

### Aughton PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FS2</b>	Locomotion (key movements skills and team work)	Object Control (Pirates theme)	Introduction to Balance (Gymnastics)	Locomotion – Dance and Yoga (Seasons theme)	Object Control (Ball skills) <b>Boccia</b>	Locomotion/object control (Sports Day activities) <b>Orienteering</b>
<b>Year 1</b>	Locomotion – Team Games	Object Control – Independent ball skills	Balance – Gymnastics (basic skills and apparatus)	Balance/Co-ordination - Dance	Team Games Object Control - Striking & Fielding skills – sending and receiving a ball	Locomotion – Athletics (Sports Day activities) <b>Orienteering</b>
	<b>Object Control - Independent ball skills</b>	<b>Locomotion – Fitness</b>			<b>Boccia</b>	<b>Indoor Athletics</b>
<b>Year 2</b>	Locomotion – Team Games	Object Control – Independent ball skills	Balance – Gymnastics (basic skills)	Balance/Co-ordination - Dance	Team Games Object Control - Striking & Fielding skills – take part in a small team game	Locomotion – Athletics (Sports Day activities) <b>Orienteering</b>
	<b>Object Control – Paired and group ball skills. Progress towards matball</b>	<b>Fitness</b>			<b>Boccia</b>	<b>Indoor Athletics</b>
<b>Year 3</b>	Team skills/invasion games - Football Team skills/invasion games - Netball	Invasion – Matball Basketball	Dance	Gymnastics	Racket Sports Tennis Cricket	Athletics Sports Day practice Rounders - Striking and Fielding <b>Orienteering</b>
	<b>Matball</b>	<b>Fitness</b>			<b>Boccia</b>	<b>Kwik Cricket</b>
<b>Year 4</b>	Invasion Games Football Netball	Invasion Games Basketball Hockey	Dance	Gymnastics	Racket Sports Cricket Tennis	Team Games Tag Rugby <b>Orienteering</b>  Athletics Rounders
	<b>Matball</b>	<b>Fitness</b>			<b>Boccia</b>	<b>Kwik Cricket</b>
<b>Year 5</b>	Invasion Games Football Netball	Invasion Games Basketball Hockey	Swimming	Swimming  Dance	Swimming  Racket Sports	Swimming  Athletics Rounders <b>Orienteering</b>
	<b>Matball</b>	<b>Fitness</b>				
<b>Year 6</b>	Football - RUCST Netball	Invasion Games Basketball	Gymnastics	Dance	Racket Sports Cricket Tennis	Athletics Rounders <b>Orienteering</b>
	<b>Matball</b>	<b>Fitness</b>			<b>Boccia</b>	<b>Kwik Cricket</b>

**Indoor Activity**

Intent		Implementation						
<p>Physical Education (P.E.) is an integral part of the Aughton curriculum. It helps pupils to develop physically, personally and socially. Our children will work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They will take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that P.E. offers, they learn how to be effective in competitive, creative and challenging situations.</p> <p><b>A Wide Range of Sports and Extra-Curricular</b></p> <p>Every student within the academy will access PE and will experience a wide range of sports during their time at AJA. We cover a multitude of sports: football, tag rugby, basketball. Handball, dance, gymnastics, hockey, badminton, tennis, athletics, rounders, cricket, orienteering and fitness, whilst also progressing through the fundamental skills throughout each year group. Pupils have the opportunity to join our academy football team who train with specialists from RUCST, join after school clubs, complete swimming as part of the national curriculum and take part in a traditional annual sports day. This is to encourage our pupils to live a healthy and active lifestyle.</p>		<p>In Key Stage 1, we teach dance, game skills, gymnastics, athletics and problem solving. In Key Stage 2 we teach dance, invasion games, striking and fielding games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. Planning is based on the ACET PE schemes, which all ACET PE leaders from across the trust have collaboratively created together. Planning is also informed by ongoing assessment (based around National Curriculum objectives) and in order to build upon the prior learning of the children.</p> <p>In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:</p> <ul style="list-style-type: none"> <li>• Setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;</li> <li>• Setting tasks of increasing difficulty, where not all children complete all tasks and allowing children to set their own challenges to achieve a personal best.</li> <li>• Grouping children by ability and setting different tasks for each group, e.g. different games;</li> <li>• Providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.</li> </ul>						
<p><b>EQUAL OPPORTUNITIES</b> - Teaching staff will work closely with the PE Subject Leader to ensure that planned activities for lessons are accessible to all pupils, including pupils with special educational needs and disabilities (SEND). All lessons will meet the specific needs of individuals, as well as of groups of pupils, including those with SEND and those who have English as an additional language. Teaching staff will liaise with the special educational needs coordinator, where necessary, in order to meet the needs of pupils. Pupils will not be grouped together based on gender, race or disability.</p>								
NC Objectives	End of EYFS	End of KS1 NC Subject Content		End of KS2 NC Subject Content				
	<p>Gross Motor ELG</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 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 performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>				
