



- R eaching the highest possible outcomes for children
- A ccepting and embracing our differences
- E veryone thriving in a secure, safe and happy environment
- B elonging to our community and being a good citizen
- U nderstanding that education is a precious gift
- R especting ourselves and others by setting high standards
- N ever giving up- learning from our mistakes

## Physical Education at Raeburn Primary School

## PE at Raeburn Primary School

Intent			
High Expectations	Modelling	Vocabulary	Inclusion
<p>All children at Raeburn are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach. Where children need adaptations and scaffolding, this is put in place so progress is enabled for ALL learners.</p>	<p>Modelling is employed in every PE lesson and provides examples of what is expected, demonstrating high expectations. This may be in the form of teacher modelling, modelling from peers or through a video demonstration.</p>	<p>We aim to embed vocabulary within our PE lessons and curriculum. Children will be taught the vocabulary to match the skill they are learning. This is often explicit in planning.</p>	<p>The needs of all children are supported and catered for in an approach that encourages children to reach their personal best. Where necessary, adapted teaching is employed to ensure this. This is presented in planning under 'differentiation' and follows the STEP principle - altering Space, Task, Equipment, People to make a task more or less challenging.</p>
Knowledge and concepts	Skills	British Values	Cultural Capital
<p>Cross-curriculum links are made explicit through the whole school focus on maximising outdoor learning including our link to Forest School and exploring our outdoor space. Learning is supported and enhanced through a range of curriculum sporting activities e.g.</p> <ul style="list-style-type: none"> <li>● Tag rugby</li> <li>● Football</li> <li>● Netball</li> <li>●</li> </ul> <p>High Five, football cup competitions, tennis, gymnastics, athletics, quidditch, kin ball, hockey, outdoor and adventurous activities.</p>	<p>All children will gain the key physical education skills as well as social and emotional skills. These skills are cross-curricular and transferable behaviours for both in and outside of school. Swimming and water safety is taught in KS2 and extra opportunities are taken to continue to improve the 25m swimming percentage. Children develop and apply fundamental movements within every PE lesson.</p> <p>Skills are developed throughout these curriculum areas:</p> <p>Gymnastics Dance Athletics Health and Fitness Fundamental skills Linking actions Sending and receiving Keeping possession in games Tactics and strategies in games Creating and closing space in games Outdoor adventurous activities Boccia</p>	<p>British Values are integral in all areas of our curriculum. Each classroom has a display and when elements of British Values are addressed in curriculum areas, these will be recorded on the display and outlined with children. Examples of this may include.</p> <p><b>Democracy:</b></p> <ul style="list-style-type: none"> <li>● Pupils are taught different responsibilities and roles within games.</li> <li>● Children are taught how to work within a team and teamwork is one of the Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times - stickers are given out.</li> <li>● Pupil voice - ideas from the children e.g. basketball nets have been prioritised after basketball was requested through a pupil questionnaire.</li> <li>● HMHB - our sports crew often provide and implement ideas and suggestions to develop sports and PE within school.</li> </ul> <p><b>The Rule of Law:</b></p> <ul style="list-style-type: none"> <li>● Pupils are taught to respect the rules and conduct required within different sports and activities.</li> <li>● Children are taught how to understand good sportsmanship and respond appropriately to both victory and defeat.</li> <li>● Pupil voice - ideas from the children e.g. netball has been prioritised after it was requested through a pupil questionnaire.</li> <li>● Children work within the rules in a variety of games and activities in different sized groups.</li> <li>● Children apply necessary conduct and social skills within competition</li> <li>● Honesty and respect are part of our Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times - stickers are awarded.</li> </ul> <p><b>Tolerance &amp; Mutual Respect:</b></p> <ul style="list-style-type: none"> <li>● Pupils are taught to respect teammates, opponents, officials and equipment.</li> <li>● Respect is part of our Wirral School Games values. These are promoted on the display board, in lessons, at competitions and during break times.</li> <li>● Pupils are taught to respect differences</li> <li>● Children are given a wide range of opportunities to express themselves in a range of events and competitions</li> </ul> <p><b>Individual Liberty:</b></p> <ul style="list-style-type: none"> <li>● Children are encouraged and given opportunities to make judgements on themselves and others' performances</li> <li>● Children are encouraged and given opportunities during lessons, breaks, clubs and competitions to achieve their personal best.</li> </ul>	<p>Children are to understand the importance of leading a healthy active lifestyle and are provided the social, mental and physical skills necessary to do so. All pupils are provided a range of opportunities within lessons, breaks, trips, competitions and events. We also provide bike proficiency and safety sessions in year 5 through bikeability.</p>

