>Track - To move your body to get in line with a ball that is coming towards you.</p> <p>Try - The name of a point scored by placing that ball over the try line.</p> <p>Offside - When a tag is made, defending player is behind the ball carrier.</p> <p>Onside - When a tag is made, the defending player is in front of the ball carrier.</p> <p>Gain - To get possession.</p>		
<p>Key Knowledge</p> <p>Striking: Know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: Know that it easier to field a ball that is coming towards me rather than away.</p> <p>Throwing: Understand balance before throwing will help accuracy</p>		

Catching: Know the importance of tracking the ball.

LKS2 Rounder		
Scaffold	Core Learning	Challenge
1) To keep eyes on the ball and hit the ball with the bat. 2) Start in ready position and run towards the ball. 3) Keep your eyes on your target as your throw. 4) Move your feet towards the ball to catch.	1) To hit the ball in the centre of the bat and to hit into space. 2) Look at where the batter is and set your ready position so you can run towards the ball. 3) Keep your eyes on the target, set your balance and throw with accuracy. 4) Track the ball with your feet and eyes while keep your thumbs together in the height or fingers if low.	1) To focus on their stance to allow balance when hitting. 2) To use short barrier to back up a fielder. To use either close catch or deep catch with confidence. 3) To use either close catch or deep catch with confidence.
Key Vocabulary Bowler - A player on the fielding team hat throw the balls to the batter. Caught out - A fielder catches a batted ball before it touches the ground. Strike - To hit Stump - touching a base with the ball Cushion - Take the power out of an object. Two-handed pick up - Fielding technique where a fielder can scoop the ball with two hands. Short barrier - Creating a barrier with hands in front of the feet to stop the ball from travelling Batter - A player on the batter team with the bat and tries to hit the ball.		
Key Knowledge Striking: Know that using the centre of the bat will provide the most control and accuracy. Fielding: Know that it easier to field a ball that is coming towards me rather than away. Throwing: Understand balance before throwing will help accuracy Catching: Know the importance of tracking the ball.		

LKS2 Ball skills

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) To step towards with your opposite foot when throwing. 2) Use wide fingers and pull the ball towards your chest. 3) Move your feet in line and towards the ball. 4) To look down to either dribble with your hands and feet. 	<ol style="list-style-type: none"> 1) Point your foot towards the target will help increase accuracy. 2) Moving your feet will make it more successful to catch the ball. 3) Show a ready position to track a ball. 4) To keep your head up while dribbling with your hands or feet. 	<ol style="list-style-type: none"> 1) Adapt to the situation to send the ball accurately. 2) Moving your feet and adjust your hands to the height of the ball. Little fingers together for a close catch and thumbs together for a high catch. 3) Use a ready position and the hands shape to track the ball. 4) Heads up and soft hands/feet will increase dribbling speed.

Key Vocabulary

Technique - An action used correctly

Opponent - Someone who is not on your team

Cushion - To stop the moment of the ball

React - To respond quickly

Momentum - The direction created by weight and power.

Decision - Select an outcome

Accurate - Successful in reaching the intended target.

Possession - When a team has the ball, they are in possession

Key Knowledge

Sending: Know that I can use a range of ways to send the ball.

Catching: Know to adjust my hands to the height of the ball.

Tracking: Know that tracking able is an important skill in games.

Dribbling: To know that dribbling with soft hands aid control.

LKS2 Tennis		
Scaffold	Core Learning	Challenge
1) Point the racket face where you want the ball to go and turn your body to hit accurately. 2) Hit the ball towards your partner by face the racket and keep up a rally. 3) To be in the ready position and on the ball on your toes.	1) Play a forehand when the ball comes to your dominate hand and a backhand when it comes to your non-dominant side. 2) Move your feet to the ball and find a balanced position before returning the ball in a rally. 3) Move your body to the middle of the court to cover the most space.	1) Use a variety of shots to move your opponent around the court. 2) Begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. 3) Use different shots and consider placement depending on if it's a rally or competitive. 4) Use appropriately footwork will help you to react to a ball.
Key Vocabulary Backhand - Played on the non-dominant side of the body Court - The space used to play the game. Face - The strings of the racket Forehand - Played on the dominant side of the body Rally - When a point is played back and forth Return - Hitting the ball back. Swing - Smooth semi-circular action. Track - To move your body to get in line with a ball that is coming towards you.		
Key Knowledge Sending: Know that I can use a range of ways to send the ball. Catching: Know to adjust my hands to the height of the ball. Tracking: Know that tracking able is an important skill in games. Dribbling: To know that dribbling with soft hands aid control.		

