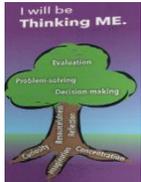
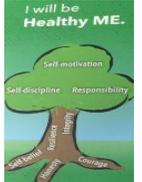
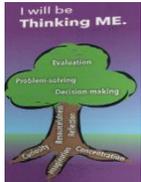
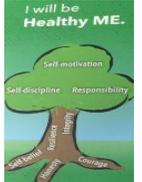
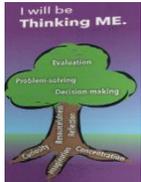
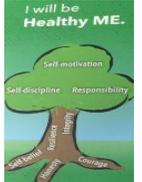
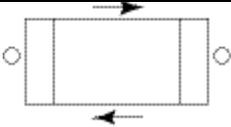
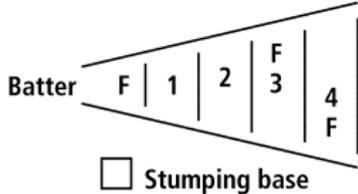




Focus	Curriculum Content								
<p><b>SEASIDE CURRICULUM</b> </p> <p><b>Sport and Wellbeing</b></p> <p>This theme runs through all PE lessons for the year and links to the PSHE curriculum and whole school approach to Sport and wellbeing and personal development:</p> <p><b>Head Heart Hands</b></p> <div data-bbox="154 833 418 979" style="background-color: #333; color: white; padding: 5px; text-align: center;"> <p><b>OUR VALUES</b> GRACE INTEGRITY ASPIRATION</p> </div> <div data-bbox="118 995 479 1302" style="background-color: #f9c94f; padding: 10px; text-align: center;"> <p><b>POWERFUL LEARNING ATTRIBUTES</b></p> <p>REFLECTIVE THINKING EFFECTIVE COMMUNICATION RESILIENCE PROBLEM SOLVING INDEPENDENCE COLLABORATION DECISION MAKING CREATIVITY</p> </div>	<p style="text-align: center;"><b>'My Personal Best' YST resource cards</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="501 437 734 499">Head</th> <th data-bbox="734 437 969 499">Heart</th> <th data-bbox="969 437 1202 499">Hands</th> </tr> </thead> <tbody> <tr> <td data-bbox="501 499 734 1043"> <p>Thinking me: Decision Making</p>  <p>&amp; concentration</p> </td> <td data-bbox="734 499 969 1043"> <p>Social me: Fairness &amp; Trust</p>  </td> <td data-bbox="969 499 1202 1043"> <p>Healthy me: Self- motivation</p>  </td> </tr> </tbody> </table> <p><b>NB – see new PSHE curriculum</b></p>	Head	Heart	Hands	<p>Thinking me: Decision Making</p>  <p>&amp; concentration</p>	<p>Social me: Fairness &amp; Trust</p> 	<p>Healthy me: Self- motivation</p> 	<p><b>Trickbox cards</b></p> <p>Super States</p>  <p>Break Through</p>  <p>Brilliant Beliefs</p> 	
Head	Heart	Hands							
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GAMES	Key Outcomes	Skills	Vocabulary
<p style="text-align: center;"><b>INVASION</b></p>	<ul style="list-style-type: none"> <li>• Use a range of techniques when sending and receiving</li> <li>• Change direction and speed to improve performance</li> <li>• Know and apply the rules to a variety of games</li> <li>• Use simple tactics to score point against the opposition</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 11</b></p> <p><b>Task 1:</b></p> <p>Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques.</p> <p>To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to received the ball, and then shoot to score a ‘goal’. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Know and apply the rules to a variety of games</li> <li>• Intercept a ball with accuracy</li> <li>• Begin to make decisions to outwit the opposition</li> <li>• Show growing consistency and control in games</li> <li>• Suggest how rules could be changed to improve the game by collaborating accordingly to peers</li> <li>• Show integrity and honesty when producing own rules</li> <li>• Have simple plans that they know they can make work</li> <li>• Demonstrate confidence and depth of knowledge when explain the tactics and skills being used</li> <li>• Describe the help they need to improve their play</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Work well in a group to develop various games</li> <li>• Show confidence in suggesting new skills to support the creation of new games</li> <li>• Make sensible suggestions as to what resources can be used to differentiate</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Change direction and speed to improve performance</li> <li>• Travel with a ball showing changes of speed and directions using either foot or hand</li> <li>• Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency</li> </ul>	<p>Keep possession</p> <p>Keep control</p> <p>Make and use space</p> <p>Support</p> <p>Pass</p> <p>Points, goals</p> <p>Rules</p> <p>Tactics</p>