Implementation		
Curriculum(concepts, knowledge and skills)	Reading across the curriculum	Vocabulary
<p>Following the National Curriculum guidance high-quality PE education should engage, inspire and challenge pupils. The PE National Curriculum has four main strands to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>● <b>develop competence to excel in a broad range of physical activities.</b></li> <li>● <b>are physically active for sustained periods of time.</b></li> <li>● <b>engage in competitive sports and activities.</b></li> <li>● <b>lead healthy, active lives.</b></li> </ul> <p>Please see table below explaining how Raeburn implement this.</p>	<p>Children use research methods such as I pads to explore ideas related to PE. For example, classes researched and displayed information related to a chosen country from the world cup. Furthermore, Year 5 pupils created and presented slideshows on the Commonwealth games. These reading skills are important when presenting their ideas to their peers. Children learn about key sporting figures and events through our wider curriculum offer.</p>	<p>Oracy is expected in all lessons, including strategies such as:</p> <ul style="list-style-type: none"> <li>My Turn Your Turn</li> <li>Think Pair Share</li> <li>High Quality Questioning</li> <li>Partner and group coaching and modelling</li> </ul>
Inclusion	Assessment	CPD
<p>All children are provided with their full entitlement to Physical Education. We develop and consolidate learning by designing practice, generation and retrieval tasks to support children's high success rate of securing critical knowledge and skills.</p>	<p>Assessment is an integral and ubiquitous component of the curriculum. Formative Assessment is embedded through lessons and used to support children's development. Sonar is used at the end of each term to make a judgement of pupil attainment</p>	<p>SHaDoW Project Yoga Bears ActiveLearn TRFC in the community Level 5 PE Specialism</p>
Monitoring	Whole School/Parental involvement	Cultural Capital
<p>Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice,, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject.</p>	<ul style="list-style-type: none"> <li>● Regular competition opportunities (gold in WSG) which children can take part at an inspire and aspire level.</li> <li>● Edsential Competitions for all - lots more participation in a range of different sports at different levels.</li> <li>● Parents informed of PE on a termly basis through newsletters</li> <li>● Updates through the website and parentApp</li> <li>● Regular updates and celebrations on Twitter</li> <li>● Sports day in which parents are invited and can join in</li> </ul>	<ul style="list-style-type: none"> <li>● Trips</li> <li>● Visitors</li> <li>● Inspirational figures and speeches</li> <li>● competitions</li> <li>● events</li> <li>● Hello yellow day</li> <li>● key celebration events (world cup)</li> </ul>
Whole school displays	<p>All classrooms have British Values displays. All classrooms had displays showing their support for a team in the world cup Subject Lead to ensure the whole school display is updated, showing clubs, competitions, #beyondRaeburn, pupil voice, curriculum and external club links</p>	

Impact			
Pupil Voice	Evidence in Knowledge	Evidence in skills	Outcomes
<p>Evidence collected from pupil voice- Children are enthusiastic about PE. They enjoy the opportunity for competition. They are able to talk about teacher modelling and say that teachers "make it easier or harder for us" and "change the equipment or place .'</p>	<p>Children are regularly questioned through quiz activities at the beginning of the lesson to consolidate learning. Every child's progress is discussed in regular Pupil Progress Meetings. Children recognise the impact and benefits of physical activity on mental health and wellbeing.</p>	<p>In EYFS: Focus on individual motor skill development and fun skill-based games. In KS1: Further develop motor skills in different situations using a wider range of equipment. Develop running, jumping, throwing and catching. In LKS2: Complexity of skills and movements increases. greater focus on using skills in competitive and non-competitive games that are modified appropriately. In UKS2: Skills will be developed in more competitive situations. Children show increased flexibility, strength and balance in different activities.</p>	<p>Children meet the intended lesson outcomes and use these skills both in and outside of school. Children understand the impact of physical activity on their own body and make links to their scientific understanding. Children develop a wider range of subject specific vocabulary. The Sports Premium Funding Plan, governors' reports, pupil voice and regular monitoring assess and evaluate the impact of improvement initiatives. Measurable impact of swimming</p>

