

National Curriculum 2014	Invasion Games (Rugby)	Striking & Fielding (Rounders)	Outdoor & Adventurous Activities	Assessment
<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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ use running, jumping, throwing and catching in isolation and in combination □ play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending □ develop flexibility, strength, technique, control and balance □ perform dances using a range of movement patterns □ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Aim a ball, throwing underarm, overarm, bouncing and kicking, using a target or goal • Travel with a ball using hands and feet • Learn to play to rules of a game • Be aware of space whilst travelling with a ball <p><u>Content</u> In this unit ch learn how to throw, catch and move with a ball. They develop skills in finding space and keeping control of a ball and use basic pitch set-up and simple rules to complete tasks. The unit lays the foundation for future invasion games units in which ch will adapt and develop games themselves, deciding their own rules and which equipment to use.</p>	<ul style="list-style-type: none"> • Establish control whilst throwing, catching, striking and receiving various sized balls • Aim a ball, throwing underarm, overarm, bouncing and kicking, using a target or goal • Hold a suitable bat correctly • Throw a tennis ball as far as possible • Learn to play by rules of a game <p><u>Content</u> In this unit ch learn to throw and catch so that when they are fielding they are able to work together to keep the batters' scores down. They will also learn to strike a ball so that they are able to score runs.</p>	<ul style="list-style-type: none"> • Recognise where they are on a plan of a space (classroom/hall/outdoor space) and find the location of objects • Choose simple approaches to solve a problem set • Plan their actions so they are successful, cooperating with others • Recognise orienteering symbols accurately <p><u>Content</u> In this unit ch take part in simple orientation activities using maps and diagrams. They are set physical challenges and problems to solve, and work on their own and in small groups.</p>	<p>Games Can ch control (stop/catch and pass) a ball of any size with ease during play? Are ch able to move with a ball? Do ch understand about exercise safety and the effects it has on the body?</p> <p>Outdoor & Adventurous Activities Can ch orientate a map to identify their position and direction? Are ch able to cooperate in small groups/pairs? Do ch read maps and recognise necessary symbols?</p> <p>Athletics Can ch recognise when their heart rate and temperature changes and describe why? Are ch able to control a jump from standing, considering their landing? Do ch observe specific rules and skills when throwing with one hand?</p>
	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Jump at distance from standing • Throw suitable objects with just one hand • Change speed when running, i.e. when given a signal • Know how body temperature changes during and after exercise <p><u>Content</u> In this unit ch explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Consider rhythm, pattern, stillness, quick and slow movements • Recognise and talk about movements used • Mirror a partner • Travel in different ways <p><u>Content</u> In this unit ch perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects including some traditional, social and historical dances. They work as a whole class, in small groups and individually.</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Travel using springing actions on hands and feet • Travel up, down, backwards and forwards • Roll the body • Jump high • Link movements and balances • Recognise how movements can be made <p><u>Content</u> In this unit ch focus on improving the quality of their movement, for example, by stretching their fingers and pointing toes to help produce tension and extension. They plan and perform sequences of different actions and link these actions together smoothly.</p>	<p>Dance Can ch control and co-ordinate their own movements? Can ch respond imaginatively to different pieces of music? Can ch create longer dances by adapting movements and motifs?</p> <p>Gymnastics Can ch notice similarities and differences between their own and other's work? Are ch able to select simple actions and movements to create basic sequences, including jumps and rolls?</p>