Key Physical Skills		FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Running, jumping, throwing and catching.</p> <p>Agility, balance and co-ordination</p>	<p>Gross Motor Development</p> <p>To explore different ways to travel using equipment</p> <p><b>ELG Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>I can run at different speeds</p> <p>I can jump from standing</p> <p>I can throw an object with one hand</p> <p>I can catch a large ball with two hands</p> <p>I can take part in sending and receiving</p> <p>I recognise changes to my body during exercise</p>	<p>I can change speed and direction while running</p> <p>I can jump accurately (from standing)</p> <p>I can take a jump from running</p> <p>I can throw objects with one hand with some accuracy</p> <p>I can throw objects using under and overarm</p> <p>I can compete against myself to run faster</p> <p>I recognise a change in temperature, breathing and heart rate when exercising</p>	<p>See Athletics, netball, basketball progression and sequence.</p>				
	<p><b>ELG Gymnastics/ Balance</b></p> <p>I can confidently join a range of movements to create a short sequence.</p> <p>I can control my body when performing my sequence of movements.</p>	<p>I can perform simple steps in a controlled manner</p> <p>I can use space appropriately</p> <p>I can balance on different parts of my body (points and patches)</p> <p>I can hit a large ball with a bat</p> <p>I can move safely around the room/playground</p>	<p>I can perform simple steps at varying levels and speeds</p> <p>I can create basic sequences</p> <p>I can hold a balance for a sustained period (5 secs)</p> <p>I am becoming aware of how I control my body</p> <p>I can roll and control a ball or hoop</p> <p>I can hit a ball with a bat</p>	<p>See Athletics, Dance and Gymnastics progression and sequence.</p>				

	Team games	<b>ELG Object Control</b> I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.	I can stop a ball with some control I can send a ball to someone else I can send and receive a ball I can move to catch or collect	I can stop a ball with control I can catch a ball with control I can pass a ball to someone else with some accuracy I can take part in a small team game with opposition I can decide where to stand during a team game	See football, Basketball, Netball, Rounders and TAG Rugby progression and sequence.
	Dance and movement	<b>ELG Dance/ Locomotion</b> I can confidently join a wide range of different movements. I can confidently use a range of movements to create a short dance. I can confidently put my dance to suitable music. I can adapt and change my dance to suit a different style. I can create a short dance which shows my own ideas and thoughts. I can create a short dance which shows my own feelings.	I can copy basic movements I can remember simple steps I can choose actions to make to music I can choose actions to make a simple sequence I can travel in lots of ways I can curl my body I can stretch my body I can copy basic movements I can remember simple steps I can choose actions to make to music	I can vary the speed and level of my movements I can respond to a stimulus (ie music) I am beginning to control my movements I am beginning to co-ordinate my movements I can climb safely I can show rhythm in dance	See Dance and Gymnastics progression and sequence.
	Evaluation	<b>ELG C&amp;L</b> I can repeat, link and change basic movements, sometimes commenting on my own work I can recognise the ways my body changes when I am active.	I can describe my own work I can describe others' work I can comment on my own and others' work I recognise changes to my body during exercise	I can suggest improvements in others' work I can suggest improvements in my own work I recognise a change in temperature, breathing and heart rate when exercising I can change speed and direction while running	Evaluation is included in each unit of PE. Self-assessment and Peer assessment.

**END OF KS2 - Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending**

<b>Basketball Skills</b>	<b>Passing Shooting Defending Attacking Rules</b>						
<b>Basketball Progression</b>				<p>Make a series of passes to team mates moving towards a scoring area with control. Show some signs of using a chest pass and shoulder pass. Begin to dribble the ball when moving around the court. Show a target to indicate where I'd like to pass the ball to. Know where space is and try to move into it. Mark another player and defend when needed. To shoot towards a basket using a chest push Understand the terms of attack and defence. Understand sideline pass if the ball goes out, restart from under basket after a basket is scored, retreat to half way after each basket and make sure its none contact.</p>	<p>Use a chest pass and shoulder pass to support the team in scoring. Make decisions regarding which is the best type of pass to use. Begin to understand the rule of double dribble and only use 1 hand for dribbling. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions.  Begin to develop power in shooting from pushing from the chest to shoot. Begin to use attacking and defending concepts in small sided game play. Understand previous rules plus double dribble.</p>	<p>Use all three passes (chest, shoulder &amp; bounce) correctly. Use a range of speeds within a game to support a team in scoring. Be able to dribble in order to support a scoring opportunity or keep the ball in a defending situation. Begin to use square (across the court) &amp; straight (up &amp; down the court) passes to achieve pace. Lose a defender to receive a pass.  Defend a player and make some successful interceptions when playing as a team. Be able to perform a set shot using Balance. Elbow. Eyes. Flick. (BEEF) Begin to develop stealing alongside interceptions when playing. Understand previous rules plus stealing ball from an opponent</p>	<p>Know which pass is best to use and when in a game. Know when to either pass the ball or dribble depending on game play situations. Use a range of square &amp; straight passes to change direction of the ball. Understand and implement the rules for stealing. Draw defender away to create space for self or team.  Position body to defend effectively, making successful interceptions. Know how to shooting using a set shot and begin to attempt a lay-up. Understand principals of attacking a defending and implement them into a game situation. Understand previous rules plus 2 steps for a lay-up shot.</p>