	 <p>Diagram 1</p> <p>Task 2</p> <p>Play three against two and then three against three. Play on a pitch that is about 10m x 20m and position three goals at either end of the pitch. Follow similar rules to those described in Task 1. Each team has three goals to score in – the middle goal is worth three points, the outer goals are worth one. Start by using throwing and catching skills, then introduce equipment and rules using kicking or striking skills</p>	<ul style="list-style-type: none"> <li>• Use a range of techniques when passing, eg high, low, bounced, fast, slow</li> <li>• Change direction and speed when dribbling the ball</li> <li>• Play with greater speed and flow</li> <li>• Use a range of tactics to keep possession of the ball and get into positions to shoot or score</li> <li>• Choose different ways of practising these tactics and skills</li> </ul>	
GAMES	Key Outcomes	Skills	Vocabulary
<b>STRIKING AND FIELDING</b>	<ul style="list-style-type: none"> <li>• Use a range of skills with control</li> <li>• Intercept and send a ball with accuracy</li> <li>• Begin to make decisions to outwit the opposition</li> </ul> <p><b>CORE TASK</b></p> <p><b>UNIT 1</b></p> <p><b>Task 2</b></p> <p>The aim of this game is to hit the ball into an arc, and to score points by running to one of four zones before the</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Choose and use batting or throwing skills to make the game hard for their opponents</li> <li>• Judge how far they can run to score points</li> <li>• Choose where to stand as a fielder to make it hard for the batter</li> <li>• Familiar with and use the rules set, and keep games going without disputes</li> <li>• Know the demands that specific activities make on their bodies</li> <li>• Describe what is successful in their own and others' play</li> </ul>	<p>Batting</p> <p>Fielding</p> <p>Bowler</p> <p>Wicket</p> <p>Tee</p> <p>Base</p> <p>Boundary</p>

	<p>fielding team gets the ball back to the stumping base (see diagram 2 opposite).</p> <p>Play the game three against one or four against one. The batter hits the ball off a low tee into the arc and runs into one of the four zones. The fielders retrieve the ball and try to get it back to the stumping base as quickly as possible. Each player should have four or five goes at hitting before the next one has a turn. Add up the scores for each hit to make an innings score.</p>  <p>Diagram 2</p> <p><b>Task 3</b></p> <p>Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new striking and fielding game, with a scoring system. They should be able to play their game well and teach it to others in the class.</p>	<ul style="list-style-type: none"> <li>• Identify parts of their performance that need improvement, and suggest how to achieve this</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate resilience working with teams of two or more</li> <li>• Work well as a team to make it hard for the batter</li> <li>• Communicate effectivity with peers in order to make the game harder for opponents</li> <li>• Demonstrating integrity, use and interpret rules fairly</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Intercept and stop the ball with consistency, and sometimes catch the ball</li> <li>• Strike a ball with intent and throw it more accurately when bowling and/or fielding</li> <li>• Return the ball quickly and accurately</li> <li>• Transfer the throwing and catching skills they've learned to other types of games</li> <li>• Use and adapt the striking skills they learn in other types of invasion games</li> <li>• Hit a ball with reasonable consistency when practising</li> </ul>	<p>Innings</p> <p>Rounder</p> <p>Backstop</p> <p>Score</p>
<p><b>GAMES</b></p>	<p><b>Key Outcomes</b></p>	<p><b>Skills</b></p>	<p><b>Vocabulary</b></p>
	<ul style="list-style-type: none"> <li>• Keep a game going using a range of different ways of sending</li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Perform the basic skills needed for the games with control and consistency</li> </ul>	<p>Court</p>

