

## Physical Education (PE)

### Curriculum Principles

#### By the end of Year 6, a student of PE at Dixons Manningham Primary will:

- Have developed a secure foundation of basic movement, balance, co-ordination, flexibility and agility skills which allow students to apply these basic principles to a range of sports.
- Have a secure knowledge of how the body works in response to physical exercise and diet; being able to confidently articulate the changes which occur physiologically during a warm-up and cool down as well as the increased physical demands sport has on their body.
- Know the physical, mental and social benefits of lifelong participation in physical activity and have considered the negative impacts of a sedentary lifestyle.
- Have developed a knowledge of a secure range of Primary level sports and activities alongside leadership and team building skills which will allow them to make informed choices about future sports participation.

In order to maximise participation and enjoyment within PE, units were adapted in 2022-2023. Research shows that students within KS1 exercise fully during PE lessons and generally more active outside of PE lessons. Whereas students in KS2 are less active outside of PE lessons. As such we are trialling a different approach this year with one structured PE lesson per class in KS2 (which follows the National Curriculum) and one Active Lesson, where students are encouraged to choose an activity that they enjoy and be active with that for at least 30 minutes.

Our focus throughout 2022-2023 will be to increase engagement in activity and reduce sedentary time over the course of the year all students will access physical activity in a range of ways including through Forest School.

#### Students will cover the following area of learning across each academic year:

Games (2 units), Dance (1 units), Gymnastics (1 units), Athletics (1 units), Outdoor and Adventure (1 unit)

#### The sequence of knowledge is underpinned by the following strategic anchors:

- being able to talk about the changes to their body when exercising and explain why these changes occur
- lead appropriate warm up and cool downs for others
- utilise running, jumping, throwing and catching in isolation and combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns and take leadership with designing personal routines alongside others
- develop secure flexibility, strength, balance and co-ordination, technique and control
- demonstrate team work and leadership skills across a variety of areas
- demonstrate secure communication skills with others across all areas of learning

#### The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- on the benefits of how physical activity positively impacts on health and well-being across all areas of life, not just during the time when active sports participation is taking place
- promote how being positively engaged with sport/physical activity can have a positive impact on other aspects of 'self', such as self-confidence, resilience, perseverance and relationship development
- PE will work closely with our Science, PSHCE and Heart, Mind, Soul & Health (HMSH) curriculum topics in order to create a well-rounded, fully balanced learning experience which ties in knowledge across the curriculum areas for every key stage