			through high swimming percentage over 25m and an increased competitive nature at sport competitions, in addition to more children reaching swimming level 4 and above.
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## The PE National Curriculum has 4 main strands to ensure that all pupils:

develop competence to excel in a broad range of physical activities.	are physically active for sustained periods of time.	engage in competitive sports and activities.	lead healthy, active lives.
<p>At Raeburn, we put motor competence at the forefront of our PE curriculum. This is a person's ability to make a range of physical actions which include coordinating fine and gross motor skills. These are fundamental to participate in everyday activities as well as playing and partaking in physical activity. It is important that all pupils develop a good level of fundamental movement skills in early years so they are able to progress from simple to complex patterns of movements. Our curriculum enables children to revisit these throughout each topic.</p>	<p>At Raeburn, we offer 2 hours of PE each week to ensure that our children are physically active. We include regular brain breaks in our classroom and use active learning as much as we can. We have recently introduced OPAL (Outdoor Play and Learning) and have stopped all queuing at lunchtimes to ensure that our children are active for longer on their breaks.</p>	<p>At Raeburn, we pride ourselves on offering a range of different extracurricular sporting activities and events. We have been awarded WSG (Wirral School Games) Gold award) for several years and attend many different events. We also attend lots of Edsential Competitions for All events which inspires all pupils to take part in new activities.</p> <p>Our curriculum is designed with a strong emphasis on invasion games to give children the opportunity to experience a range of sports.</p>	<p>At Raeburn, it is important for pupils to make connections between their knowledge of health and how it applies to physical activity. Otherwise, pupils will struggle to make informed decisions about how to participate in physical activity in a healthy way. Pupils' interest can be increased by teaching how the body works, so that they can understand the relationships between activity and its effect on the body.</p> <p>Developing knowledge of the broader aspects of physical activity allows pupils to be able to make informed choices about their own participation outside of school.</p>

# PE at Raeburn Primary School - Curriculum Overview

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>EYFS</b>	Baseline Assessments / Introduction to PE lessons		Fundamental Skills Agility, Balance, Coordination, Jumping, Running,		Yoga Agility, Balance, Coordination,		Gymnastics Agility, Balance, Coordination, Jumping, Flexibility, Strength		Multi-Skills (Sports Day)  Throwing Catching Agility Coordination	Shadow Dance - Disney Agility Balance Coordination Jumping	Games – Ball Skills  Throwing Catching Agility Coordination Running	
<b>Year 1</b>	Playground Games	Gymnastics	Shadow Dance - Nativity	Fundamental Skills	Fundamental Skills	Sending and Receiving	Health and Fitness	Athletics	Yoga	Sports Day Skills	Games	Games
<b>Year 2</b>	Gymnastics	Yoga (Cosmic)	Shadow Dance - Nativity	Fundamental Skills	Fundamental Skills	Sending and Receiving	Dance (1960s)	Health and Fitness	Athletics	Sports Day Skills	Games	Games
<b>Year 3</b>	Gymnastics	Sending and Receiving – Tag Rugby	Dodgeball	Keeping Possession – Hockey	Sending and Receiving – Tennis	Keeping Possession – Netball	Athletics	Shadow Dance - Caribbean Cantarta	OAA	Linking Actions – Cricket	Swimming / Yoga	Keeping Possession - Football
<b>Year 4</b>	Gymnastics	Linking Actions – Tag Rugby	Dodgeball	Health and Fitness	Shadow Dance - Dance Festival	Keeping Possession – Basketball	Athletics	Swimming / Yoga	Sending and Receiving – Tennis	Sending and Receiving - Cricket	OAA	Keeping Possession – Football
<b>Year 5</b>	Shadow Dance - Street Dance	Creating and Closing Space – Tag Rugby	Swimming / Yoga	Tactics and Strategies – Hockey	Gymnastics	Creating and Closing Space – Netball	Athletics	Health and Fitness	Boccia	Linking Actions – Cricket	OAA	Linking Actions – Football
<b>Year 6</b>	Gymnastics	Creating and Closing Space – Tag Rugby	Dodgeball	Linking Actions – Hockey	Boxercise	Tactics and Strategies – Netball	Athletics	Linking Actions – Tennis	Yoga	Tactics and Strategies - Cricket	Shadow Dance - Leavers	OAA
<b>Values</b>	<b>Respect</b>  Respect the equipment Respect the teacher Respect the rules Respect each other Respect yourself		<b>Kindness</b>  Don't be too competitive Playing fair Looking out for each other Staying safe		<b>Curiosity</b>  Ask questions Be ready to learn Try new things Get involved Improve performance		<b>Responsibility</b>  Play your position Play as part of a team Perform as instructed Be safe and sensible Take on a leadership role		<b>Resilience</b>  Never give up Try your best Stick to the plan Keep trying Try something new		<b>Positivity</b>  Enjoy the activity Look on the bright side Appreciate and be grateful Praise others What went well?	