<b>Football skills</b>	<b>Dribbling Passing Tackling Shooting Ball Control Teamwork</b>						

<p><b>Football Progression</b></p>	<p>Ball familiarisation - moving with a ball Ball familiarisation -throwing and rolling Ball familiarisation - swapping equipment Ball familiarisation -kicking Ball familiarisation -Keeping control Ball familiarisation - relay games</p>	<p>Object Control – Autumn To begin to move a ball in different directions with my foot To be able to stop when I am moving with the ball To know what a pass is and how to do one To be able to stop when I am moving with the ball Continue to develop confidence when moving with the football</p>	<p>Object Control - Autumn Can stop a ball with control Can catch a ball with control Can pass a ball to someone else with some accuracy Can take part in a small team game with opposition Can decide where to stand during a team game</p> <p><i>Keeping control with just feet Throwing and rolling with a partner Taking a ball from your partner Shooting towards a target Control with just feet Relay Games - feet only</i></p>	<p>Can sometimes stop a rolling ball. Make a series of passes to teammates. Know how to dribble with the correct part of the foot. Can shoot at a wide target with some power and some accuracy. Can show how to mark (defend) a player</p> <p><i>Introduction to dribbling Passing using feet Tackling safely Shooting towards a goal Introduction to ball control 1 v 1</i></p>	<p>Can stop a rolling ball with control I can pass accurately over short distances Can dribble forwards with control of the ball Can shoot at a target with some power and some accuracy. Can use basic understanding of the game to participate in a game situation.</p> <p><i>Dribbling at different paces Passing different distances Tackling in small game situations Shooting from different angles Control with both feet 2 v 2</i></p>	<p>Can stop a rolling ball with control I can pass accurately over short distances Can dribble forwards with control of the ball Can shoot at a target with some power and some accuracy. Can use basic understanding of the game to participate in a game situation.</p> <p><i>Dribbling and turning Passing different heights Clearing the ball from danger Shoot from different distances / angles Control from the air 4 v 4</i></p>	<p>I can control a ball in the air or on the ground I can pass with various parts of my foot and body under pressure from an opponent I can dribble using different parts of my foot under pressure from an opponent I know where to aim my shot depending on the angle and position of the GK I can attack and defend with good technique in a game situation</p> <p><i>Dribbling then passing Passing under pressure Shielding the ball Shooting under pressure Control from the air - different body parts 7 v 7</i></p>
<p><b>Netball Skills</b></p>	<p><b>Passing Shooting Defending Attacking Rules</b></p>						
<p><b>Netball Progression</b></p>	<p>Ball familiarisation -throwing and rolling Ball familiarisation -relay games</p>	<p>Object Control – Autumn I can throw an object with one hand I can catch a large ball with two hands I can take part in sending and receiving I recognise changes to my body during exercise</p>	<p>Object Control – Autumn I can catch a ball with control I can pass a ball to someone else with some accuracy I can stop a ball with control I can catch a ball with control I can pass a ball to someone else with some accuracy I can throw objects with one hand with some accuracy I can throw objects using under and overarm</p> <p><i>Chest pass Throwing to a target Role of a defender Role of an attacker Not moving with the ball</i></p>	<p>Make a series of passes to teammates moving towards a scoring area with control. Show some signs of using a chest pass and shoulder pass. Sometimes land 1-2 with correct football. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Show signs of marking another player and defend when needed. Understand the terms of attack and defence. Begin to understand key rules.</p> <p><i>Shoulder and bounce pass Introduction to shooting Introduction to marking Introduction to attack v defence Standing still with the ball</i></p>	<p>Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Land 1-2 with correct footwork and sometimes catch the ball. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions.</p> <p><i>Passing into space Correct technique Marking the player with the ball - contact / obstruction Getting free from marker Basic footwork rule</i></p>	<p>Use all three passes (chest, shoulder &amp; bounce) correctly. Use a range of speeds within a game to support a team in scoring. Land with the correct footwork and catch the ball and balance before they pass, sometimes performing a pivot. Begin to use square (across the court) &amp; straight (up &amp; down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions when playing as a team. Demonstrate knowledge of rules through applying them in the games. <i>Passing recap Shooting at a net Marking a player without the ball Dodging Actual footwork rule</i></p>	<p>Know which pass is best to use and when in a game. Use a range of square &amp; straight passes to change direction of the ball. Land with the appropriate footwork, balance, pivot and then pass the ball. Change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. Understand the different areas of the court and can name where positions are permitted.</p> <p><i>Centre pass tactics Timed Shooting Marking with and without the ball Decision making Footwork - landing, turning in the air, pivoting</i></p>