LKS2 Athletics

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Leaning slightly forwards to help increase speed 2) Bend your knees and push through your toes will help you jump further. 3) Moving from slow to fast will help you throw further. 	<ol style="list-style-type: none"> 1) To have high knees, pumping arms and running on the balls of your feet will increase speed. 2) Swinging your arms and pushing your hips forward will help you increase your distance. 3) Transfer weight from your back leg to your front leg will increase distance of a throw. 	<ol style="list-style-type: none"> 1) Taking big consistence strides and steady breathes while running. 2) Drive your knees high and fast to build power to jump. 3) To transfer weight to increase distance of throw.

Key Vocabulary

Accuracy - How close the object is to the given target

Personal best - A target outcome of an individual

Technique - the action uses correctly.

Transfer of weight - Movement of body weight from one place to another.

Launch - the point where an object is let go

Measure - To mark the distance

Record - To make not of

Stride - the length of a step

Key Knowledge

Running: Understand that I need to pace myself when running further and high knee drive will give me more power.

Jumping: understand that transferring weight will help me jump further.

Throwing: understand that transferring weight will help me throw further.

LKS2 Fitness

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Keep your knees bent when changing direction to help keep balance. 2) To look ahead to help your balance 3) Begin in ready position. 4) Move your arms to increase speed. 	<ol style="list-style-type: none"> 1) Keep your elbows and knees bent when changing direction to help keep balance. 2) You need to squeeze muscles to keep your balance. 3) Be confident to use ready position to make decision quicker. 4) A high knee drive, pumping arms and running on the balls of your feet. 	<ol style="list-style-type: none"> 1) To change direction, you need to push off your outside foot and turn your hips. 2) To apply force to maintain control and balance. 3) Moving quickly will with the force will increase power but could slow down decision making. 4) Taking big consistence strides to create a rhythm and build speed.

Key Vocabulary

Agility - The ability to change direction quickly.

Control - Being able to perform a skill with good techniques.

Accelerate - To speed up.

React - To respond quickly.

Technique - The action used correctly

Static - On the spot.

Decelerate - To slow down

Stamina - The ability to move for sustained periods of time.

Key Knowledge

Running: Understand that I need to pace myself when running further and high knee drive will give me more power.

Jumping: understand that transferring weight will help me jump further.

Throwing: understand that transferring weight will help me throw further.

LKS2 Dodgeball		
Scaffold	Core Learning	Challenge
1) Use a one-handed throw for speed and accuracy. 2) Begin in a ready position to react to the ball.	1) Use a one-handed throw ahead of a moving target. 2) Move your feet to the ball and pull it to your chest.	1) Aim low to make it difficult for an opponent to catch. 2) Stay towards the back of the court to give more time to catch using both deep and short catch.
Key Vocabulary		
<p>Hit out - When a player in dodgeball is hit below the shoulders by a live ball. Caught out - When a player catches an opponent's ball deeming them out. Tactic - A plan or strategy. Accuracy - how close the object is to the given target. Avoid - Keep away from or stop. Cushion - To take the power out of an object. Opposition - The other team. Agility - The ability to change direction quickly.</p>		
Key Knowledge		
<p>Sending & receiving: To know cushioning the ball and point our feet in a certain direction will help with S&R. Dribbling: Know that protecting the ball will help maintain procession. Space: Know that by moving into space will help my team maintain possession and score goals. Attacking: Recognises when to pass and shoot. Defending: Know when to mark and attempt to get the ball.</p>		

