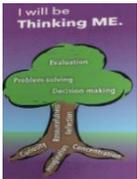
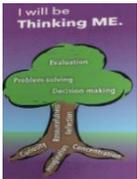
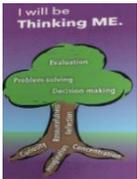
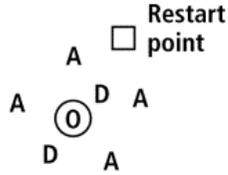




Focus	Curriculum Content								
<p>SEASIDE CURRICULUM </p> <p>Sport and Wellbeing</p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p>Head Heart Hands</p> <div data-bbox="154 834 418 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p>OUR VALUES GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 994 479 1302" style="background-color: #FFD700; padding: 5px;"> <p>POWERFUL LEARNING ATTRIBUTES</p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div>	<p style="text-align: center;">'My Personal Best' YST resource cards</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="501 437 736 496">Head</th> <th data-bbox="736 437 972 496">Heart</th> <th data-bbox="972 437 1207 496">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 496 736 1078"> <p>Thinking me: Imagination & Communication</p>  </td> <td data-bbox="736 496 972 1078"> <p>Social me: Respect</p>  </td> <td data-bbox="972 496 1207 1078"> <p>Healthy me: Integrity & Resilience</p>  </td> </tr> </tbody> </table> <p>NB – see new PSHE curriculum</p>	Head	Heart	Hands	<p>Thinking me: Imagination & Communication</p> 	<p>Social me: Respect</p> 	<p>Healthy me: Integrity & Resilience</p> 	<p style="text-align: center;">Trickbox cards</p> <p style="text-align: center;">Stand as if</p>  <p style="text-align: center;">Signal change</p>  <p style="text-align: center;">Ask How?</p> 	
Head	Heart	Hands							
<p>Thinking me: Imagination & Communication</p> 	<p>Social me: Respect</p> 	<p>Healthy me: Integrity & Resilience</p> 							

GAMES	Key Outcomes	Skills	Vocabulary
INVASION	<ul style="list-style-type: none"> • Pass, receive and control the ball • Make good decisions to benefit the team • Begin to understand the principles of attack and defence <p>Core Task</p> <p>UNIT 1</p> <p>Task 1</p> <p>The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle.</p> <p>Place a hoop or skittle in a target circle about 2 metres to 3 metres across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game four against two, and later, four against three. Both teams score by hitting the target hoop or skittle. After a 'goal', the larger team takes a free pass from a specific starting point away from the circle. Both teams can travel with the ball by bouncing it. There is no physical contact.</p> <div style="text-align: center;">  <p>Diagram 1</p> </div> <p>Task 2</p>	<p>Head:</p> <ul style="list-style-type: none"> • Use a range of skills to keep possession and make progress towards a goal, on their own and with others • Weigh up the options and show that they can make good decisions about what to do • Know how to use space in games • Identify which games and activities have the biggest impact when trying to improve stamina • Describe how some games use short bursts of speed • Demonstrate how to keep possession and describe how they and others have achieved it <p>Heart:</p> <ul style="list-style-type: none"> • Recognise and describe what happens to their breathing and heart rate when they play different games, and begin to regulate their body temperature • Identify what they do best and what they find most difficult; use this for self-evaluation • Recognise players who play well in games and give some reasons why • Demonstrating integrity make up own rules • Suggesting changes that increase the number of scoring opportunities <p>Hands:</p> <ul style="list-style-type: none"> • Pass, receive and dribble the ball, keeping control and possession consistently 	<ul style="list-style-type: none"> Keeping possession Keeping the ball Scoring goals Keeping the score Making space Pass Send Receive Dribble Travel with the ball Back up/support other players

The aim of the game is to score more goals than the opposition. Play using throwing and catching skills, kicking skills, or striking skills. Select appropriate equipment for the game.

Play this end-to-end game on a pitch that is about 10m x 20m (wider than it is long). Play three against one, and later, three against two. Put three small goals at one end of the pitch (for the team of three) and one large goal at the other end. The larger team is not allowed to travel with the ball, but the smaller team is allowed to travel by bouncing (or dribbling) the ball. There is no physical contact. The team of three takes all re-start passes from its own goal line after a goal has been scored or the ball goes out of play.