<p><b>Fitness Skills</b></p>	<p><b>Balance Speed Co-Ordination Stamina Power Strength</b></p>						
<p><b>Fitness Progression</b></p>	<p>Experiment with different ways of balancing through various fun exercises Begin to co-ordinate different parts of your body through fun exercises Imaginative exercises beginning to count how many they can do Begin to understand the importance of good health, physical exercise, and a healthy diet</p>	<p>Balance on different parts of body performing static and some moving exercises Each imaginative exercise - encourage to count score and record them Co-ordinating body whilst beginning to move with control when exercising Beginning to understand what is happening to your body when exercising</p>	<p>Balancing in exercises static and when moving building control when performing movements Co-ordinating body whilst beginning to move at different speeds during various exercises Understand what is happening to your body when exercising and how to feel a pulse</p>	<p>Safely perform a teacher led warm-up &amp; cool down. Attempt to perform given exercises from a teacher once modelled. To move with co-ordination and control. To attempt to take part in exercises for longer periods of time. Work with a partner and be able to count their repetitions. To attempt to take part in a fitness circuit. Safely perform teacher led warm ups and understand why we do this process.</p>	<p>Recognise how and why safe working practice is important and understanding changes in the body when warming up. To be able to explain why it is important to cool down. Begin to understand the effects of exercise on the body. Know that there are different components of fitness. To move with careful control, co-ordination and care. To improve my stamina by taking part in exercise for longer periods of time.</p>	<p>Understand the human body, recognise changes after the warm up phase and be able to explain why these changes are happening. To be able to plan a warm up &amp; cool down. Working effectively as part of a group or partnership and motivate others to push themselves. Name some of the components of fitness. Recognise that taking part in exercise has an impact upon my body. Perform exercises and skills with more consistent control and quality. Be able to take part in a fitness circuit.</p>	<p>To be able to lead a warm up &amp; cool down for a specific set of fitness components To know that Physical fitness is a state of well-being and good health. To be able and explain to name the components of fitness. To be able to recognise a component of fitness from a given exercise. Coach and motivate others to performing exercises with good technique. Understand and explain the effects of exercises on my body and level of fitness Be able to plan and deliver a fitness circuit.</p>

							Use appropriate criteria & terminology, to evaluate their own and others performances.
<b>Gymnastics Skills</b>	<b>Movement Balancing Jumping Rolling Apparatus</b>						
<b>Gymnastics Progression</b>	<p>I can confidently join a range of movements to create a short sequence. I can control my body when performing my sequence of movements I show good control over my movements. I can coordinate my movements. I can coordinate my movements when using large equipment. I can confidently join a wide range of different movements. I can take turns and share with a little help I can repeat, link and change basic movements, sometimes commenting on my own work</p> <p><i>Like a creature</i> <i>Musical statues</i> <i>1 foot to 1 foot 2 feet to 2 feet</i> <i>Log / egg roll</i> <i>Benches</i></p>	<p>Locomotion - Spring I can balance on different parts of my body (points and patches) I can move safely around the room/playground I can use space appropriately I can copy basic movements I can describe my own work I can describe others' work I can comment on my own and others' work I recognise changes to my body during exercise I recognise changes to my body during exercise I can jump from standing I can travel in lots of ways I can curl my body I can stretch my body</p> <p><i>Lesson 1: Shapes</i> <i>Lesson 2: Balances (Individual &gt; mirror/ matching)</i> <i>Lesson 3: Jumps</i> <i>Lesson 4: Rolls</i> <i>Lesson 5: Jumps/ Rolls/ Balances/ Travelling</i> <i>Lesson 6: Performing</i></p>	<p>Locomotion – Spring I can create basic sequences I can hold a balance for a sustained period (5 secs) I can jump accurately (from standing) I can vary the speed and level of my movements I recognise a change in temperature, breathing and heart rate when exercising I am beginning to control my movements I am beginning to coordinate my movements I can suggest improvements in others' work I can suggest improvements in my own work</p> <p><i>Lesson 1: Shapes</i> <i>Lesson 2: Balances (Individual &gt; mirror/ matching)</i> <i>Lesson 3: Jumps</i> <i>Lesson 4: Rolls</i> <i>Lesson 5: Jumps/ Rolls/ Balances/ Travelling</i> <i>Lesson 6: Performing</i></p>	<p>Be able to perform simple single balances for 3-5 seconds To attempt a wide range of rolls including egg, log, dish and teddy bear roll To use different methods of travel to negotiate space To know how to safely jump and land To copy and perform a basic routine on my own and with a partner To add my own ideas to a simple routine to improve it</p>	<p>To perform balances with control on low, medium and high levels for 3-5 seconds Perform a forward roll safely To use different methods of travel across various apparatus Attempt to perform basic shapes in flight with a safe landing Create a singles and pairs sequence using rolls, balances and different types of travel Assess others performances when comparing to the correct technical model.