

National Curriculum 2014	Invasion Games (Football)	Striking & Fielding (Cricket)	Swimming	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 suitably-sized balls accurately towards a target • Travel with a ball using hands (and feet) retaining control • Dribble around a controlled route • Use skills to outwit opposition <p><u>Content</u> In this unit ch develop their dribbling and kicking skills, as well as learning how to keep control of a ball, pass and receive accurately and create and use space well. They learn simple attacking and defending tactics and use them in games with even and uneven sides, considering how to outwit their opponents and get into good positions for scoring goals.</p>	<ul style="list-style-type: none"> • Improve control whilst throwing, catching and striking • Aim suitably-sized balls accurately towards a target • Catch and strike a ball using correct posture <p><u>Content</u> In this unit ch must develop their striking and fielding skills across a 'new' sport, applying previously taught striking skills and honing new, such as how to handle different bats. Throughout the activities the ch must think about how to apply these skills in order to score runs and outwit the opposition.</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><u>Content</u> In this unit ch learn to enjoy being in the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. In all swimming activities, ch have to keep afloat and propel themselves through water.</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 use taught 'tactics' to avoid attackers/defenders?</p> <p>Swimming Are ch able to swim 25m? Do ch know, and use, different strokes?</p> <p>Athletics Can ch maintain speed appropriately when running? And alter for different distances? Can ch recognise when their heart rate and temperature changes and describe why? Are ch growing in confidence when throwing and jumping?</p>
	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> • Consider speed and direction whilst running, changing as necessary • Jump accurately (from a standing position and with a run-up) • Demonstrate a range of throwing actions using a variety of objects <p><u>Content</u> In this unit ch focus on developing good basic running, jumping and throwing techniques. They should be set challenges for time and distance, with focus being to better their own performance rather than competing against one another. The key aim is to focus on achieving the greatest possible speed, height, distance or accuracy.</p>	<p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> • Use drama to emphasise movements • Use gestures, repetition, action and character • Show sensitivity to dance • Copy and mirror a partner • Learn how to incorporate canon into movements <p><u>Content</u> In this unit ch focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups.</p>	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Travel and balance with focus on hands and feet • Travel in directions other than forwards, e.g. sideways, backwards, up and down • Link movements with imagination <p><u>Content</u> In this unit ch will refine their actions and develop further their sequences and movements. They will work with a partner and choose and combine actions from individual sequences to create sequences together. They will also begin to learn that strength and suppleness affect the performance of gymnastic routines.</p>	<p>Dance Are ch able to improvise on their own or with others? Are ch using dance vocabulary to compare and improve their work? 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 link actions and movements with control and coordination?</p>