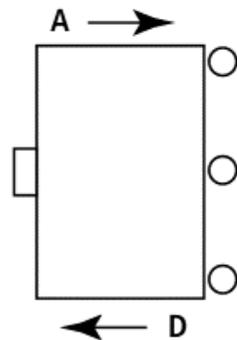


Diagram 2

- Demonstrate skills to find space to keep the ball
- Throw and catch with control to keep possession
- Showing good awareness of what is going on around

GAMES	Key Outcomes	Skills	Vocabulary
<p>STRIKING AND FIELDING</p>	<ul style="list-style-type: none"> • Use a range of skills with increasing control • Intercept and send a ball with increasing accuracy • Understand the basics of space awareness <p>CORE TASK</p> <p>UNIT 1</p> <p>Task 1:</p> <p>The aim of the game is for the batter to hit the ball into an arc, and to score points by jumping in and out of a hoop, or by bouncing a ball, as many times as possible before the fielding team have returned the ball to base.</p> <p>Play the game three against one or four against one. The batter hits the ball off a low tee into the arc (see diagram 1 below). The players field the ball and then pass it to each other. When all the fielders have touched the ball, the batter stops scoring. Change around after four or five strikes. Encourage the children to keep their own scores and to try to beat their last score the next time they bat.</p>	<p>Head:</p> <ul style="list-style-type: none"> • Choose and use batting or throwing skills to make the game hard for their opponents • Judge how far they can run to score points • Choose where to stand as a fielder to make it hard for the batter • Familiar with and use the rules set, and keep games going without disputes • Know the demands that specific activities make on their bodies • Know the importance of warming up <p>Heart:</p> <ul style="list-style-type: none"> • Work well as a team to make it hard for the batter • Identify parts of their performance that need improvement, and suggest how to achieve this <p>Hands:</p> <ul style="list-style-type: none"> • Strike a ball with intent and throw it more accurately when bowling and/or fielding • Intercept and stop the ball with consistency, and sometimes catch the ball • Return the ball quickly and accurately • Describe what is successful in their own and others' play 	<p>Batting</p> <p>Fielding</p> <p>Bowler</p> <p>Wicket</p> <p>Tee</p> <p>Base</p> <p>Boundary</p> <p>Innings</p> <p>Rounder</p> <p>Backstop</p> <p>score</p>

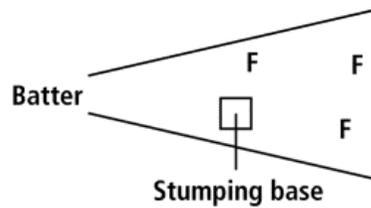


Diagram 1

Task 2:

The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the fielding team gets the ball back to the stumping base (see diagram 2 opposite).

Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.

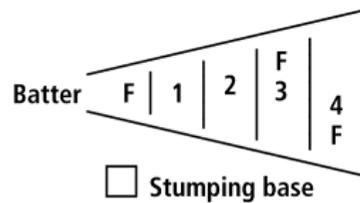


Diagram 2

GAMES	Key Outcomes	Skills	Vocabulary
<p>NET/WALL</p>	<ul style="list-style-type: none"> • Keep a game going using a range of different ways of sending • Begin to use a variety of equipment and explore how to change speed and direction <p>CORE TASK</p> <p>UNIT 1</p> <p>Task 1:</p> <p>The aim of the game is to score points by throwing a ball into the opponent’s court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Put a gym mat on either side of the net, about 1m away from the net, and make the court a little larger than this. Use throwing and catching skills.</p> <p>Once the children can play the game confidently, move on to introduce hitting the ball with a racket after it has bounced. A partner playing with the hitter should feed the ball. Try adapting the rules so that the partner has to catch the ball before feeding it to be hit. More able players will be able to rally without a partner feeding the ball. They may need more than one bounce.</p> <p>This game is easiest with a big ball that bounces well. It can also be played by pushing or sliding the ball across a line that is being defended (this is easier for some children who have difficulties with coordination).</p>	<p>Head:</p> <ul style="list-style-type: none"> • Choose good places to stand when receiving, and give reasons for their choice • Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights • Know why warming up is important and identify what activities and exercises they could use in a warm up • Recognise what happens to their bodies when playing the games <p>Heart:</p> <ul style="list-style-type: none"> • Describe what is successful in their own and others’ play • Identify aspects of their game that need improving, and say how and where they could go about improving them <p>Hands:</p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and consistency • Keep a game going using a range of different ways of throwing • Vary the speed and direction of the ball • Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots 	<p>Court</p> <p>target</p> <p>net</p> <p>striking</p> <p>hitting</p> <p>defending</p> <p>opponent</p> <p>tactics</p> <p>scoring points</p>