## PE Curriculum Overview

YEAR 1

Cycle 1	Cycle 2	Cycle 3
<p><b>Indoor - Gymnastics Unit 1</b></p> <p>Hop, bounce, spring and skip in different directions; forwards, backwards, sideways</p> <p>Bounce using feet in different combinations and repeat a pattern of movements</p> <p>Jump from one foot to two feet and from one foot to the other foot and understand how to land safely</p> <p>Identify, describe and show 'thin' and 'wide' shapes and turning jumps</p> <p>Understand high and low levels and link two jumps with a low-level movement</p> <p>Apply, adapt and transfer all these ideas, actions and linked movements to simple, low-level apparatus at every stage of learning</p> <p><b>Outdoor - Games Unit 1</b></p> <p>Demonstrate co-ordination when passing a ball around different parts of the body</p> <p>Bounce and pat-bounce a ball with a degree of control</p> <p>Understand how to send, receive, kick and dribble a ball and practise to improve the skills</p> <p>Show a degree of control when sending and receiving a range of equipment</p> <p>Understand that they must 'get in line' with a ball to receive it</p> <p>Send a ball in various ways to play individual or partner target games</p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p> <p><b>Outdoor - Team Building</b></p> <p>See user manual from team building at school scheme. Developing;</p> <p>Physical fitness</p> <p>Problem solving skills</p> <p>Team building</p> <p>Resilience</p> <p>Co-operation</p> <p>Creativity</p> <p>Communication</p>	<p><b>Indoor - Games Unit 2</b></p> <p>Know and show, both individually and in pairs, how to throw and catch using a variety of apparatus</p> <p>Send a ball, beanbag or quoit one-handed, using underarm throw, roll or kick</p> <p>Aim consistently into, between, at or over a variety of targets using a range of small equipment</p> <p>Understand the concept of aiming games and how to make their games harder</p> <p>Play an aiming game co-operatively with a partner and keep score</p> <p><b>Outdoor - Athletics Unit 1</b></p> <p>Demonstrate some basic jumps and show very simple combinations</p> <p>Move at different speeds with some control</p> <p>Demonstrate the underarm throw and the basic two-handed push throw</p> <p>Engage in challenges with some confidence and success</p> <p>Describe what happens to breathing and temperature as they move</p> <p>Identify some different ways of travelling, jumping and throwing</p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p> <p><b>Outdoor - Games Unit 3</b></p> <p>Steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms</p> <p>Balance a ball on a bat when standing or walking</p> <p>Hit a ball with a bat, upwards and downwards, with some control</p> <p>Send a ball along the ground and through the air for a partner to catch or receive</p> <p>Understand and show skipping with a rope</p> <p>Use steering, hitting along the ground and through the air for a partner to receive</p> <p>Understand and show skipping with a rope</p> <p>Use steering, hitting along the ground and hitting in the air to play individual and co-operative target games</p>	<p><b>Indoor - Gymnastics Unit 2</b></p> <p>Demonstrate different ways of travelling on small and large parts of the body</p> <p>Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations</p> <p>Balance upon large body parts and know how to vary the shape of the balances</p> <p>Select two balances and link them together showing control and change of speed</p> <p>Make a simple balanced shape for a partner to step over or travel underneath</p> <p>Select, apply, adapt and transfer knowledge skills and understanding to simple apparatus at every stage of learning</p> <p><b>Outdoor - Outdoor and Adventurous</b></p> <p>Use careful observation skills</p> <p>Communication and collaborate with a partner</p> <p>Begin to use knowledge of the world to group items according to natural and unnatural</p> <p>Work co-operatively as a team to solve a problem</p> <p>Respond positively to challenge within a group situation</p> <p>Use tactics to respond to increasing pressures/limits</p> <p>Widen sensory experiences to develop communication, co-operation and teamwork</p> <p>Develop understanding of simple orientation &amp; movement around areas</p> <p>Succeed finding a range of objects</p> <p><b>Forest School</b></p> <p>.....</p> <p><b>Indoor - Games Unit 4</b></p> <p>Play safely with a partner in running games and when using equipment</p> <p>Throw and catch individually and in pairs using a variety of apparatus including hoops</p> <p>Kick and dribble a ball with control and roll and retrieve a hoop</p> <p>Practise and develop standing and receiving skills in co-operative games with a partner</p> <p>Demonstrate how to change the game to make it harder</p> <p><b>Outdoor - Athletics Unit 2</b></p> <p>Demonstrate basic jumps and make up simple combinations with a partner</p> <p>Move at different speeds and change direction with a pivot action</p> <p>Demonstrate the overarm throw and show increasing accuracy into targets</p> <p>Use skills to meet different challenges</p>