LKS2 Football		
Scaffold	Core Learning	Challenge
1) Pointing your kicking foot at the target. 2) Keep shoulders over the ball while dribbling in a straight line. 3) Spread your selves out to find space. 4) Keep your eyes on the ball while shooting. 5) Keep your eye on the ball while defending.	1) Cushioning the ball when wanting to control it. 2) Keep shoulders over the ball while dribbling in different directions. 3) Spread yourselves out to tactical move the defenders away and keep possession. 4) Strike with your laces and keep your shoulders over the ball. 5) To stay on your feet and judge when to tackle.	1) Make quick decision about when, how and who to pass to. 2) To choose appropriate skill for the situation. 3) Transition quickly between attack and defence.
Key Vocabulary		
<p>Attack - The offensive action of trying to score goals or points.</p> <p>Defend - Try to limit the opposition scoring by marking a space or player to gain possession.</p> <p>Intercept - To gain possession of the ball.</p> <p>Track - To move your body to get in line with a ball that is coming towards you.</p> <p>Possession - To have the object</p> <p>Shoot - To send the ball towards the goal.</p> <p>Control - Being able to perform a skill with good technique.</p> <p>Option - To understand possible choices.</p>		
Key Knowledge		
<p>Sending & receiving: To know cushioning the ball and point our feet in a certain direction will help with S&R.</p> <p>Dribbling: Know that protecting the ball will help maintain procession.</p> <p>Space: Know that by moving into space will help my team maintain possession and score goals.</p> <p>Attacking: Recognises when to pass and shoot.</p>		

Defending: Know when to mark and attempt to get the ball.

LKS2 Basketball		
Scaffold	Core Learning	Challenge
1) Point your hands at the target when sending/receiving. 2) To look down to either dribble with your hands and feet. 3) Spreading out while playing as a team. 4) When attacking, maintain position to score. 5) When defending, stop the opposition by spreading out.	1) Cushion the ball by bending your arms to receive. 2) To look up and use dribbling to protect the ball. 3) Moving into spaces that open up while playing as a team. 4) When attacking, find space to shoot or move into a clear path 5) When defending, stop the platers from being an option by staying with the attackers.	1) Make quick decisions about when, how and who to pass to. 2) Dribbling in different directions and at different speeds 3) Transitioning quickly between attack and defence.
Key Vocabulary Control - Being able to perform a skill with good techniques. Intercept - To gain possession of the ball. Shoot - To send the ball to the target to score a goal or point. Possession - To have the ball. Gain - To get possession of the ball. Protect - To look after the ball or player. Opponent - A player on the other team. Accurate - Successful in reaching the intended target.		
Key Knowledge Sending: Know that I can use a range of ways to send the ball. Catching: Know to adjust my hands to the height of the ball. Tracking: Know that tracking able is an important skill in games. Dribbling: To know that dribbling with soft hands aid control.		

LKS2 Netball

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) Point your hands at the target when sending/receiving 2) Spreading out while playing as a team. 3) When attacking, maintain position to score. 4) When defending, stop the opposition by spreading out. 5) Do not move once the ball has been received. 	<ol style="list-style-type: none"> 1) Cushion the ball by bending your arms to receive. 2) Moving into spaces that open up while playing as a team. 3) When attacking, find space to shoot or move into a clear path 4) When defending, stop the players from being an option by staying with the attackers. 5) First foot to touch the ground when receiving the ball. The landing foot must remain on the ground. The other foot may move in any direction. 	<ol style="list-style-type: none"> 1) To cushion the ball in space and keep your head up to see who is available. 2) Move into space even if you do not have the ball.

Key Vocabulary

Attack - A team in possession of the ball.

Control - To move with balance.

Court - The space netball is played.

Intercept - To gain possession of the ball.

Footwork - A rule which states you cannot move your landing foot.

Obstruct - A rule which states that you are not allowed to put your arms up unless you are 1m away.

Pivot - Allows you to turn your body to face a new direction.

Deny - To prevent an action happening.

Key Knowledge

Sending & receiving: To know cushioning the ball and point our feet in a certain direction will help with S&R.

Space: Know that by moving into space will help my team maintain possession and score goals.

Attacking: Recognises when to pass and shoot.

Defending: Know when to mark and attempt to get the ball.

LKS2 Dance		
Scaffold	Core Learning	Challenge
1) To test and try dance moves before incorporating a move into a dance. 2) To know that the dynamics can affect a dance. 3) Use space to increase the flow of your dance.	1) To think as a group before incorporating a move into a dance. 2) To think carefully about the dynamics that is used within a piece. 3) Use space to express a certain character's mood within a dance.	1) To think about extensions and shape across a couple of dance styles. 2) To consider the dynamics you choose to help show your dance style. 3) To consider the space and relationships to help show your dance style.
Key Vocabulary		
<p>Explore - To try out and discover</p> <p>Action - The movement a performer uses</p> <p>Flow - Actions that move from one to another easily</p> <p>Relation - The ways in which dancers interact between other dancers.</p> <p>Rhythm - A strong, regular repeated pattern of movement.</p> <p>Order - The sequences of actions</p> <p>Performance - The complete sequence of actions</p> <p>Mirror - Reflecting the movements of another person as if they are a reflection.</p>		
Key Knowledge		
<p>Shapes: Understand how shapes can be used to improve my sequence.</p> <p>Balances: Know how to keep myself and others safe.</p> <p>Jumps: Know how I can control my landing.</p> <p>Flexibility: Understand which body parts I am trying to extend in different poses.</p> <p>Dynamics: Understand that some dynamics are better suited to a character than others.</p>		