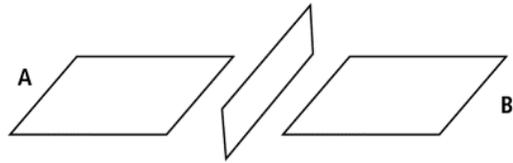


Diagram 1

	Key Outcomes	Skills	Vocabulary
<p>ATHLETICS</p>	<ul style="list-style-type: none"> • Demonstrate the five basic jumps on their own • Show the ability to run continuously; begin to explore pacing • Throw various basic equipment increasing accuracy and coordination <p>CORE TASK</p> <p>UNIT 1/2</p> <p>Task 1: Using different ways of travelling, <i>eg running, walking, hopping and skipping</i>, and following different pathways or</p>	<p>Head:</p> <ul style="list-style-type: none"> • Identify and describe different running, jumping and throwing actions • Understand the difference between sprinting and running for sustained • With encouragement, think about selecting specific techniques • Take more responsibility for designing, organising and judging athletic events <p>Heart:</p> <ul style="list-style-type: none"> • Describe what happens to their heart, breathing and temperature during different types of athletic activity 	<p>Run</p> <p>Catch</p> <p>Hop</p> <p>Skip</p> <p>Step</p> <p>Sideways, forwards, backwards</p>

	<p>courses. See how fast or far you can go in challenges such as:</p> <ul style="list-style-type: none"> • <i>How fast can you move five beanbags from one hoop to another?</i> • <i>How many red cones can you touch in 30 seconds, 20 seconds, 15 seconds, etc?</i> <p>Task 2</p> <p>Using different ways of throwing, <i>eg underarm, overarm, pushing, rolling and sliding</i>, and different types of equipment, see how far, high or accurately you can throw in challenges such as:</p> <ul style="list-style-type: none"> • <i>Can you throw further than you can run in three seconds or jump in five jumps?</i> • <i>Can you throw nearer the middle of the hoop?</i> • <i>Can you bounce the ball higher than the mark on the wall?</i> • <i>How high up the wall can you bounce the ball?</i> <p>Task 3</p> <p>Using different ways of jumping, <i>eg two feet to two feet, two feet to one foot, one foot to same foot, one foot to opposite foot</i>, see how far, high or long you can jump in challenges such as:</p> <ul style="list-style-type: none"> • <i>Can you skip without stopping for 10 seconds, 20 seconds, etc?</i> • <i>Can you jump across the space, eg a badminton court, in less than five jumps?</i> • <i>Can you jump further than the distance between your head and your feet when you are lying down?</i> 	<ul style="list-style-type: none"> • Explain what is successful and what they have to do to perform better <p>Hands:</p> <ul style="list-style-type: none"> • Demonstrate the five basic jumps on their own, <i>eg a series of hops</i>, and in combination, <i>eg hop, one-two, two-two</i>, showing control at take-off and landing • Run continuously for about one minute and, when required, show the difference between running at speed and jogging • Throw with increasing accuracy and coordination into targets set at different distances • Demonstrate a range of throwing actions using a variety of games equipment • Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing 	<p>Throw: high, low, far, near, straight</p> <p>Aim</p> <p>Drop</p> <p>Bounce</p> <p>Fast, medium, slow</p> <p>safely</p>
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	Key Outcomes	Skills	Vocabulary
<p style="text-align: center;">GYMNASTICS</p>	<ul style="list-style-type: none"> • Apply a range of gymnastics movements demonstrating control and co-ordination • Use self and peer evaluation as a process of improving a performance • Work well on their own and contribute to work as part of a pair or within a group • Adapt a sequence to include different levels, speeds or directions <p>CORE TASK</p> <p>UNIT 3</p> <p>Task 1: Using floor and apparatus, create and perform a sequence of contrasting actions, <i>eg three jumps and two balances</i>, showing contrasting shapes. Make sure you show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.</p> <p>Task 2: Using floor and mats, create and perform a sequence that involves a clear change of speed, linking three balances with three different ways of travelling, <i>eg balance, travel, balance, travel, travel, balance</i>.</p>	<p>Head</p> <ul style="list-style-type: none"> • Adapt a sequence to include different levels, speeds or directions <p>Heart:</p> <ul style="list-style-type: none"> • Show control, accuracy and fluency of movement when performing actions on their own, with a partner and in a group • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end • Work well on their own and contribute to work as part of a pair or within a group • Understand the importance of warming up; identify when their body is warm and stretched ready for gymnastic activity • Understand that strength and suppleness are important parts of fitness • Use self and peer evaluation as a process of improving a performance <p>Hands:</p> <ul style="list-style-type: none"> • Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel • Practise an action or short sequence of movements, and improve the quality of the actions and transitions 	<p>Inverted</p> <p>Contrasting</p> <p>Flow</p> <p>Combinations</p> <p>Half-tern</p> <p>Sustained</p> <p>Explosive</p>