# EYFS PE at Raeburn Primary School

EYFS (Mostly fundamental skills based)						
	<u>Dance</u>	<u>Yoga</u>	<u>Dynamic Balance (jumping and landing)</u>	<u>Static Balance (Seated balance/ floor work)</u>	<u>Counter Balance</u>	<u>Co-ordination (ball skills/ Sending and receiving)</u>
<b>Key knowledge (I know/ understand ...)</b>	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and others</p> <p>Performance: perform short phrases of movement in front of others</p>	<p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Breathing - Know that slow breathing can make me feel calm.</p> <p>Strategy: understand that yoga can make me feel happy</p>	<p>Keep my feet a shoulder width apart.</p> <p>Keep my head up as I land.</p> <p>Bend my knees on take-off and on landing.</p>	<p>Keep my head up and still.</p> <p>Keep my tummy tight.</p> <p>Keep my back straight.</p> <p>Keep my hands in line with my shoulders.</p> <p>Keep my knees in line with my hips.</p> <p>Keep my back straight and tummy tight.</p>	<p>Keep my tummy tight.</p> <p>Keep my back straight and head up.</p> <p>Hold on to my partner's forearms and communicate with them.</p>	<p>Keep my tummy tight and weight through my bottom.</p> <p>Use my fingers to move the ball.</p> <p>Focus on moving the ball smoothly rather than on speed.</p> <p>Use backswing and follow through when sending.</p> <p>Adopt a good 'ready position' (weight on balls of feet, wide base).</p> <p>Keep my eyes focused on the ball.</p>
<b>Key Skills (I can...)</b>	<p>I can join a range of different movements together.</p> <p>I can change the speed of my actions.</p> <p>I can change the style of my movements.</p> <p>I can create a short movement phrase which demonstrates my own ideas.</p> <p>I can control my body when performing a series of movements.</p>	<p>Flexibility: explore new poses and movements by copying and repeating</p> <p>Strength: explore strength whilst beginning to perform simple poses..</p> <p>Strategy: recognise my own feelings and begin positive talk about myself.</p> <p>Use stories to engage in the yoga topics.</p>	<p>I can achieve good take off and height.</p> <p>I can land with balance and control.</p> <p>I can land softly and quietly.</p> <p>I can jump from 2 feet to 2 feet forwards, backwards and sideways.</p>	<p>I can balance with hands/feet up for 10 seconds.</p> <p>I can balance with minimum wobble (control).</p> <p>I can maintain balance without strain.</p> <p>I can reach and pick up an object and move it to the other side in a seated balance.</p> <p>I can maintain balance throughout.</p> <p>I can balance and hold the correct position.</p> <p>I can balance with control when changing balance/position.</p>	<p>I can maintain balance throughout.</p> <p>I can move smoothly and with control.</p> <p>I can coordinate movements with my partner.</p> <p>I can sit with a partner holding hands, lean in together and then apart.</p>	<p>I can maintain control of the ball.</p> <p>I can move the ball in both directions.</p> <p>I can move the ball smoothly and fluently.</p> <p>I can roll the ball around my body and up from my toes to my neck.</p> <p>I can send with good accuracy and weight.</p> <p>I can get in a good position to receive.</p> <p>I can collect the ball safely.</p> <p>I can catch a ball after one bounce.</p>

# PE National Curriculum Subject Content.

## KS1

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:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## KS2

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:

- use running, jumping, throwing and catching in isolation and in combination 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Progression of Skills and Knowledge throughout the PE Curriculum at Raeburn Primary School

Raeburn follows the PE + scheme by Edsential. Please see the knowledge organisers folder to see the progression from Year 1 – Year 6. Please see additional Dance, Yoga and swimming below.

