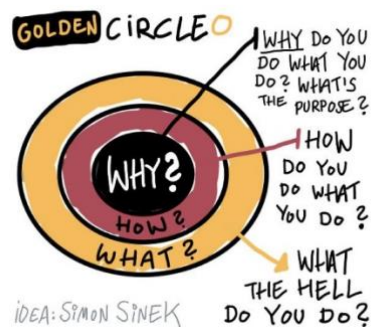


# HIMBLETON CE PRIMARY SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:  
Enabling inquisitive thinkers and inspired  
learners with kind hearts.***

## The Himbleton Approach to the Teaching of Physical Education



# Physical Education

## Intent

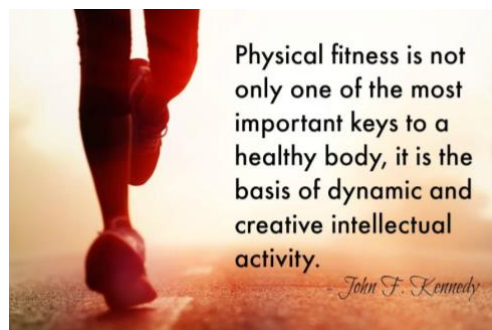
### Why do we do what we do?

At Himbelton C of E First School and Nursery we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

Our high quality Physical Education Curriculum inspires all pupils to succeed and excel in sport and other physically demanding activities. It teaches core skills and builds on these progressively, allowing children to apply their knowledge in competitive sport, both in and out of school and evaluate their performance. We provide many opportunities over the course of an extended school day for pupils to be physical in a way which supports their health and fitness and helps to embed values such as fairness, teamwork, reliance, perseverance, accountability and respect.

At Himbleton we follow the 'Get set 4 PE' programme of study, in order to support and develop our school staffs' subject knowledge and to ensure children have the opportunity to take part in a range of high-quality progressive sporting units and skills.

The impact of our Physical Education curriculum will enable our children to leave school as confident, reflective and enthusiastic young sportspersons, with the valuable skills surrounding sportsmanship and the knowledge and understanding of how to take part, improve and master a range of sports and physical activities.



## Implementation

### How do we ensure our intent becomes a reality?

#### *Knowledge and skills progression*

Our whole curriculum is shaped by our school vision, to help every child succeed and be the best that they can be. We follow the National Curriculum 2014, supported by a clear skills and knowledge progression matrix. (Please see Appendix 1). In addition, at Himbleton we follow the 'Get set 4 PE' programme of study. This ensures that knowledge and skills are built on year by year and sequenced

to maximise and embed learning for all children. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. We aim to ensure 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

It is important that our children develop progressive skills and knowledge in all key areas of Physical Education, whilst also developing an intrinsic motivation for a healthy active lifestyle, stemmed from deep rooted values of perseverance, determination, accountability, respect and aspiration.

Therefore, at Himbleton we offer multiple opportunities for children to participate in sport outside of PE lessons, through delivery of after school sports clubs, team games during wrap around care, our 'Active Lunch Times' initiative and 'Active Blasts' throughout the school day - all focusing on pupils taking on a conscientious responsible attitude to their own health and fitness, whilst some pupils taking on the roll as 'Play Leaders'. In addition, the opportunity for children to take part in competitive sports within our own school and with local schools, is also encouraged and built into our curriculum to ensure key physical, social and emotional skills and values are applied effectively and with purpose.

### ***Carefully sequenced curriculum***

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. Due to Himbleton having mixed aged classes, we follow a two year rolling programme that is based around the Get set 4 PE units. (*Please see Appendix 2*). Medium term plans and short-term lesson plans are readily available ensuring children have an engaging, broad and balanced curriculum to take part in. They provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. The programme is planned so that there are opportunities for both practise and application of knowledge in skills in a range of ways at frequent points throughout a child's time with us, to embed and deepen understanding, so that long term retention is ensured.

## **Impact**

### **What are the outcomes for our children?**

Through our carefully designed curriculum, by the time children leave Himbleton they will:

- Be confident, resilient sportpersons, who will strive for their personal best
- Be motivated, enthusiastic and accountable for their own personal fitness
- Be keen to embrace challenging activities, and showing a strong sense of perseverance and motivation
- Be confident to take part in competitive sports
- Show good sportsmanship and respect for others
- Be effective communicators, leaders and team players
- Have developed a good vocabulary linked to the subject

- Have developed secure skills for each area of Physical Education (gymnastics, dance, ball games/ skills and athletics)
- Be able to apply both skills and tactics to sporting activities and games
- Have the ability to think, reflect, discuss and evaluate their performances
- Be able to work at age related expectation in this subject (most children).