LKS2 Forrest

Scaffold	Core Learning	Challenge
<ol style="list-style-type: none"> 1) To create a lean shelter and evaluate the effectiveness of the shelter. 2) Re-enforce rules, work together as a team and learn to move logs safely. 3) Use simple compass directions (North, south, east and west), Recognise landmarks and human/physical features and to devise a simple map with basic symbols in a key. 4) To learn how to tie and use a hitch knot. 	<ol style="list-style-type: none"> 1) To create a Tarpaulin shelter in the woodland area, working successfully as a group (consider and evaluate each member's contribution) and compare/evaluate the shelter in relation to their sturdiness, durability, weatherproof and fit for purpose. 2) Re-enforce rules and take part in outdoor challenges (on own or as a team) 3) Recognise features/symbols on a map, record information accurately, understand how to orientate the map and navigate your way around a simple orienteering course. 4) To learn how to tie and use a reef knot. 	<ol style="list-style-type: none"> 1) To create a tipi shelter with camouflage, work as a team to plan and review their shelter and to compare/evaluate the shelters in relation to their sturdiness, durability, weatherproof and if it's fit for purpose. 2) Re-enforce rules and to work effectively independently or as a team. 3) Plan a short loop course for another person to follow, use the eight points of a compass and four figure grid reference, complete the orienteering course in the fastest time and identify problems and make decisions to adapt. 4) To tie and use a clove hitch

Key Vocabulary

Tarpaulin - A big, waterproof black made from plastic or canvas.

Evaluate - Make a judgement about the quality.

Durability - Something strong and can last a long time.

Orienteering - An educational activity that a map is used for.

Key Knowledge

Problem solving: Know that trying ideas before deciding on a solution will help us come up with the best idea.

Navigational skills: Know to hold the map so that items match up with items that have been placed out.

Communication: Know to take turn when giving ideas and not interrupting each other.

LKS2 OAA		
Scaffold	Core Learning	Challenge
1) Trying ideas before deciding on a solution. 2) Holding a map so that the items on the map match up to real life. 3) Take turns when giving ideas.	1) Discuss advantages and disadvantages of ideas. 2) Using a key and cardinal points on a map. 3) Use visual, verbal and physical communication.	1) There may be more than one way to solve a problem. 2) Using a key to help identify objects and locations on a map. 3) Being descriptive but concise when giving instructions.
Key Vocabulary Communication - Share information Compass - A device that shows the cardinal directions Map - Used to show locations. Symbols - A sign, shape or object representative of different features on a map. Key - Information given to help identify objects on a map. Orientate - To turn a map so that it always faces the same way as the ground it represents. Solve - To find an answer. Collaborate - Work jointly with others.		
Key Knowledge Problem solving: Know that trying ideas before deciding on a solution will help us come up with the best idea. Navigational skills: Know to hold the map so that items match up with items that have been placed out. Communication: Know to take turn when giving ideas and not interrupting each other.		

Scaffold and challenge

UKS2

UKS2 Dance

Scaffold	Core Learning
1) To think about extensions and shape across a couple of dance styles. 2) To consider the dynamics you choose to help show your dance style. 3) To consider the space and relationships to help show your dance style.	1) To think about extension, shape and recognition of intent across a range of dance styles. 2) Selecting a variety of dynamics in your performance to help take the audience on a journey. 3) Combining space and relationships by using props.
Key Vocabulary	
<p>Choreograph - Create a sequence of actions or movements</p> <p>Dynamics - How an action is performed (quickly, slowly, gently)</p> <p>Motif - A movement phrase that relates to the stimulus that is repeated and developed throughout the dance.</p> <p>Space - The 'where' of movements such as levels, directions and shapes.</p> <p>Transition - moving from one action or position to another.</p> <p>Pathway - Designs traced in space (on the floor or in the air)</p> <p>Action - the movement a performer uses.</p>	
Key Knowledge	
<p>Shapes: Know which shapes to use for each skill.</p> <p>Balances: Know where and when to apply force to maintain control and balance.</p> <p>Flexibility: Know which of my muscles require more practise to increase flexibility.</p> <p>Dynamics: understand that selecting a range of dynamics can help take the audience on a journey.</p> <p>Inverted movements: Understand that spreading my weight across base of support will aid balance.</p>	