Shadow Dance Progression						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Key knowledge (I know/ understand ...)</b>	<p>understand that actions can be sequenced to create a dance. understand that I can create fast and slow actions to show an idea.</p> <p>understand that there are different directions and pathways within space.</p> <p>understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>know that if I use exaggerated actions it helps the audience to see them clearly</p>	<p>know that sequencing actions in a particular understand that I can change the way I perform actions to show an idea.</p> <p>know that I can use different directions, pathways and levels in my dance.</p> <p>know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>know that using facial expressions helps to show the mood of my dance.</p> <p>know that if I practice my dance my performance will improve.</p>	<p>understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>understand that all actions can be performed differently to help to show effect.</p> <p>understand that I can use space to help my dance to flow.</p> <p>understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>understand that I can use timing techniques such as canon and unison to create effect.</p>	<p>understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>understand that space can be used to express a certain character, mood or idea.</p> <p>know that being aware of other performers in my group will help us to move in time.</p> <p>know that I can select from a range of dance techniques to translate my ideas.</p>	<p>understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>understand that different dance styles utilise selected dynamics to express mood.</p> <p>understand that space relates to where my body moves both on the floor and in the air.</p> <p>understand that different dance styles utilise selected relationships to express mood.</p> <p>understand what makes a performance effective and know how to apply these principles to my own and others' work.</p>	<p>understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>understand how a leader can ensure our dance group performs together.</p> <p>know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>
<b>Key Skills (I can...)</b>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a routine.</p> <p>Vary the speed of my actions.</p> <p>Begin to improvise independently to create a simple dance.</p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Watch and describe</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short routine inspired by a stimulus.</p> <p>Use props appropriately to explore a theme of idea.</p> <p>Change the speed and level of my actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Move in time to music and</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create routines from different stimuli.</p> <p>Begin to compare and adapt movements and routines to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions. Compose a longer dance sequence that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on my own.</p> <p>Begin to vary dynamics and develop actions and routines in response to stimuli.</p> <p>Use more complex choreographic devices- Unison, Canon, repetition, mirroring, reverse, direction, dynamics, levels.</p> <p>Demonstrate rhythm, spatial awareness, fluency, expression, control and accuracy.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Demonstrate imagination and creativity in the movements I devise in response to stimuli.</p> <p>Use the transitions to link routines smoothly together.</p> <p>Improvise with confidence still demonstrating fluency across the sequence.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with consistent precision.</p> <p>Move appropriately and with the required style in relation to the stimulus e.g. using various levels, pace, ways of travelling and routines.</p> <p>Improvise with confidence, still demonstrating fluency across my</p>

	performances, beginning to say how I could improve.	perform learnt skills with increasing control.  Watch and describe performances and use what I see to improve own performances.	Develop the quality of the actions in my performances.  Perform learnt skills and techniques with control and confidence.  Watch, describe and evaluate the effectiveness of a performance.	Change parts of a dance because of self-evaluation. Use simple dance vocabulary when comparing and improving work. Watch, describe and evaluate the effectiveness of performances.	Ensure my actions fit the rhythm of the music. Modify parts of a sequence because of self and peer evaluation, using more complex dance vocabulary. Consistently perform and apply skills and techniques with accuracy and control.	sequence. Use complex dance vocabulary to compare and improve work Link actions to create a complex sequence using a full range of movement.  Thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements
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### Yoga Bears progression