<p><b>NET/WALL</b></p>	<ul style="list-style-type: none"> <li>• Use a variety of equipment and show how to change speed and direction</li> <li>• begin to choose the appropriate skill to gain the most points</li> </ul> <p><b>Core Task</b></p> <p><b>UNIT 1</b></p> <p><b>Task 2:</b>          Play the game one against one. Use a high net on a long narrow court (about 3 to 5m long on each side of the net, and 1 to 2m wide). Position a target near the front of the court on either side of the net, or another towards the back of the court. Encourage the children to use short, low throws to try to hit the target at the front, and long, high throws to try to hit the target at the back. Their opponent's aim is to intercept the ball or beanbag before it bounces.          Later, a racket can be used to hit a ball or shuttlecock. The same technique of partner feeding can be used as in Task 1, but the feed should be a full toss.</p>	<ul style="list-style-type: none"> <li>• Choose good places to stand when receiving, and give reasons for their choice</li> <li>• Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</li> <li>• Use the rules and keep games going without disputes</li> <li>• Identify what activities and exercises they could use recognise what happens to their bodies when playing the games</li> <li>• Know why warming up is important in a warm up</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Describe what is successful in their own and others' play</li> <li>• Identify aspects of their game that need improving, and say how and where they could go about improving them</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Keep a game going using a range of different ways of throwing</li> <li>• Vary the speed and direction of the ball</li> <li>• Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots</li> </ul>	<p>Target</p> <p>Net</p> <p>Striking</p> <p>Hitting</p> <p>Defending</p> <p>Opponent</p> <p>Tactics</p> <p>Scoring</p> <p>Points</p>
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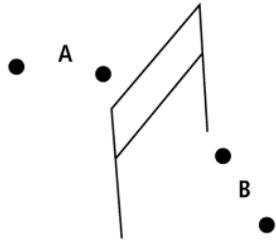
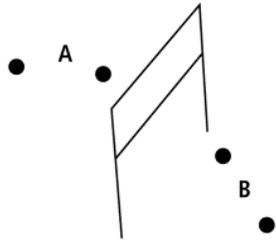


Diagram 2

**Task 3**

Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new net game, with a good scoring system. They should be able to play their game well and teach it to others in the class.

	 <p>Diagram 2</p> <p><b>Task 3</b> Ask the children to adapt the rules, equipment or skills of the game they are playing so that it suits them better. Then ask them to make up a new net game, with a good scoring system. They should be able to play their game well and teach it to others in the class.</p>		
<p><b>GAMES</b></p>	<p><b>Key Outcomes</b></p>	<p><b>Skills</b></p>	<p>Vocabulary</p>
<p><b>ATHLETICS</b></p>	<ul style="list-style-type: none"> <li>• Apply the five basic jumps in a variety of contexts</li> <li>• Demonstrate the correct running pace for an event</li> <li>• Apply the correct throwing technique using different equipment</li> </ul> <p><b>Core Task</b></p> <p><b>UNIT 2</b></p> <p><b>Task 1</b></p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Identify and record when their body is cool, warm and hot</li> <li>• Recognise and record that their body works differently in different types of challenge and event</li> <li>• Watch and describe specific aspects of running, jumping and throwing styles</li> <li>• Communicate and collaborate effectively when passing/receiving a baton in a relay</li> </ul>	<p>Vocabulary</p> <p>Sprint</p> <p>Jog</p> <p>Pace</p> <p>Throwing action</p>