UKS2 Gymnastics	
Scaffold	Core Learning
1) To begin to show more control while performing a straight, forward and straddle roll. 2) To spread your weight across a base to help support your balance while performing a shoulder stand or bridge. 3) To apply force to control and range of balances. 4) To focus on taking off with two feet and swinging arms up to ears to gain more height.	1) To show more control while performing a straight, forward, straddle and backward roll. 2) To move slowly to gain control in a handstand but to move quickly to gain control in a cartwheel. 3) Use contrasting balances to make sequences look more interesting. 4) To link a range of jumps and use them to make a sequence look more interesting.
Key Vocabulary	
<p>Cartwheel - An inverted movement performed on hands and feet. Handstand - An inverted balance in which weight is held on hands. Transition - Moving from one action or position to another. Momentum - The direction created by weight and power. Counter balance - Creating a balance by pushing against a partner. Counter Tension - Creating a balance by pulling away from a partner. Extension - Moving a body part outward or straight. Pathways - Designs traced in space.</p>	
Key Knowledge	
<p>Shapes: Know which shapes to use for each skill. Balances: Know where and when to apply force to maintain control and balance. Rolls: Understand how to use momentum to aid their roll. Jumps: Understand that taking off from two feet will give more control and height. Flexibility: Know which of my muscles require more practise to increase flexibility.</p>	

Inverted movements: Understand that spreading my weight across base of support will aid balance.

UKS2 Cricket

Scaffold

- 1) To focus on their stance to allow balance when hitting.
- 2) To use short barrier to back up a fielder.
- 3) To use either close catch or deep catch with confidence.

Core Learning

- 1) Movement from the legs and hips brings power to your strike and not just arms.
- 2) To assess the situation and use the correct technique to field.
- 3) To choose which technique to use when catching and decide how to throw to.

Key Vocabulary

Backing up - Fielder moves to support another fielder in case they misfield.

Close catch - Having both hands relatively close to the body to catch, little fingers together.

Deep catch - Catch a ball from height, thumbs together in front of head.

Long barrier - A fielding action used to stop a ball coming at speed.

Short barrier - Creating a barrier with hand in front of feet to stop a ball travelling at a slow speed.

Track - To move your body to get in line with a ball this is coming towards you.

Grip - How you hold the ball or bat.

Stance - The body position taken.

Key Knowledge

Striking: Understand that the momentum and power for striking a ball comes from legs as well as arms.

Fielding: Know which fielding action to apply for the situation.

Throwing and catching: Consistently make good decisions on who to throw to when to throw in order to get batters out.

UKS2 Rounders	
Scaffold	Core Learning
<ol style="list-style-type: none"> 1) To focus on their stance to allow balance when hitting. 2) To use short barrier to back up a fielder. To use either close catch or deep catch with confidence. 3) To use either close catch or deep catch with confidence. 	<ol style="list-style-type: none"> 1) Movement from the legs and hips brings power to your strike and not just arms. 2) To assess the situation and use the correct technique to field. 3) To choose which technique to use when catching and decide how to throw to.
Key Vocabulary	
<p>Backing up - Fielder moves to support another fielder in case they misfield.</p> <p>Close catch - Having both hands relatively close to the body to catch, little fingers together.</p> <p>Deep catch - Catch a ball from height, thumbs together in front of head.</p> <p>Long barrier - A fielding action used to stop a ball coming at speed.</p> <p>Short barrier - Creating a barrier with hand in front of feet to stop a ball travelling at a slow speed.</p> <p>Track - To move your body to get in line with a ball this is coming towards you.</p> <p>Grip - How you hold the ball or bat.</p> <p>Stance - The body position taken.</p>	
Key Knowledge	
<p>Striking: Understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: Know which fielding action to apply for the situation.</p>	

Throwing and catching: Consistently make good decisions on who to throw to when to throw in order to get batters out.