### **How do we know that we have achieved these outcomes?**

#### ***Teacher Assessment***

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Durham progression of skills document and knowledge organisers. (*Please see Appendix 3*).

#### ***Pupil and staff Voice audits***

The Physical Education Subject Leader carries out a yearly monitoring interviews with a sample of children from year groups across the school, as well as members of staff. The interviews will highlight engagement, motivation, and enjoyment, knowledge of skills taught and the support and progression in these. The purpose of this is to ensure all children continue to be motivated to take part in Physical Education, that they understand how to master, reflect and improve on their skills and that their input on our curriculum is reviewed. In addition, it is to ensure staff are confident and hold secure, up to date subject knowledge in the relevant areas of Physical Education.

#### ***School Club Attendance***

A wide variety of sports clubs will be available to all pupils throughout school. The attendance at these clubs will be monitored half termly, to evaluate child enthusiasm for Physical Education and a healthy active lifestyle.

Appendix 1

**National Curriculum 2014: Progression in Physical Education**

|       | Year 1/2   | Year 3/4   | Year 5/6  |
|-------|--|--|---|
|       | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances, using simple movement patterns</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> </ul> |   |
| Games | <p>For instance:</p> <p>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p>  | <p>For instance:</p> <p>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</p> <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending</p> <p>Develop an understanding of fair play (respect team-mates and opponents)</p>   | <p>For instance:</p> <p>Develop techniques of a variety of skills to maximise team effectiveness</p> <p>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</p> <p>Use tactics when attacking or defending</p> <p>Apply rules of fair play to competitive games</p> |

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**National Curriculum 2014: Progression in Physical Education**

|           | Year 1/2  | Year 3/4   | Year 5/6   |
|-----------|---|--|--|
| Athletics | <p>For instance:</p> <p>Run for 1 minute</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p> <p>Describe different ways of running</p>   | <p>For instance:</p> <p>Run smoothly at different speeds</p> <p>Choose different styles of running of different distances</p> <p>Pace and sustain their effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p> | <p>For instance:</p> <p>Sustain pace over longer distance – 2 minutes</p> <p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Explain how warming up affects performance</p> <p>Explain why athletics can help stamina and strength</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> |
|           | <p>For instance:</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above</p> <p>Show control at take-off and landing</p> <p>Describe different ways of jumping</p> <p>Explain what is successful or how to improve</p> | <p>For instance:</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p>  | <p>For instance:</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>   |

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## National Curriculum 2014: Progression in Physical Education

|                     |          | Year 1/2  | Year 3/4  | Year 5/6   |
|---------------------|----------|---|---|--|
| Athletics continued | Throwing | <p>For instance:</p> <p>Throw into targets</p> <p>Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing</p> <p>Explain what is successful or how to improve</p>  | <p>For instance:</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>   | <p>For instance:</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>   |
|                     | Compose  | <p>For instance:</p> <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p> | <p>For instance:</p> <p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using:</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/canon</p> <p>Dynamics (HOW); explore speed, energy</p> <p>Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> | <p>For instance:</p> <p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using:</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> |

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## National Curriculum 2014: Progression in Physical Education

|                 |            | Year 1/2   | Year 3/4  | Year 5/6  |
|-----------------|------------|--|---|---|
| Dance continued | Perform    | <p>For instance:</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> | <p>For instance:</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p> <p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</p> | <p>For instance:</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> |
|                 | Appreciate | <p>For instance:</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>   | <p>For instance:</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and comment on their own and other's work -strengths and areas for improvement</p>  | <p>For instance:</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others' work</p>  |

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National Curriculum 2014: Progression in Physical Education

|            |            | Year 1/2  | Year 3/4  | Year 5/6  |
|------------|------------|---|---|---|
| Gymnastics | Sequencing | <p>For instance:</p> <p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p>   | <p>For instance:</p> <p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p>   | <p>For instance:</p> <p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p>   |
|            | Balance    | <p>For instance</p> <p>Stand and sit "like a gymnast"</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> | <p>For instance:</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p> | <p>For instance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> |