</p>	<p>Perform a range of singles and pairs balances with control, tension and extension. Perform forwards and backwards rolls correctly and safely consistently Link together movements and shapes when working on apparatus Perform a range of shapes when in flight after correct preparation and use a safe landing Make a sequence which is fluid and know how to move between balances and rolls effectively State how and why we warm up with reference to the musculoskeletal and circulatory systems</p>	<p>I can create and adapt singles and pairs balances to my strengths Begin to look at rolling in to and out of balances using a range of rolls / Support others looking to complete a forward roll Know where and why safety equipment needs to be used when performing on apparatus Look at twists and shapes when I am in flight I can create and help create singles, pairs and group routines leading up to a performance I can take part in and lead a warm with while stating its importance using correct language and making links to the musculoskeletal and circulatory systems.</p>
<b>Athletics Skills</b>	<p><b>Running Jumping Throwing Relays Multi-Event Challenge</b></p> <p>LKS2 - Introduction of athletics events; including format and concepts of track and field events UKS2 - Greater focus and demand on technical and tactical elements to events</p> <p>END OF KS2 - Pupils should have developed speed, power, stamina, endurance, flexibility, strength, technique, control and balance through a range of track &amp; field Athletics activities. Pupils should be able to understand the basic rules of a range of track and field events</p>						
<b>Athletics Progression</b>	<p>I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.</p> <p><i>Moving at different speeds Bunny Hops 1 foot to 1 foot 2 feet to 2 feet Under arm throwing (bean bags) Running 1 at a time</i></p>	<p>Locomotion – Summer Lesson 1: Running Lesson 2: Agility Lesson 3: Agility (team focus) Lesson 4: Obstacle Lesson 5: Obstacle (team focus) Lesson 6: Running- relay I can run at different speeds I can jump from standing I can move safely around the room/playground I can use space appropriately I recognise changes to my body during exercise I can travel in lots of ways I can comment on my own and others' work I can describe my own work I can describe others' work</p> <p><i>Slow, medium, fast</i> <i>Jumping and landing on 2 feet</i> <i>Hopping and skipping</i></p>	<p>Lesson 1: Orienteering Lesson 2: Orienteering Lesson 3: Ball skills Lesson 4 : Ball Skills Lesson 5: Athletics Lesson 6: Athletics I am becoming aware of how I control my body I can throw objects with one hand with some accuracy I can throw objects using under and overarm I can stop a ball with control I can catch a ball with control I can pass a ball to someone else with some accuracy I can take part in a small team game with opposition I can decide where to stand during a team game I can compete against myself to run faster I can change speed and direction while running</p>	<p>Individual running: Understand how to start and where to finish track events over a given distance Relays: Hold and pass the baton during a relay race Jumps: Know how to perform a basic jumping technique (long jump/ speed bounce) Throws: Able to throw object in intended direction with basic technique (javelin, shot put, ball throw)</p> <p><b>Sprints - 40m (introduction to starting position)</b> <b>Long Jump (bent knees / arms swinging)</b> <b>Triple Jump (hop and skip)</b> <b>Ball Throw (overarm technique)</b> <b>40m (holding a baton)</b> <b>Sprinting</b></p>	<p>Able to start in a 'ready' position to react for a quick start and remain in lane throughout Correct grip of baton during a relay race with correct waiting stance Begin to understand how to keep balanced to achieve maximum distance/ number of jumps Begin to adopt a side-on stance with aiming/ supporting arm and feet in optimum position Shows some sort of defending within games (marking, tackling) Knows the basic rules of the game and can sometime apply them</p> <p>Sprints - 60m (importance of lanes) Long Jump - (landing safely) Triple Jump (hop, skip and jump) Ball Throw (safety and throwing straight) <b>60m (effective changeover)</b> <b>Running over Obstacles</b></p>	<p>Perform a sprint start if required, adapt running speed dependant on short or long distances, and maintain a controlled running action to the finish line Clean Passover of baton whilst adapting the block position to maximise team performance Coordinate arms and legs to maintain a smooth rhythm and increase distance Coordinate arms, legs and body turn when throwing to increase distance Knows all basic rules of hockey and can apply them within a game. Is able to umpire a game with basic rules.</p>	<p>Perform an explosive sprint start, maintain smooth arm/leg technique and increase speed/ head movement over finish line. Perform a smooth baton transition including a moving Passover with a correct team set-up (e.g. Left to right hand) Synchronise whole body movements to achieve maximum distance/ number of jumps e.g. head position, legs bent, arm swing Synchronise whole body movement including transfer of weight to generate maximum power and distance Knows all basic and some advanced rules of hockey and can apply them in a game Is able to umpire a game using basic and advanced rules.</p>