	<p>In small groups, investigate and compare the effectiveness of different styles of:</p> <ul style="list-style-type: none"> <li>• Running, e.g. short steps, long strides, straight arms, bent arms, swinging arms</li> <li>• Jumping, e.g. off one foot, off two feet</li> <li>• Throwing, e.g. underarm, overarm, pushing, pulling, slinging</li> </ul> <p>Decide which styles you like best, and see if you can go faster, higher or further.</p> <p><b>Task 2</b></p> <p>In teams of four, find out ways of running:</p> <ul style="list-style-type: none"> <li>• The fastest time as a relay team over a shared distance of 60m</li> <li>• The longest distance as a relay team over times of 1 minute, e.g. 1 minute 30 seconds, 2 minutes, 3 minutes</li> </ul>	<p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Suggest, with guidance, a target for improving distance or height</li> <li>• Provide constructive feedback to peers evaluating their performance</li> <li>• Demonstrate self-believe by evaluating own performance and thinking of ways to improve</li> <li>• demonstrate self-belief and confidence by exploring different combinations of jumps with control</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Carry out stretching and warm-up activities safely</li> </ul> <p>Throw more accurately and greater</p> <ul style="list-style-type: none"> <li>• Show and increased awareness of speed &amp; pace judgement</li> <li>• Demonstrate with control how to send an object with force</li> <li>• Demonstrate good understanding and knowledge of skills to use changeovers in different relay games</li> </ul>	<p>Power</p> <p>Stamina</p> <p>Speed</p> <p>Safety</p> <p>Relay</p> <p>Time</p> <p>Measure</p> <p>record</p>
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	Key Outcomes	Skills	Vocabulary
<p><b>GYMNASTICS</b></p>	<ul style="list-style-type: none"> <li>• Apply a range of gymnastics movements, following criterion</li> <li>• Demonstrate a thorough knowledge of gymnastic vocabulary</li> <li>• Work well in different combinations: on their own and with others</li> <li>• Create a sequence to include different levels, speeds and directions</li> </ul> <p><b>Core task</b></p> <p><b>UNIT 15</b></p> <p><b>Task 1</b></p> <p>Create a sequence using floor and mats that has up to six elements, <i>eg four twisted shapes and two ways of turning while travelling</i>. Teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time.</p> <p><b>Task 2</b></p> <p>Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.</p>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Understand that strength and suppleness are key features of gymnastic performance</li> <li>• Make simple assessments of performance based on a criterion given by the teacher</li> <li>• Devise routines of stretching exercises that prepare them for their gymnastic work</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</li> <li>• Offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight</li> <li>• Work collaborate to use assessments to modify and refine their sequences and others' work</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Perform a range of actions and agilities with consistency, fluency and clarity of movement</li> <li>• Make similar or contrasting shapes on the floor and apparatus, working with a partner</li> <li>• Combine actions and maintain the quality of performance when performing at the same time as a partner</li> <li>• Combine actions to make sequences with changes of speed, level and direction, and clarity of shape</li> <li>• Gradually increase the length of sequences</li> </ul>	<p>Rotation</p> <p>Spinning</p> <p>Axis</p> <p>Strength , suppleness, stamina</p> <p>Combine</p> <p>Approaching, leaving</p> <p>Height</p> <p>Inversion</p> <p>Against, towards, away, across</p>