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National Curriculum 2014: Progression in Physical Education

|                      |                   | Year 1/2  | Year 3/4   | Year 5/6  |
|----------------------|-------------------|---|--|---|
| Gymnastics continued | Balance continued | <p>continued:</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p>   |  | <p>continued:</p> <p>Begin to take more weight on hands when progressing bunny hop into hand stand</p>  |
|                      | Travel            | <p>For instance:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> | <p>For instance:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> | <p>For instance:</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> |
|                      | Jump              | <p>For instance:</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p>  | <p>For instance:</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p>   | <p>For instance:</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p>  |

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## National Curriculum 2014: Progression in Physical Education

|                      |                           | Year 1/2   | Year 3/4   | Year 5/6  |
|----------------------|---------------------------|--|--|---|
| Gymnastics continued | Roll                      | <p>For instance:</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position</p> | <p>For instance:</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p> | <p>For instance:</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p> |
|                      | Swimming and Water Safety | <p>All schools must provide swimming instruction in either KS1 or KS2 .</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations</li> </ul>   |  |   |

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## National Curriculum 2014: Progression in Physical Education

|                                    |                 | Year 1/2  | Year 3/4  | Year 5/6   |
|------------------------------------|-----------------|---|---|--|
| Outdoor and Adventurous Activities | Orientation     | <p>For instance:</p> <p>Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> | <p>For instance:</p> <p>Orienteer simple maps and plans</p> <p>Mark control points in correct position on map or plan</p> <p>Find way back to a base point</p>  | <p>For instance:</p> <p>Draw maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate</p> <p>Plan an orienteering challenge</p>  |
|                                    | Communication   | <p>For instance:</p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p>  | <p>For instance:</p> <p>Co-operate and share roles within a group</p> <p>Listen to each other's ideas when planning a task and adapt</p> <p>Take responsibility for a role within the group</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p> | <p>For instance:</p> <p>Plan and share roles within the group based on each other's strengths</p> <p>Understand individuals' roles and responsibilities</p> <p>Adapt roles or ideas if they are not working</p> <p>Recognise and talk about the dangers of tasks</p> <p>Recognise how to keep themselves and others safe</p> |
|                                    | Problem Solving | <p>For instance:</p> <p>Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p>  | <p>For instance:</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p> <p>Choose effective strategies and change ideas if not working</p>  | <p>For instance:</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p>   |

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## Appendix 2



### Himbleton CE First School and Nursery

#### PE Rolling Program

|                              |                | <u>Autumn</u><br><u>Term 1</u> | <u>Autumn</u><br><u>Term 2</u> | <u>Spring</u><br><u>Term 1</u> | <u>Spring</u><br><u>Term 2</u> | <u>Summer</u><br><u>Term 1</u> | <u>Summer</u><br><u>Term 2</u> |
|------------------------------|----------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>Nursery and Reception</b> | <u>Cycle A</u> | Introduction to PE: Unit 1     | Fundamentals: Unit 1           | Dance: Unit 1                  | Gymnastics: Unit 1             | Ball Skills: Unit 1            | Games: Unit 1                  |
|                              | <u>Cycle B</u> | Introduction to PE: Unit 2     | Fundamentals: Unit 2           | Dance: Unit 1                  | Gymnastics: Unit 2             | Ball Skills: Unit 2            | Games: Unit 2                  |
| <b>Year 1 / 2</b>            | <u>Cycle A</u> | Fundamentals                   | Yoga                           | Gymnastics                     | Sending and receiving          | Invasion                       | Target Games                   |
|                              | <u>Cycle B</u> | Ball Skills                    | Fitness                        | Dance                          | Striking and Fielding          | Net and Wall                   | Athletics                      |
| <b>Year 3 / 4</b>            | <u>Cycle A</u> | Fundamentals                   | Gymnastics                     | Yoga                           | Football                       | Cricket                        | Athletics                      |
|                              | <u>Cycle B</u> | OAA                            | Dance                          | Fitness                        | Netball                        | Tennis                         | <u>Rounders</u>                |
| <b>Year 5 / 6</b>            | <u>Cycle A</u> | Fundamentals                   | Gymnastics                     | Yoga                           | Football                       | Cricket                        | Athletics                      |
|                              | <u>Cycle B</u> | OAA                            | Dance                          | Fitness                        | Netball                        | Tennis                         | <u>Rounders</u>                |

## Appendix 3

### Knowledge Organisers