		Describe what happens to their heart, breathing and temperature when they engage in different types of activity Explain what they have to do to perform better
<p><b>Indoor - Gymnastics Unit 1</b></p> <p>Show various ways of travelling and balancing with the body close to or far away from the ground or apparatus</p> <p>Understand and demonstrate various ways of travelling and balancing with different parts of the body being the highest point or the closest to the ground</p> <p>Take weight confidently on hands to lift the feet high</p> <p>Plan and link together two or three movements showing control and co-ordination and an awareness of contrast in speed</p> <p>Travel underneath a partner who is holding a balanced bridge position</p> <p>Transfer, modify and apply the ideas and linked movement to the appropriate apparatus at every stage of learning, with the emphasis being on body parts close to, and far away from, the apparatus</p> <p><b>Outdoor - Games Unit 1</b></p> <p>Throw, catch and bounce with one or two hands or different parts of the body using a variety of equipment</p> <p>Understand and use 'beat your own record' activities to put skills under pressure and improve performance</p> <p>Throw, catch and bounce when in a stationary position or moving about the playing area and aiming on a target</p> <p>Understand and use a range of strategies for making games harder</p> <p>Understand how to make up rules and score points</p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p> <p><b>Outdoor - Team Building</b></p> <p>See user manual from team building at school scheme. Developing;</p> <p>Physical fitness</p> <p>Problem solving skills</p> <p>Team building</p> <p>Resilience</p> <p>Co-operation</p> <p>Creativity</p> <p>Communication</p>	<p><b>Indoor - Games Unit 2</b></p> <p>Send and receive with consistency, co-ordination and control using a variety of equipment</p> <p>Demonstrate accuracy when using hands and feet in different ways to pass or aim</p> <p>Understand and use simple tactics</p> <p>Observe and copy a partner's game then improve it</p> <p>Choose and use appropriate equipment for the games they create with a partner and individually</p> <p>Make up rules and know how to make a game harder</p> <p><b>Outdoor - Athletics Unit 1</b></p> <p>Use various take-offs and landings to jump for height and distance</p> <p>Run to create an even pace</p> <p>Demonstrate the underarm throw for accuracy and distance</p> <p>Use skills they have developed to meet different challenges</p> <p>Describe what happens to their breathing and temperature when they have been moving in different ways</p> <p>Watch a partner and describe what they are doing</p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p> <p><b>Outdoor - Games Unit 3</b></p> <p>Show continuous and controlled dribbling with feet, hands, bat or stick and know how to change the speed and direction</p> <p>Understand and demonstrate striking, passing and receiving with a partner using a range of equipment</p> <p>Identify and use simple attacking and defending strategies</p> <p>Play co-operative and competitive striking, net and invasion type games with a partner</p> <p>Know how to score and understand how to improve</p>	<p><b>Indoor - Gymnastics Unit 2</b></p> <p>Understand and show different pathways on the floor – straight, zig-zag and curving and travel along them in different directions</p> <p>Show an understanding of different speeds and levels</p> <p>Understand and identify appropriate movement to travel along different shaped pathways</p> <p>Select and link together three different ways of travelling to create an interesting pathway – beginning, middle and end</p> <p>Observe and copy a partner in formation to show different pathways and link appropriate movement</p> <p>Transfer and apply the knowledge, understanding, individual skills and linked movements to apparatus at every stage of learning</p> <p><b>Outdoor - Outdoor and Adventurous</b></p> <p>Follow a trail carefully</p> <p>Remember a set of items</p> <p>Learn how to communicate effectively</p> <p>Work with a partner</p> <p>Practise working as a team to solve problems</p> <p>Widen sensory experiences</p> <p>Develop communication, co-operation &amp; team work</p> <p>Develop understanding of simple plans</p> <p>Familiarise with simple plans</p> <p>Understand the idea of a 'birds eye view'</p> <p>Use and experiment with a range of positions and decide on the best ones</p> <p><b>Forest School</b></p> <p>.....</p> <p><b>Indoor - Games Unit 4</b></p> <p>Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills</p> <p>Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills</p> <p>Play with confidence in varying group formations</p> <p>Invent rules and explain how they can improve a game</p> <p>Understand and use simple tactics to work as a team</p> <p><b>Outdoor - Athletics Unit 2</b></p> <p>Demonstrate a range of take-off and landings and combine some of them into patterns of jumping</p>