		Over arm throwing (bean bags) Relay races	Running in straight lines Jump from standing still Stepping then jumping Transition to tennis balls Introduction to holding a baton	Develop awareness of time, duration, distance and speed Develop fluency and coordination in running for speed Choose and apply the best starting position and stride length for the activity <b>Running for Distance</b> Develop awareness of speed and pace judgement in relation to distance Develop fluency in running and walking skills Work together in pairs and as teams Choose appropriate pace for a given distance <b>Throwing</b> Develop the ability to throw for both distance and accuracy Throw using a range of techniques Choose the most appropriate technique for the throwing implement <b>Jumping for Distance</b> Develop fluency and coordination in taking off and landing Develop body position in the flight phase of the jump Use a variety of jumps in different games and activities <b>Relays</b> Develop the skills to make relay changeovers Develop communication skills when working together as a team Choose the best changeover technique for the relay event <b>Multi-Event Challenge</b> Acquire and develop skills in recording and measuring performance Select and apply running, jumping and throwing techniques in competition Select the best technique for the event	developing fluency & rhythm in their movements developing spatial awareness, judge height & distance choose & apply appropriate stride patterns <b>Running for Distance (endurance/ stamina)</b> •developing awareness of speed & pace judgement •developing fluency in running & walking activities •understanding what happens to our bodies with exercise <b>Throwing (fling &amp; Heave)</b> Develop the ability to throw for distance and for accuracy Develop the ability to throw using a range of techniques <b>Jumping for height</b> Develop fluency & technique in a range of approaches & take off positions Learn a variety of different jumping techniques <b>Combinations (triple jump inspired)</b> Explore combinations of different jumps Develop fluency and control in putting together different combinations <b>Relays</b> Develop the skills to make relay changeovers Develop communication skills when working together as a team <b>Multi Event Team Challenge</b> Acquire and develop skills in recording and measuring performance Select and apply running, jumping and throwing techniques in competition		
<b>Rounder Skills</b>	<b>Bowling Batting Fielding Game play Batting Fielding Game play</b>						
<b>Rounders Progression</b>	Ball familiarisation - in hands	Catching (birds nest)	Soft play rounders bat Basic throwing and catching (pairs) Basic hit and run	Introduction to Rounders. Basic throwing and catching. Basic batting and bowling. Be able to underarm bowl using the underarm technique. Show some signs of throwing to a target both under and over arm. Be able to catch a ball from a close distance. Show a target to indicate where I would like to throw to. Be able to grip a bat correctly. Show some signs of being able to strike a ball when batting using a variety of bats (Tennis, flat and rounders) To understand the layout of a rounders pitch and basic game play. Understand the role of some fielding positions.  <i>How to hold a bat / stand</i>	Introduction to Rounders. Basic throwing and catching. Basic batting and bowling. Be able to use the underarm bowl accurately. Show some signs of decision making when fielding (where to throw the ball) Be able to underarm throw to a target continuously. Show some signs of using a long barrier and other fielding techniques. Be able to strike a ball at a slow pace. Show some signs of identifying space to hit the ball. Know where some important fielding positions are and their role and to be able to recite most of the main rules of the game.  <i>Running</i> <i>Bowling - underarm technique</i>	Improving skills in Rounders. Progressing on to improved accuracy when throwing and catching with and deeper understanding of gameplay, rules and tactics. Be able to being to step and bowl with accuracy. Be able to use decision making when fielding. Be able to show some signs of using different throwing techniques (underarm and overarm). Be able to use the long barrier effectively Be able to strike a ball coming at medium pace showing correct batting technique. Be able to strike a ball into space. Know all fielding positions and their role within a game and know all the rules of the game and to follow them with some prompts.	Batting & fielding tactics Fielding - fumble game Fielding - positions in the field Full format rounders Improving skills in Rounders. Progressing on to improved accuracy when throwing and catching with an deeper understanding of gameplay, rules and tactics. Be able to step and bowl with pace and accuracy. Be able to adapt fielding techniques when fielding (long barrier and catching). Be able to use underarm and over throw with accuracy. Be able to consistently strike a ball using correct batting technique. Be able to adapt batting style to strike ball into space effectively. Be able to adapt fielding positions depending on opposition, use tactics

				Throwing and catching (different distances) Fielding 1st base 4 ball rounders	Fielding - beat the ball Batter, bowler, fielder - groups of 6	Running / stopping at bases Underarm and overarm recap (distances) Long barrier Non-stop rounders	within my game and play a full game to the rules independently.  Batting & fielding tactics Fielding - fumble game Fielding - positions in the field Full format rounders
<b>Dance Skills</b>	<b>Movement Choreography Rhythm Sequence Canon Unison</b>						
