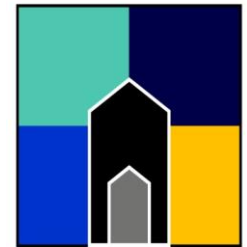




An Daras
Multi Academy Trust



An Daras Multi Academy Trust St Stephens Community Academy Scheme of Learning – Physical Education

Integrated Curriculum Scheme of Learning - 2015	
Domain of Learning:	Physical and Emotional Well Being
National Curriculum Subjects:	Physical Education (PE)
Domain Leader:	H. Hudson
Agreed and Approved:	Sept 15
Leader In Year Review Dates:	Sept 16
Related Documents and Guidance:	National Curriculum 14 Dimensions Skill Ladders 14 SSCA Non-Negotiables14 SSCA PE Curriculum Statement 15

St Stephens Community Academy

Physical Education (PE) Scheme of Learning – 2015

Curriculum Statement

At St Stephens, we know that PE is an integral part of our curriculum. We believe that the subject inspires all pupils to succeed and excel in physically-demanding activities and helps them to become confident in a way which supports their health and fitness throughout their lives. Therefore we believe that our children should be physically active every day, whether through PE lessons, extra-curricular activities, active playtimes or competitive sport. We also believe that children should have the opportunity to compete in sport and other activities that build character and help to embed values such as team work, fairness and respect.

In **Key Stage 1** the children will develop their fundamental skills which will give them the building blocks to become competent and confident in a range of physical activities. The children will develop these skills in three main areas: locomotion (moving in a range of ways that include: walking, running, jumping and dodging), stability (balancing) and object control (sending, receiving and controlling an object). The children will use these building blocks to help them participate in team games, developing simple tactics for attacking and defending. In addition to this they will learn and perform dances using simple movement patterns.

In **Key Stage 2** the children will continue to apply and develop their fundamental skills linking them together to make actions and sequences of movement. They will use this to help them play a range of competitive games which include: netball, football, tag rugby, hockey, rounders, tennis and cricket. The games will be modified where appropriate and will allow them to apply basic principles of attacking and defending. In addition to this they will develop their flexibility, strength, technique, control and balance in athletics and dance lessons. They will perform dances that use a range of movement. Children will take part in outdoor and adventurous activity challenges both individually and within a team. In PE lessons children will communicate, collaborate and compete with each other and they will be given the opportunity to evaluate their performances, recognising how they can improve their performance and celebrating their own success.

In Years 1-6 the children will be given swimming lessons. During their lessons they will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively such as front crawl, backstroke and breaststroke. Children who are able to swim 25m will perform safe self-rescue in different water-based situations. All children will be taught about water safety. The children who do not meet the 25m expectation will be given additional swimming lessons.

Progression in PE will be assessed throughout each key stage through observations and using IT in different areas of the PE curriculum. An age-related assessment will be given to parents/carers through annual reports.

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1– Unit Title	Multi skills Gymnastics	Dance Multi skills	Multi skills Games	Gymnastics Multi skills	Swimming Multi skills	Games Dance
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.
C. SSQA Aims Link	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key Knowledge	Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Know how to start and finish a movement or action. Associate basic actions with words, signs and symbols.	Perform dances using simple movement patterns. Develop balance, agility and coordination. Access a broad range of opportunities to extend their agility, balance and coordination. Develop fundamental movement skills, becoming increasingly confident and competent.	Master basic movements such as running, jumping, throwing and catching. Participate in team games. Developing simple tactics for attacking and defending. Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities (both against self and against others).	Develop balance, agility and coordination. Access a broad range of opportunities to extend their agility, balance and coordination. Master basic movements including running, jumping, throwing and catching. Know how to start and finish a movement or action. Associate basic actions with words, signs and symbols.	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. Be confident in entering and traveling in water. Begin using a recognised stroke.	Master basic movements such as running, jumping, throwing and catching. Participate in team games. Developing simple tactics for attacking and defending. Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities (both against self and against others). Perform dances using simple movement patterns
F. Key Skills and Understanding	To be able to perform basic movements with skill. To run, jump, throw, and catch proficiently. To develop balance, agility and co-ordination in their movement within a range of activities. To identify changes that takes place when they are active.	To explore basic movements and actions. To begin to move with expression. To begin to select movements that reflects the dance idea. Remember, repeat and link simple movements and phrases. To practice underarm	To be able to perform basic movements with skill. To run, jump, throw, and catch proficiently. To develop balance, agility and co-ordination in their movement within a range of activities. To be physically active for sustained periods of time. To identify changes that	To show basic control and coordination when travelling. To change movements and pathways to avoid others and obstacles. To copy simple movements and actions. To link and repeat simple actions. To know how to start and	To practice underarm throwing and rolling skills. To practice simple collecting and receiving skills. To play simple games with a partner or passive opponent. To describe basic rules and the way to score. To identify changes that	To practice underarm throwing and rolling skills. To practice simple collecting and receiving skills. To play simple games with a partner or passive opponent. To describe basic rules and the way to score. To identify changes that