		<p>Show the difference between running at speed and jogging and be able to maintain a steady rhythm</p> <p>Take part in a relay activity</p> <p>Throw with increasing accuracy using a variety of games equipment</p> <p>Use different techniques for running, jumping and throwing</p> <p>Describe what happens to their heart-rate and temperature when they have been active</p> <p>Explain what is successful and what they have to do to perform better</p>
<p><b>Indoor - Gymnastics Unit 1</b></p> <p>Travel showing a range of stretched, curled and arched shapes and join together two or more contrasting actions</p> <p>Demonstrate stretched arched and curled balances on different body parts showing an understanding of high, medium and low positions</p> <p>Identify and perform matching shapes with a partner, facing each other, one behind the other, side by side or passing over a partner</p> <p>Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds and be able to identify what adaptations were required to enhance overall performance</p> <p>Adapt and transfer all these ideas and skills onto apparatus at every stage of learning</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p>	<p><b>Indoor - Games Unit 2</b></p> <p>Demonstrate previously learned skills in independently constructed group games</p> <p>Work co-operatively and creatively in a group of specified numbers to achieve a given objective using a limited choice of equipment</p> <p>Plan and adjust rules and strategies to make the game fairer, safer and more challenging</p> <p>Describe the format and intention of the game and explain why particular rules have been made</p> <p>Watch other games and recognise where they could be improved</p> <p>Know how to use space in a game</p> <p>.....</p> <p><b>Active Learning &amp; Forest School</b></p> <p>.....</p> <p><b>Indoor – Athletics</b></p> <p>Run consistently and smoothly over different distances</p> <p>Demonstrate different combinations of jumps</p> <p>Throw a range of implements consistently and accurately</p> <p>Recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situation</p> <p>Understand about pacing their activity</p> <p>Carry out mobility and warm up activities safely</p> <p>Observe and describe specific aspects of running, jumping and throwing styles</p>	<p><b>Indoor - Gymnastics Unit 2</b></p> <p>Know what symmetry and asymmetry means and identify and demonstrate symmetrical and asymmetrical balances on different body parts</p> <p>Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, working on different levels</p> <p>Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others</p> <p>Perform a simple matching sequence side by side with a partner to show symmetrical and asymmetrical shapes</p> <p>Further develop work by adapting and transferring ideas and skills onto appropriate apparatus at every stage of learning</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Indoor - Games Unit 3</b></p> <p>Strike a ball with confidence and control and direct it accurately into a simple target area</p> <p>Receive the ball from one direction and throw or strike it away in another direction</p> <p>Understand and identify good striking and fielding techniques</p> <p>Make judgements about how best to intercept a ball travelling towards, to one side, or beyond the fielder</p> <p>Combine the skills to play effectively in a small sides striking/fielding game and use simple attacking and defending tactics</p> <p>Understand and demonstrate the roles of a bowler, striker, fielder, backstop and wicket keeper</p>
<p><b>Indoor - Gymnastics Unit 1</b></p> <p>Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases</p> <p>Demonstrate a variety of balanced positions, including ones with feet high and understand about body tension and quality of performance</p> <p>Understand that the same base can support different shaped balances and demonstrate contrasting shapes</p>	<p><b>Indoor - Games Unit 2</b></p> <p>Negotiate, plan and make collective decisions of the nature, shape and construction of the game</p> <p>Select and use skills and tactics appropriate for the type of game</p> <p>Understand and transfer principles of play from known games to use in their own game</p> <p>Make up rules and be prepared to modify them to make the game more challenging</p>	<p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p>

<p>Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls</p> <p>Transfer and extend all these ideas and skills onto suitable complex arrangements of apparatus at every stage of learning</p> <p>.....</p> <p><b>Active Learning &amp; Swimming</b></p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p>	<p>Adapt rules in agreement with others</p> <p>Work co-operatively in groups of varying sizes to organise and keep their game going</p> <p>.....</p> <p><b>Active Learning, Swimming &amp; Forest School</b></p> <p>.....</p> <p><b>Indoor - Gymnastics Unit 1</b></p> <p>Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases</p> <p>Demonstrate a variety of balanced positions, including ones with feet high and understand about body tension and quality of performance</p> <p>Understand that the same base can support different shaped balances and demonstrate contrasting shapes</p> <p>Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls</p> <p>Transfer and extend all these ideas and skills onto suitable complex arrangements of apparatus at every stage of learning</p>	<p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p> <p>.....</p> <p><b>Active Learning &amp; Swimming</b></p> <p>.....</p> <p><b>Indoor - Games Unit 2</b></p> <p>Negotiate, plan and make collective decisions of the nature, shape and construction of the game</p> <p>Select and use skills and tactics appropriate for the type of game</p> <p>Understand and transfer principles of play from known games to use in their own game</p> <p>Make up rules and be prepared to modify them to make the game more challenging</p> <p>Adapt rules in agreement with others</p> <p>Work co-operatively in groups of varying sizes to organise and keep their game going</p>
<p><b>Indoor - Gymnastics Unit 1</b></p> <p>Identify and show a range of bridge shapes with back, front or side of the body towards the floor/apparatus</p> <p>Understand and demonstrate a variety of high and low level bridges and join to together with a rolling movement</p> <p>Travel in different directions showing a variety of bridge shapes</p> <p>Understand how to move smoothly into and from a variety of bridge shaoes individually and with a partner and create a sequence using variations in levels speeds and directions</p> <p>Understand the range of movements necessary to create a balanced sequence and be able to recognise when one is absent</p> <p>Transfer and extend all these ideas and skills into apparatus at every stage of learning</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p>	<p><b>Indoor - Games Unit 2</b></p> <p>Choose and use skills which meet the specific needs of the ball handling invasion games</p> <p>Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal</p> <p>Demonstrate a range of skills, using one or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst moving</p> <p>Find and use space to help their team and use a variety of tactics to keep the ball</p> <p>Work as a team in various small sided ball handling games and be able to transfer common principles of play and basic attacking strategies across the games</p> <p>.....</p> <p><b>Active Learning &amp; Forest School</b></p> <p>.....</p> <p><b>Indoor - Dance</b></p> <p>Focus on balance, co-ordination, movement &amp; rhythm.</p> <p>Sequences of dance movements as a whole class group and smaller break off groups.</p> <p>Short performances and feedback.</p> <p>Difficulty and technical level increases as year groups progress through school.</p> <p>Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc</p>	<p><b>Indoor - Gymnastics Unit 2</b></p> <p>Identify and show the five basic jumps and demonstrate a variety of clear body shapes in the air</p> <p>Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variations in pathway</p> <p>Spring from feet to hands and back to feet again</p> <p>Join together with a partner in a controlled manner a jump and roll to show contrasting body shapes</p> <p>Compose a sequence showing two different jumps, landings and rolls, and one action of flight taking weight from feet to hands to feet</p> <p>Transfer all these skills and principles to suitable apparatus with safe and adequate landing areas</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Indoor - Athletics Unit 2</b></p> <p>Sustain their pace over longer distances</p> <p>Throw with greater control and accuracy</p> <p>Performa a range of jumps showing control and consistency at both take-off and landing</p> <p>Work safely in small groups and take turns</p> <p>Understand the principles of take-over and apply them at speed</p> <p>Understand and perform a range of warm up activities</p> <p>Watch a partner's performance. Identify good point and suggest ways of improving</p>