<b>Dance Progression</b>	Confidently join a wide range of different movements. Confidently use a range of movements to create a short dance. Confidently put my dance to suitable music. Adapt and change my dance to suit a different style. Create a short dance which shows my own ideas and thoughts. create a short dance which shows my own feelings.  <i>Starting and stopping</i> <i>Standing still (freeze)</i> <i>Starting / stopping to music</i>	Starry Skies  Copy basic movement patterns and explore own ideas. Recall short and simple dance movements and perform with control. Perform pair routines involving, different levels, formations and speeds. Respond to music stimuli, to express a variety of moods & feelings. Understanding the variety of movement in our bodies.  <i>Standing and moving into space</i> <i>Freeze in a big / small shape</i> <i>Creating shapes to music</i>	Toys  Copy basic movement patterns and explore own ideas. Recall short and simple dance movements and perform with control. Perform pair routines involving, different levels, formations and speeds. Respond to music stimuli, to express a variety of moods & feelings. Understanding the variety of movement in our bodies.  <i>Moving slow and fast</i> <i>Freeze on different parts of body</i> <i>Working as a duet</i>	Bollywood - Jai ho  Explore Bollywood and be able to perform a taught Bollywood routine. Explore Bollywood and be able to perform a taught Bollywood routine. Be able to retain the dance from prior learning last week. In a partnership or small group create a short dance sequence exploring the Bollywood dance style moves. Choreograph/teach another group. Perform in a group.  <i>Moving and changing levels</i> <i>Personal space (spacial awareness)</i> <i>Moving different parts of the body with music</i>	Street Jazz – A little party  Explore Street Jazz and be able to perform a taught Street Jazz routine. Explore Street Street Jazz and be able to perform a taught Street Street Jazz routine. Be able to retain the dance from prior learning last week. In a partnership or small group create a short dance sequence exploring the Street Street Jazz dance style moves. Choreograph/teach another group. Perform in a group.  <i>Using pathways when dancing</i> <i>Starting and stopping with control and strength</i> <i>Partner work - creating pathways</i>	Streetsdance – Uptown Funk  Perform a taught routine displaying the key features and perform making the routine aesthetically pleasing. Learn a taught routine with the class including a range of movements, levels and speed. In a team create a short dance sequence demonstrating fluency and control within the chosen style. Working effectively as part of a group or partnership choreograph different levels, motif development and speeds. Act on feedback by being able to adapt & refine their routine. Perform in a group. <i>Mirroring in pairs</i> <i>Creativity - move in your own way</i> <i>Short dance sequence - mirroring</i>	Haka – Traditional New Zealand Rugby Dance  Perform a taught routine displaying the key features and perform making the routine aesthetically pleasing, using the whole body (including facial expression). In a duo/group create a short dance sequence demonstrating fluency and control within the chosen style. Working successfully as part of a group or partnership choreograph different levels, motif development and speeds. Use appropriate criteria & terminology, to evaluate their own and others performances. Perform in a group. <i>Leading and following partners</i> <i>Starting and stopping with control, strength and coordination</i> <i>Motif - same actions at the same time</i>
<b>Tennis Skills</b>	<b>Forehand Backhand Volley Serve Match Play</b> LKS2 - Understanding the aim of tennis. Using correct techniques to make contact and play different shots. UKS2 - Introduction to court boundaries/rules of tennis. Playing competitive tennis games and using a range of shots.						
<b>Tennis Progression</b>	Object Control - Summer I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements. I can play alongside others I can take turns and share with a little help  <i>Bounce, catch</i> <i>Changing direction</i> <i>Throwing and catching</i> <i>Super aimer</i> <i>Surfer Dudes</i>	Object Control I can throw an object with one hand I can catch a large ball with two hands I can take part in sending and receiving I recognise changes to my body during exercise  <i>Forehand - roll to roll</i> <i>Backhand - roll to roll</i> <i>Catching in cones</i> <i>Throw to target</i> <i>Basketball</i>	Object Control - Spring I am becoming aware of how I control my body I can roll and control a ball or hoop I can hit a ball with a bat I can throw objects with one hand with some accuracy I can throw objects using under and overarm I can stop a ball with control  <i>Forehand -introduction to throw to throw</i> <i>Backhand - introduction to throw to throw</i> <i>Introduction to the racket</i> <i>Serve - throw to racket</i> <i>Golden Shot</i>	Can hold a tennis racket correctly (V Grip/Handshake grip). Understands the ready position Can make contact with a tennis ball when fed with control. Show signs of understanding the 'C motion'. Understands why the ABC's (Agility, Co-ordination and Balance) are important in tennis. Understands a game should start with a serve. Understands the difference between forehand and backhand.  <i>Forehand - throw to throw</i> <i>Backhand - throw to throw</i> <i>Volley - throw and volley</i> <i>Serve to target</i> <i>Scoring</i>	Uses the ready position when practising and playing in a game situation. Uses the C motion when practising their forehand. Understands and can attempt a backhand shot. Can start a game with an underarm serve. Can aim for a target with a controlled feed. Can attempt to rally with a partner with or without a net. Understand the importance of moving feet when rallying with a partner.  <i>Forehand - rolling rallies</i> <i>Backhand - rolling rallies</i> <i>Volley - Living wall</i> <i>Serve to catch</i> <i>Matchplay scoring</i>	Show understanding on the rules of a singles tennis game. Understands the difference of hitting a ball 'in' and 'out'. Regularly uses the C motion on both forehand and backhand shots. Can move around a court and adjust shots according to where the ball goes. Attempts rallying over a net with a partner. Shows understanding of hitting the ball into space in competitive games.  <i>Forehand - throw, bounce, hit, catch</i> <i>Backhand - throw, bounce, hit, catch</i> <i>Volley - keepy ups</i> <i>Serve - court markings</i> <i>Role of the umpire</i>	Understand the rules of a single tennis game. Can play a game of doubles and recognise the difference in court boundaries. Can successfully rally with a partner over a net. Can play competitively with a partner and use the correct tennis scoring system. Serves diagonally to a partner and understands the 1st and 2nd serve rule.  <i>Forehand - rallies</i> <i>Backhand - backhand</i> <i>Volley - moving towards the net</i> <i>Serve then valley</i> <i>Mini tennis</i>
<b>TAG Rugby Skills</b>	<b>Passing Tackling Attack Match play</b>						

<p><b>TAG Rugby Progression</b></p>				<p>Be able to use the correct technique for passing in rugby (elbows down) To be able to show some signs of passing backwards Be able to show some signs of defence (ripping off tags) Show a target to indicate where I'd like to pass to. Know where space is and try to attack the space. Understand the terms of attack and defence.</p> <p><i>Passing backwards</i> <i>Rats and rabbits</i> <i>Scoring a try (relays)</i> <i>1 v 1</i></p>	<p>Be able to use the correct technique for passing in rugby over a long distance (elbows down) To be able to pass backwards in a game situation Be able to defend in a game situation (ripping off tags) To be able to show some signs of defensive work (working in a line) Identify and attack space within a game situation Understand the role of different positions Mark another player and begin to attempt interceptions. Begin to use attacking and defending concepts in small sided game play.</p> <p><i>Passing - moving forwards / passing backwards</i> <i>Stuck in the mud</i> <i>Knock on</i> <i>2 v 2</i></p>	<p>Be able to use different types of passes in a game (short, long, lofted) Use a range of speeds within a game to support a team in scoring. To be able to identify when to run into space and when to pass. To be able to work effectively in defence, working within a straight line Be able to identify tactics and strategies of attacking an opposition. Be able to implement different positions into games Know how to evade opponents Defend a player and make some successful interceptions when playing as a team.</p> <p><i>Passing and moving to score a try</i> <i>Offside</i> <i>Restarting play</i> <i>3 v 3</i></p>	<p>Be able to know how to use a spin pass with a partner Know which pass is best to use and when in a game and when to use it. Use different attacking strategies within a game To be able to work effectively in defence within a game, working in a straight line Know and lead a team into positions. Position body to defend effectively, making successful tackles. Be able to use evasive techniques in a game e.g. side step</p> <p><i>Passing and moving - avoid being tagged</i> <i>Tacking during a game</i> <i>Lining up to start / restart play</i> <i>7 v 7</i></p>
<p><b>Boccia</b></p>				<p>Exploring sending Understand why we need to be accurate when sending the ball Develop our sending technique and understanding of accuracy Introduce scoring</p>	<p>Consolidating sending with accuracy in Boccia: sending with pace and speed. Tactical play: applying accuracy in our Boccia games. Tactical play:Defending in Boccia.</p>	<p>Sending the ball: Develop our understanding of why we need to be accurate. Sending the ball: refine our sending technique and understanding of accuracy. Sending the ball: applying accuracy in teams.</p>	<p>Creating and applying basic tactics: coaching and officiating Boccia games Pairs and Teams Boccia competitions</p>
<p><b>Swimming and Water Safety</b></p>						<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. 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 [for example, front crawl, backstroke and breaststroke]</li> <li>♣ perform safe self-rescue in different water-based situations.</li> </ul>	
<p><b>Health and Wellbeing</b></p> <p><b>Nutrition</b> Linked to RSHE and Science</p>		<p>Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing</p>	<p>Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking</p>	<p>Exploring relaxation techniques Applying relaxation techniques and using them effectively Performing balanced meditative poses Using props to help us balance in our meditative poses</p>	<p>Creating movements to help express ourselves and our emotions. Using mime to manage positive and negative emotions Using meditative poses to help control and manage our emotions</p>	<p>Explore and understand cardio fitness Explore and understand flexibility fitness Explore and understand strength fitness</p>	<p>Develop a secure understanding of cardio fitness Develop a secure understanding of flexibility fitness Develop a secure understanding of strength fitness</p>

**IMPACT**

At Aughton Junior Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are 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. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsperson. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.