UKS2 Badminton

Scaffold	Core Learning
1) Use an underarm shot if the shuttlecock is low and overarm is the shuttle cock is high. 2) Use a simple serve to start a game. 3) Using control to keep a rally 4) Use small, quick steps to adjust your stance.	1) Use a range of shots to move your opponent around the court. 2) To apply tactics when serving (long or short). 3) Use different shots and consider placement to react to a rally. 4) To adapt a range of footwork to react to you opponent.

Key Vocabulary

- Adjust** - Act in accordance with the rules.
- Tactic** - A plan that helps you to attack or defend.
- Footwork** - Patterns used to move around the court.
- Overhead**- A shot played when the shuttlecock is above head height.
- Underarm** - A shot played when the shuttlecock is low.
- Rally** - When a point is played back and forth.
- Serve** - Used to start a game.
- Situation** - Things that create what happened.

Key Knowledge

Sending: Understand and make quick decisions about when and how to hit the shuttlecock.

Tracking: Know how to track a shuttlecock in different situations.

UKS2 Dodgeball	
Scaffold	Core Learning
1) Aim low to make it difficult for an opponent to catch. 2) Stay towards the back of the court to give more time to catch using both deep and short catch.	1) Assess the situation before decided who to throw at. 2) Make quick decision when using a range of techniques to catch.
Key Vocabulary	
<p>Tactic - A plan or strategy Trajectory - The path the object takes in the air. Situation - Circumstance that create the environment. Avoid - Keep away from or stop Assess - Make a judgement of the situation. Stance - The body position taken. Deep catch - Catch a ball from height, thumbs together in front of head. Close catch - Having both hands relatively close to the body to catch, little fingers together.</p>	
Key Knowledge	
<p>Catching: Know how to catch a ball for different situations. Tracking: Know how to track a ball in different situations.</p>	

UKS2 Football

Scaffold	Core Learning
1) To cushion the ball in space and keep your head up to see who is available. 2) Dribble in different directions and at different speed. 3) Move into space even if you do not have the ball.	1) Make quicker decisions about when, how and who to pass. 2) Choose the appropriate skill for the situation while under pressure. 3) To transition quickly between defence and attack by using space.
Key Vocabulary	
Close down - To reduce the amount of space for an opponent Create - to make space Decisions - The choice and action made Pressure - To add challenge Situation - Circumstances that create the environment. Draw - Encourage movement of an opponent Transition - Moving from attack to defence or defence to attack. Turnover - When a team not in possession of the ball gains the ball.	
Key Knowledge	
Sending & receiving: Understand and make quicker decision about when and how to pass. Dribbling: Choose the appropriate skill for the situation.	

Space: Know how to transition between attack and defence.

Attacking: Recognises when to pass and shoot.

Defending: Know when to mark and attempt to get the ball.

UKS2 Hockey

Scaffold

- 1) To cushion the ball in space and keep your head up to see who is available.
- 2) Dribble in different directions and at different speed.
- 3) Move into space even if you do not have the ball.

Core Learning

- 1) Make quicker decisions about when, how and who to pass.
- 2) Choose the appropriate skill for the situation while under pressure.
- 3) To transition quickly between defence and attack by using space.

Key Vocabulary

Close down - To reduce the amount of space for an opponent

Create - to make space

Decisions - The choice and action made

Pressure - To add challenge

Situation - Circumstances that create the environment.

Draw - Encourage movement of an opponent

Transition - Moving from attack to defence or defence to attack.

Turnover - When a team not in possession of the ball gains the ball.

Key Knowledge

Sending & receiving: Understand and make quicker decision about when and how to pass.

Dribbling: Choose the appropriate skill for the situation.

Space: Know how to transition between attack and defence.

Attacking: Recognises when to pass and shoot.

Defending: Know when to mark and attempt to get the ball.