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Key knowledge (I know/ understand ...)</u></b>	<p>Balance: know that if I focus on something still it will help me to balance.</p> <p>Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks.</p> <p>Strength: know that I can use my strength to move slowly and with control.</p> <p>Strategy: understand that yoga can make me feel happy</p>	<p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Strategy: understand that I can use yoga to make me feel calm</p>	<p>Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance.</p> <p>Flexibility: know that if I move as I breathe out I can stretch a little bit further.</p> <p>Strength: understand that I need to use different body parts and muscles for different poses.</p> <p>Strategy: know that I can use my breath to focus.</p>	<p>Balance: understand that if I move with my breath it will help me to balance.</p> <p>Flexibility: understand which body parts I am trying to extend in different poses.</p> <p>Strength: understand that people have different levels of strength.</p> <p>Strategy: understand that mindfulness is a personal journey.</p>	<p>Balance: understand that I need to ground contact points and spread weight evenly across them to maintain balance.</p> <p>Flexibility: understand that I can improve my flexibility when moving with my breath.</p> <p>Strategy: understand that there are different techniques I can use to control how I feel.</p>	<p>Balance: know where and when to apply force to maintain control and balance.</p> <p>Flexibility: know which of my muscles require more practice to increase my flexibility.</p> <p>Strength: understand that I can build up my strength by practicing in my own time.</p> <p>Strategy: identify times in my everyday life when mindfulness activities would be helpful for my well being.</p>
<b><u>Key Skills (I can...)</u></b>	<p>Balance: perform balances and poses making my body tense, stretched and curled.</p> <p>Flexibility: explore poses and movements that challenge my flexibility.</p> <p>Strength: explore strength whilst beginning to perform simple poses. .</p> <p>Strategy: recognise my own feelings and begin positive talk about myself..</p>	<p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses with a partner.</p> <p>Strategy: explore the sharing circle with their class.</p> <p>Improve breathing skills.</p>	<p>Balance: demonstrate increased control when in poses.</p> <p>Flexibility: explore poses and movement in relation to my breath.</p> <p>Strength: explore balances showing some stability.</p> <p>Develop confidence within partner and group poses.</p> <p>Strategy: develop my ability to stay still and keep my focus in the sharing circle.</p> <p>Continue to improve my breathing skills.</p>	<p>Balance: explore using my breath to maintain balance within a pose.</p> <p>Flexibility: demonstrate increased extension in poses.</p> <p>Strength: demonstrate increased control and strength when in a pose (individual, partner and group).</p> <p>Strategy: engage with mindfulness activities with increased focus in the sharing circle.</p> <p>Develop meditation skills.</p>	<p>Balance: use my breath to maintain balance within a pose and when transitioning from one pose to another.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when holding and transitioning between poses.</p> <p>Strategy: explore methods I can use to control how I feel.</p> <p>Breathe: nervous system regulation development.</p>	<p>Balance: link combinations of poses for balance with increased control in transition.</p> <p>Flexibility: confidently transition from one pose to another showing extension connected to breath.</p> <p>Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p>Strategy: explore methods to control how I feel with some success.</p> <p>Breathe: Develop more understanding on nervous system regulation.</p>

Boxercise	
Year 6	
<p><b>Key knowledge</b> (I know/ understand ...)</p>	<p>I understand the correct footwork and stance, how my body position can change depending on which punch is to be thrown.</p> <p>I understand the importance of defence, whether that is blocks, rolls, weaves.</p> <p>I understand what the correct guard is.</p> <p>I know how to move correctly whilst keeping the most effective body shape and transferring weight accordingly.</p> <p>I know not to cross my feet and keep my stance in the correct centre of mass position.</p>
<p><b>Key Skills</b> (I can...)</p>	<p>I can use all the different punches with correct technique, whilst maintaining the correct stance and guard.</p> <p>I can put together different punch combinations with a minimum of 6 punch combinations.</p> <p>I can vary from head shot punches to body shot punches.</p> <p>I can exercise for a minimum of 30 second rounds building up to 2-3 minute rounds.</p> <p>I can hold the pads correctly and safely for each other.</p> <p>I can perform 2 invasion techniques and can come back with a counter combination.</p>