	Key Outcomes	Skills	Vocabulary
<p style="text-align: center;">DANCE</p>	<ul style="list-style-type: none"> • Children should perform a short motif(s) (which include the 5 basic body actions, using all 3 levels) with the 3Es – energy, eye focus and extension. • Children should develop motif, which has been choreographed by teacher, using appropriate choreographic devices including (as a minimum): addition. • Children should watch their peers dance, and with guidance, begin to notice the main choreographic devices being used; they will also suggest some suitable ideas for improvement in their peers’ work. <p>CORE TASK Unit 1</p> <p>In a small group, create and perform a dance using Gene Kelly’s ‘Singing In The Rain’ as the stimulus..</p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> • Learn and perform a motif that suggests the idea of being in the rain, with some key movement ideas from gene Kelly (kicking, turns etc). Perform using the 3Es and good timing. • Develop using addition and repetition. • Create a short motif using still positions taken from the Gene Kelly and link using suitable travel actions. • Create a beginning and ending position in the style of this style of dance. • Consider use of space for when travelling, stationary and entering and exiting the space. • For an extra challenge, try taking on someone else’s role in the dance. Try being the choreographer, costume or set designer. 	<p>Head:</p> <ul style="list-style-type: none"> • Use basic choreographic devices with their peers • To develop a short, 16 count motif(s), to make an extended motif • Work in a small group – trio or quartet - sensibly • Move in the space, and with other dancers, in a safe and sensible manner <p>Heart:</p> <ul style="list-style-type: none"> • Make thoughtful comments about others’ dance work(s) and simply describe the actions of their own dance work • Demonstrate why warming up and cooling down in dance is good for their health, fitness and wellbeing • Work as a small group – trio or quartet - to create suitable actions or freeze-frames • Show an awareness of the 3Es and suggest where these performance skills could be improved <p>Hands:</p> <ul style="list-style-type: none"> • Demonstrate some accuracy and control when performing basic body actions in a short motif that have been choreographed by the teacher • Perform a basic body actions with the use of the 3Es (energy, eye focus and extension) and other appropriate performance skills • Children work together to create their own versions of the 5 basic body actions – stillness, turns, jumps, travel and gestures 	<p>Warm up</p> <p>Parallel</p> <p>Motif</p> <p>Stillness, travel, turn, jump, gesture (5 basic body actions)</p> <p>Performance skills:</p> <ul style="list-style-type: none"> • Extension • Energy • Eye-focus • Timing <p>(known as the 3 Es)</p> <p>Choreographic devices:</p> <ul style="list-style-type: none"> • Unison • Addition • Levels – high, medium, low • Transition <p>Cool down</p>

<p>Swimming</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. <p>CORE TASK UNIT 2</p> <p>Task 1: How fast can you swim:</p> <ul style="list-style-type: none"> • 10 metres? • 25 metres? • 50 metres? <p>Task 2 Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> • 100 metres? • 200 metres? • 400 metres? <p>Task 3 How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p>		
<p>OAAA</p>	<p>Key Outcomes:</p> <ul style="list-style-type: none"> • Take part in activity challenges, using a range of equipment within different settings, both individually and within a team <p>CORE TASK UNIT 3</p>		

Task 1: Orienteering activities and journeying

Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.

Task 2: Physical challenge and problem-solving activities

Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

Task 3: Physical challenge and problem-solving activities

In teams, complete a range of problem-solving adventure games, eg cross an 'electric fence' made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.