<p><b>Outdoor - Games Unit 1</b></p> <p>Understand and demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills when kicking or using an implement and adapt them to meet the needs of the situation</p> <p>Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal</p> <p>Know and understand the positions they play and identify and show specific attacking and defending skills</p> <p>Understand how to organise their team into different formations to concentrate more on attack or defense and recognise how to transfer these principles to other invasion games</p> <p>Recognise and describe the best parts in an individual or team performance; identify aspects that need improvement and suggest how to improve them</p> <p>.....</p> <p><b>Active Learning &amp; Forest School</b></p> <p>.....</p> <p><b>Outdoor - Team Building</b></p> <p>See user manual from team building at school scheme. Developing;</p> <p>Physical fitness</p> <p>Problem solving skills</p> <p>Team building</p> <p>Resilience</p> <p>Co-operation</p> <p>Creativity</p> <p>Communication</p> <p><b>Residential – Outdoor &amp; Adventurous</b></p>	<p><b>Outdoor - Athletics Unit 1</b></p> <p>Sustain their pace over longer distances</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Know and understand the basic principles of relay take overs and confidently take part in relay races</p> <p>Explain how warming up can affect performance and perform a range of warm up activities</p> <p>Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Outdoor - Games Unit 3</b></p> <p>Know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds</p> <p>Bowl in competitive situations and understand strategies that can be deployed between bowler, wicket keeper, back-stop and bases</p> <p>Field the ball and return it with an overarm throw and know when to run after hitting the ball</p> <p>Play confidently and effectively in a range of small sided striking/fielding games and work as a team</p> <p>Recognise and identify what needs to be improved in their performance and can suggest ways of doing it</p>	<p><b>Outdoor - Games Unit 4</b></p> <p>Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when playing in ball-handling invasion games and adapt them to meet the needs of the situation</p> <p>Play in a range of small sided games and make effective choices about when, how and where to pass so they retain possession and progress towards an opponent's goal</p> <p>Know and understand the positions they play and identify and show specific attacking and defending skills</p> <p>Understand how to organise their team into different formations to concentrate more on attack or on defence; recognise how to transfer these principles to other invasion games</p> <p>.....</p> <p><b>Active Learning</b></p> <p>.....</p> <p><b>Outdoor - Athletics Unit 2</b></p> <p>Sustain their pace over longer distances</p> <p>Throw with greater control, accuracy and efficiency</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Know and understand the basic principles of relay take overs and confidently take part in relay races</p> <p>Explain how warming up can affect performance and perform a range of warm up activities</p> <p>Watch a performance and be able to pick out the main strengths and weaknesses and suggest improvements</p>
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