UKS2 Athletics	
Scaffold	Core Learning
<ol style="list-style-type: none">1) Taking big consistence strides and steady breathes while running.2) Drive your knees high and fast to build power to jump.3) To transfer weight to increase distance of throw.	<ol style="list-style-type: none">1) To be consistent in pumping arms, shoulders forward, big strides and pushing through the balls of your feet while running.2) To show consistency in run up, using hips/arms and bend knees to create power all while jumping.3) To be consistent in transferring weight, to build up speed and step into the throw.
Key Vocabulary	
<p>Approach - A way of dealing with a situation</p> <p>Drive - A forceful and controlled movement to help move you forward.</p> <p>Javelin - A spear like object in a throwing event</p> <p>Shot put - A heavy round object used in a throwing event.</p> <p>Stride - The length of the step</p> <p>Explosive - Produce force in a short space of time</p> <p>Discuss - A disc that is thrown in athletics</p> <p>Fling - Technique used to throw in a short.</p> <p>Release - The point at which you let go of an object.</p>	
Key Knowledge	

Running: Understand that I need to prepare my body for running and know which muscle groups I will need to use.
Jumping: understand that run up build power and enables to jump further
Throwing: Understand hat that I need to prepare my body for throwing and know the muscle groups I will need to use.

UKS2 Fitness	
Scaffold	Core Learning
<ol style="list-style-type: none"> 1) To change direction, you need to push off your outside foot and turn your hips. 2) To apply force to maintain control and balance. 3) Moving quickly will with the force will increase power but could slow down decision making. 4) Taking big consistence strides to create a rhythm and build speed. 	<ol style="list-style-type: none"> 1) While changing direction, keep your elbows/knees bent and transfer weight between feet. 2) To adapt the force, you apply to maintain balance through different exercises. 3) To change decision making depending on the situation. 4) To consistency show high knees, pumping arms and consistence strides to build speed.
<p>Key Vocabulary</p> <p>Consistent - To repeat something in the same way. Drive - A forceful and controlled movement to help move you forward. Co-ordination - Moving two or more body parts at the same time Stable - To be balanced React - To respond quickly Persevere - To continue trying Stamina - The ability to move for sustained periods of time. Power - Speed and strength combined.</p>	
<p>Key Knowledge</p>	

Running: Understand that I need to prepare my body for running and know which muscle groups I will need to use.
Jumping: understand that run up build power and enables to jump further

UKS2 Yoga	
Scaffold	Core Learning
1) Use your breath to maintain balance within a pose and when transitioning from one pose to another. 2) Breathe as you stretch will increase flexibility. 3) Demonstrate some control in some poses.	1) To apply different forces to a range of balances to maintain control. 2) To use a range of techniques to increase flexibility. 3) Demonstrate full control in all poses.
Key Vocabulary	
Contact - Point touching the floor or someone else. Exhale - To breath out Inhale - To breath in Fluidity - To flow easily Posture - How you sit or stand between or during skills. Transition - Moving from one action or position to another. Collaborate - Work jointly with others Stability - To be balanced	
Key Knowledge	
Shapes: Know which shapes to use for each skill.	

Balances: Know where and when to apply force to maintain control and balance.

Flexibility: Know which of my muscles require more practise to increase flexibility.

Dynamics: understand that selecting a range of dynamics can help take the audience on a journey.

Inverted movements: Understand that spreading my weight across base of support will aid balance.

UKS2 Volleyball	
Scaffold	Core Learning
<ol style="list-style-type: none">1) Use a dig if the ball is low and use a set if the ball is high.2) Use a serve to start the game.3) Use the correct shot to get the ball over the net.4) Use small, quick steps to adjust my stance to play a shot.	<ol style="list-style-type: none">1) Use the appropriate shot for the situation (dig to keep the ball up and set to get the ball over the net.2) Start to apply tactics when serving e.g. aiming to serve short on the first point and long on the second point.3) To use the correct shot to maintain a rally.4) To use a range of foot movements to adjust to a range of situations.
Key Vocabulary	
<p>Dig - Defensive shot uses when the ball is low. Serve - Used to start a game Set - Used to place the ball high Tactics - To plan that helps you to attack or defend Volley - To play the ball before it bounces. Direct - To aim. Cushion - Take the power out of an object.</p>	

Placement - Intentionally playing the ball to a specific place on the court.

Key Knowledge

Sending: Understand and make quick decisions about when, how and who to pass to.

Tracking: Know how to track a ball in different situations.

UKS2 Handball

Scaffold

- 1) To cushion the ball in space and keep your head up to see who is available.
- 2) Dribble in different directions and at different speed.
- 3) Move into space even if you do not have the ball.

Core Learning

- 1) Make quicker decisions about when, how and who to pass.
- 2) Choose the appropriate skill for the situation while under pressure.
- 3) To transition quickly between defence and attack by using space.