	Key Outcomes	Skills	Vocabulary
<p><b>DANCE</b></p>	<ul style="list-style-type: none"> <li>• Children should perform motifs (which include the 5 basic body actions) with relevant performance skills.</li> <li>• Children should develop motifs, choreographed by the teacher, using appropriate choreographic devices including (as a minimum): addition and canon.</li> <li>• Children should watch their peers’ and professional dance works and begin notice the main performance skills and choreographic devices being used; they will also suggest some suitable ideas for improvement in their peers’ work.</li> </ul> <p><b>CORE TASK</b> <b>Unit 1</b></p> <p>In a small group, create and perform a dance using Mission Impossible as the stimulus. Use the structure of the MI storyline to structure the dance.</p> <p>Complete the following tasks:</p> <ul style="list-style-type: none"> <li>• Learn and perform a motif that suggests exploring and being on a mission. <i>Develop using addition, canon and repetition.</i></li> <li>• Create a short motif using all three levels by using still positions and travelling ‘under, over, around and through’ each of the still positions.</li> <li>• Create an entrance/beginning using a series of appropriate travel actions – to suggest creeping into the mission area.</li> <li>• Consider spatial arrangements and pathways <i>eg circling, weaving, straight lines, facing each other etc</i></li> </ul>	<p><b>Head:</b></p> <ul style="list-style-type: none"> <li>• Use choreographic devices with their peers</li> <li>• To develop a motif(s) to make an extended motif/short dance</li> <li>• Work in a small group – trio or quartet - effectively</li> <li>• Dance in the space, and with other dancers, in a safe and sensible manner</li> </ul> <p><b>Heart:</b></p> <ul style="list-style-type: none"> <li>• Make thoughtful comments about their own and others’ dance work(s)</li> <li>• Demonstrate confidence when explaining why warming up in dance is good for their health, fitness and wellbeing</li> <li>• Work as a small group – trio or quartet - to create suitable freeze frames in a dance</li> <li>• Show an awareness of performance skills and choreographic devices that have been use and suggest appropriate ideas to improve the same dance</li> </ul> <p><b>Hands:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a growing sense of accuracy and control when performing choreographed dance movements/motifs that have been choreographed by the teacher and their peers</li> <li>• Perform a range of movements and/or motifs with the use of the 3Es (energy, eye focus and extension), timing and other appropriate performance skills.</li> <li>• Children work together to travel under, over, around and through shapes created</li> </ul>	<p>Motif</p> <p>Warm up/Cool down</p> <p>Stillness, travel, turn, jump, gesture (5 basic body actions)</p> <p>Performance skills:</p> <ul style="list-style-type: none"> <li>• Extension</li> <li>• Energy</li> <li>• Eye-focus</li> <li>• Expression</li> <li>• Elevation</li> </ul> <p>Choreographic devices:</p> <ul style="list-style-type: none"> <li>• Unison &amp; canon</li> <li>• Addition</li> <li>• Transition</li> <li>• Levels – high, medium, low</li> <li>• Contact – under, over, around and through</li> <li>• Spatial arrangement</li> </ul> <p>Warm up</p>

	<ul style="list-style-type: none"> <li>• Be aware of the dance structure – beginning, middle and end. Ensure appropriate transitions between each section. For an extra challenge, try taking on someone else’s role in the dance. Try being the choreographer, costume or set designer.</li> </ul> <p><b>Unit 2 – To be decided by Year 4 teachers. To be taught Summer 2.</b></p>		
<p><b>SWIMMING</b></p>	<p><b>KEY OUTCOMES:</b></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>Core Task</b> <b>UNIT 2</b></p> <p><b>Task 1</b> How fast can you swim:</p> <ul style="list-style-type: none"> <li>• 10 metres?</li> <li>• 25 metres?</li> <li>• 50 metres?</li> </ul> <p><b>Task 2</b> Working as a team of three or four swimmers, how fast can you swim:</p> <ul style="list-style-type: none"> <li>• 100 metres?</li> <li>• 200 metres?</li> <li>• 400 metres?</li> </ul> <p><b>Task 3</b> How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, <i>eg 5 minutes, 8 minutes, 12 minutes.</i></p>		

<p><b>OUTDOOR ADVENTUROUS ACTIVITIES</b></p>	<p><b>KEY OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Take part in activity challenges, using a range of equipment within different settings, both individually and within a team</li> </ul> <p><b>Core Task</b></p> <p><b>UNIT 3</b></p> <p><b>Task 1: Orienteering activities and journeying</b></p> <p>Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.</p> <p><b>Task 2: Physical challenge and problem-solving activities</b></p> <p>Take part in a range of activities that involve working with, and trusting, others in your class. Your teacher will suggest activities, such as:</p> <ul style="list-style-type: none"> <li>• one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks</li> <li>• one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, <i>eg making a square from a line or rope</i></li> <li>• a blindfolded group following a ‘night line’ – a line or rope around, over or through a safe course</li> </ul> <p><b>Task 3: Physical challenge and problem-solving activities</b></p> <p>In teams, complete a range of problem-solving adventure games, eg cross an ‘electric fence’ made from elastic, without any of the team or the equipment you are carrying touching it; cross a divide using stepping stones, while carrying ‘precious’ materials.</p>	