		throwing and rolling skills. To practice simple collecting and receiving skills. To identify changes that takes place when they are active. Remember, repeat and link simple movements and phrases.	takes place when they are active.	finish a movement or action. To identify changes that takes place when they are active.	take place when they are active. To learn to be safe when near water. To develop confidence in the water and to learn to swim.	take place when they are active. Remember, repeat and link simple movements and phrases.
G. Cross Curricular Links (Core non-negotiable standards)	SMSC Use of ICT	SMSC History Use of ICT	SMSC Use of ICT	SMSC Use of ICT	SMSC Use of ICT Science	SMSC Use of ICT
H. Assessment Pathway	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Swimming distances Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
2– Unit Title	Games Gymnastics	Dance Multi skills	Gymnastics Multi skills	Dance Multi skills	Gymnastics Games	Swimming Games
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.
C. SSCA Aims Link	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key Knowledge	Describe movement phrases e.g. travelling, balancing, climbing etc. Select, link and perform simple actions. Know how to start and finish movement phrases. Describe how they feel during and after exercise. Describe what they and others need to do in a game. Use basic skills accurately.	Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Show an increasing sense of dynamic expression and rhythmic accuracy.	Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Describe movement phrases e.g. travelling, balancing, climbing etc. Select, link and perform simple actions. Know how to start and finish movement phrases.	Show an increasing sense of dynamic expression and rhythmic accuracy. Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching.	Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Describe movement phrases e.g. travelling, balancing, climbing etc. Select, link and perform simple actions. Know how to start and finish movement phrases. Describe how they feel during and after exercise. Describe what they and others need to do in a game. Use basic skills accurately.	Be confident in entering and traveling in water. Begin using a recognised stroke. Swim a set distance. Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as running, jumping, throwing and catching. Describe what they and others need to do in a game. Use basic skills accurately.

F. Key Skills and Understanding	Show control and co-ordination when travelling and remaining still. Find and use space safely showing awareness of others. Remember and repeat simple actions and movements with control. Use basic underarm, rolling and hitting balls accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. Describe how they feel during and after exercise.	Perform a series of simple movements and actions. Remember and repeat short dance phrases. Find and use space safely showing awareness of others. Describe what they and others need to do in a game. Describe how they feel during and after exercise.	Develop fundamental movement skills, becoming increasingly confident and competent. Show control and co-ordination when travelling and remaining still. Find and use space safely showing awareness of others. Remember and repeat simple actions and movements with control. Describe what they and others need to do in a game. Describe how they feel during and after exercise.	Perform a series of simple movements and actions. Remember and repeat short dance phrases Find and use space safely showing awareness of others. Describe what they and others need to do in a game. Describe how they feel during and after exercise.	Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching. Show control and co-ordination when travelling and remaining still. Find and use space safely showing awareness of others. Remember and repeat simple actions and movements with control Use basic underarm, rolling and hitting balls accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. Describe how they feel during and after exercise.	Use basic underarm, rolling and hitting balls accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. To learn to be safe when near water. To develop confidence in the water and to learn to swim. Describe how they feel during and after exercise.
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT SMSC	Use of ICT SMSC Science History	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC Science
H. Assessment Pathway	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3– Unit Title	Net games – tennis Multi skills	Dance Games	Swimming Multi skills	Gymnastics Invasion games	Athletics Striking and fielding games	Athletics Striking and fielding games Outdoor and adventurous activities
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.
C. SSCA Aims Link	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key knowledge	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. Learn how to use skills in different ways and to link them to make actions and sequences of movement.	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Learn how to use skills in different ways and to link them to make actions and sequences of movement.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations.	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Select, link and perform with control a variety of actions. Perform longer phrases with a clear beginning, middle and end. Be aware of space and members of the opposition. Understand the need to attack and defend. Become increasingly familiar with the rules of the game.	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Develop an understanding of how to improve in different physical activities and sports Continue to apply and develop a broader range of skills Describe the changes in their body when they exercise	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Take part in OAA challenges both individually and within a team. Develop an understanding of how to improve in different physical activities and sports. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.
F. Key Skills and Understanding	Use a range of throwing and catching skills with	Improvise freely on own & with a partner.	Use a range of throwing and catching skills with	Describe own and others movements, balances and	Run at fast, medium and slow speeds, changing	Develop pupil's problem solving skills in a variety of