Key Vocabulary

Ball carrier - Person in possession

Close down - To reduce the amount of space for an opponent.

Drive - A fast movement that helps to tell the ball carrier that you want the ball.

Pressure - A feeling created by the situation.

Create - To make space

Draw - Encourage movement of an opponent.

Transition - Moving from attack to defence or defence to attack.

Turnover - When a team not in possession of the ball gains the ball.

Key Knowledge

Sending: Understand and make quick decisions about when, how and who to pass to.

Catching: Know how to catch a ball for different situations.

Tracking: Know how to track a ball in different situations.

Dribbling: Choose appropriate skills for the situation while under pressure.

UKS2 Netball	
Scaffold	Core Learning
<ol style="list-style-type: none">1) To cushion the ball in space and keep your head up to see who is available.2) Move into space even if you do not have the ball.3) When defending, stop the platers from being an option by staying with the attackers.4) First foot to touch the ground when receiving the ball. The landing foot must remain on the ground. The other foot may move in any direction.	<ol style="list-style-type: none">1) Make quick decisions about when, how and who to pass to.2) To transition quickly between defence and attack by using space.
Key Vocabulary	
<p>Drive - A fast movement that helps to tell the ball carrier that you want the ball.</p> <p>Rebound - When a player attempts to shoot a goal but the ball hits the ring and bounces back into play.</p> <p>Close down - To reduce the amount of space for an opponent</p> <p>Situation - Circumstances that create the environment</p> <p>Intercept - To take possession</p> <p>Ball side - The space between the ball carrier and the person you are marking.</p> <p>Ball carrier - The person in possession.</p> <p>Draw - Encourage movement of an opponent.</p>	

Key Knowledge

Sending & receiving: Understand and make quicker decision about when and how to pass.

Space: Know how to transition between attack and defence.

Attacking: Recognises when to pass and shoot.

Defending: Know when to mark and attempt to get the ball.

UKS2 Forrest

Scaffold

- 1) To create a Tarpaulin shelter in the woodland area, working successfully as a group (consider and evaluate each member's contribution) and compare/evaluate the shelter in relation to their sturdiness, durability, weatherproof and fit for purpose.
- 2) Re-enforce rules and take part in outdoor challenges (on own or as a team)
- 3) Recognise features/symbols on a map, record information accurately, understand how to orientate the map and navigate your way around a simple orienteering course.
- 4) To learn how to tie and use a reef knot.

Core Learning

- 1) To create a tipi shelter with camouflage, work as a team to plan and review their shelter and to compare/evaluate the shelters in relation to their sturdiness, durability, weatherproof and if it's fit for purpose.
- 2) Re-enforce rules and to work effectively independently or as a team.
- 3) Plan a short loop course for another person to follow, use the eight points of a compass and four figure grid reference, complete the orienteering course in the fastest time and identify problems and make decisions to adapt.
- 4) To tie and use a clove hitch

Key Vocabulary

Fit for purpose - well suited for its designated role

Tipi shelter - A type of shelter in the shape of a cone.

Four figure grid reference - A system used to pinpoint a location on a map.

Orienteering - An educational activity that a map is used for.

Key Knowledge

Problem solving: Understand that being able to solve problems is an important life skill.

Navigational skills: Understand why having good navigation skills are important.

Communication: Know that good communication skills are key to solving problems and working effectively as a team.

UKS2 OAA

Scaffold

- 1) Discuss advantages and disadvantages of ideas.
- 2) Using a key and cardinal points on a map.
- 3) Use visual, verbal and physical communication.

Core Learning

- 1) There may be more than one way to solve a problem.
- 2) Using a key to help identify objects and locations on a map.
- 3) Being descriptive but concise when giving instructions.

Key Vocabulary

Cardinal points - The four main compass directions: North, South, east and west.

Critical thinking - Evaluate to improve

Landmark - A location on a map.

Orientate - To turn a map so that it always faces the same way as the ground it represents.

Solve - To find an answer.

Contribute - To give ideas

Visual - Communication with eyes

Verbal - Communication with voice.

Key Knowledge

Problem solving: Understand that being able to solve problems is an important life skill.

Navigational skills: Understand why having good navigation skills are important.

Communication: Know that good communication skills are key to solving problems and working effectively as a team.