## Swimming (Year 3, 4 & 5)

<u>Level 1</u>	<u>Level 2</u>	<u>National Curriculum</u>	<u>Level 3</u>
<p>Enter the water confidently and unaided using a swivel entry.</p> <p>Put face in the water and blow bubbles for 5 seconds.</p> <p>Move freely around the pool using a combination of hop, jump, skip etc.</p> <p><b>Either</b> travel 5 metres using an alternative kicking action with a float(s)  <b>Or</b> travel 5 metres using a simultaneous kicking action with a float(s)</p> <p>Standing with arms in the water stretched in front of the shoulders, show an underwater alternating arm action.</p> <p>Standing with arms in the water stretched in front of the shoulders, show an underwater simultaneous action.</p> <p>Achieve a horizontal position on back with floats</p>	<p>Push off the wall or floor to show a horizontal position on the front with face in the water with/without aids.</p> <p>Push off the wall or floor to show a horizontal position on the back with/without aids.</p> <p>Climb safely out of the pool without the use of the steps</p> <p>Jump into the water from the side with confidence and without support.</p> <p>Hold a tucked floating position for 10 seconds.</p> <p>Stand with face in the water. Breathe to the side 6 times. Breathe to the front 6 times.</p> <p>Kick 10 metres using an alternating action on front with a float.</p> <p>Kick 10 metres using an alternating action on back with a float.</p> <p>Kick 5 metres using a simultaneous kicking action with a float.</p> <p>Using arms and legs, travel 10 metres on the front without aids.</p> <p>Using only legs, travel 5 metres on the back without aids.</p>	<p>Has been able to swim unaided over a distance of 25m.</p> <p>Uses recognised arm and leg actions lying on the front and back.</p> <p>Uses a range of recognised strokes e.g. front crawl, back crawl.</p> <p>Uses a range of recognised survival skills e.g. sculling, floating and treading water.</p> <p>Paces themselves in floating and swimming challenges related to speed, distance and personal survival.</p> <p>Has been totally submerged in the water.</p> <p>Can answer questions on health and safety near water.</p>	<p>In water of at least shoulder depth, tread water for 30 seconds.</p> <p>Mushroom float for 10 seconds.</p> <p>Star float on the front for 5 seconds.</p> <p>On the back and using 2 feet, push from the wall into a streamlined position and hold stretched position (arms overhead in line with the body) for a minimum of 5 seconds.</p> <p>Scull head first, on the back, for a distance of 5metres</p> <p>From head first surface dive, pick up an object using both hands.</p> <p>Starting with a push and glide, demonstrate a forward somersault.</p> <p>Kick 10 metres using a front crawl leg action, without a float and with hands held still out in front.</p> <p>Swim 25 metres full stroke front crawl or breaststroke, showing <b>basic</b> technique.</p> <p>Swim 25 metres full stroke back crawl, showing <b>basic</b> technique.</p>

			Answer various questions relating to health and safety about water.
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Year 6 children who did not meet National Curriculum expectation will receive top up sessions in their final year.

**Introduction**

Introduce the focus of the lesson (and possibly block). Establish prior knowledge. Make links to previous skills, vocabulary and knowledge from previous lessons/units/terms/years.

**Warm-Up**

Children to complete a pulse-raiser. Can be linked to other curriculum areas e.g, North, South, East West. As it develops and in older years, children may take over leading the warm up.  
Includes Social and Emotional Healthy Active Lifestyles element.

**Physical Competence**

Children have the desired skill(s) modelled to them by an adult. They are then given an opportunity to engage with the skill(s).  
Adapted teaching/differentiation applied here when necessary.  
Using a WAGOLL child to model is very useful here in addition to the adult.

**Thinking - Decision Making**

This is the chance for the children to apply the skill(s). This may be in a competitive situation or involve them deciding which skill to apply.

**Thinking - Improving Performance**

Children are to reflect and evaluate themselves and each other. This is in order to give and receive positive criticism and allow the children to perform their personal best.

**Cool Down**

Children are to complete a similar activity to a warm up but at much lower intensity to bring down heart rate, body temperature, and blood pressure levels to their normal levels.  
Includes Social and Emotional Healthy Active Lifestyles element.

**Plenary**

Discuss with children to summarise their progress i.e. what can they do now which they couldn't do at the start of the lesson or what do they know now which they didn't know at the start of the lesson.  
Ask questions relating to what was learnt during the lesson.