	control to keep possession and to score goals/points. Use a range of simple tactics for attacking and defending. Become increasingly familiar with the rules of the game. Be aware of space and members of the opposition. Choose and use an increasing range of simple tactics for sending the ball different ways. Make up own net games. Identify when the heart rate and breathing quickens.	Translate ideas from a variety of stimuli into movement. Compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work. Understand working safely, recognise changes in my body and give reasons why PE is good for health.	control to keep possession and to score goals/points. Use a range of simple tactics for attacking and defending. Become increasingly familiar with the rules of the game. Be aware of space and members of the opposition. Make up own games. Keep up a continuous game using simple throwing and catching skills and techniques. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations.	body shapes, using appropriate vocabulary. Travel in a range of different ways using feet, hands and feet and without feet. Identify when the heart rate and breathing quickens. Use a range of throwing and catching skills with control to keep possession and to score goals /points.	speed and direction. Link running and jumping activities with fluency, control and consistency. Take part in an athletic event e.g. a relay. Use, with increasing accuracy, under arm and over arm throwing and hitting skills. Track, intercept, stop and catch beanbags and balls with consistency. Describe simple rules and tactics that they can use in games.	situations in adventurous activities. Enable pupils to plan and work successfully as individuals, in pairs and in groups. Run at fast, medium and slow speeds, changing speed and direction. Link running and jumping activities with fluency, control and consistency. Take part in an athletic event e.g. a relay. Use, with increasing accuracy, under arm and over arm throwing and hitting skills. Track, intercept, stop and catch beanbags and balls with consistency.
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT SMSC	Use of ICT SMSC Science History / geography	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC Science	Use of ICT SMSC Science
H. Assessment Pathway	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
4– Unit Title	Games skills - generic Gymnastics	Invasion games Gymnastics	Dance Games	Swimming Fitness/circuit training	Invasion games Net wall games	Athletics Striking and fielding games OAA
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children's active participation in outdoor and sporting learning opportunities.
C. SSCA Aims Link	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key Knowledge	Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.	Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.	Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Perform dances using a range of movement patterns.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations. Develop an understanding of how to improve in different physical activities and sports. Describe the changes in their body when they exercise. Know why exercise is good for health.	Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Use a wide range of throwing, catching, and hitting skills on both sides of the body.	Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Take part in OAA challenges both individually and within a team. Develop an understanding of how to improve in different physical activities and sports. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.
F. Key Skills and Understanding	Control and catch a ball with movement	Control and catch a ball with movement.	Control and catch a ball with movement.	Swim 25m and perform safe self-rescue.	Control and catch a ball with movement.	Develop pupil's problem solving skills in a variety of

	<p>Accurately pass to someone else</p> <p>Move with a ball (unihoc / football)</p> <p>Talk about reasons for warming up / why exercise is good for health.</p>	<p>Accurately pass to someone else.</p> <p>Move with a ball (unihoc / football).</p> <p>Talk about reasons for warming up / why exercise is good for health.</p>	<p>Accurately pass to someone else.</p> <p>Move with a ball (unihoc / football).</p> <p>Talk about reasons for warming up / why exercise is good for health.</p> <p>Improvise freely on own & with a partner.</p> <p>Translate ideas from a variety of stimuli into movement.</p> <p>Compare, develop & adapt movement & motifs to create longer dances.</p> <p>I can use dance vocabulary to compare & improve my work.</p> <p>Understand working safely, recognise changes in my body and give reasons why PE is good for health.</p>	<p>Talk about reasons for warming up / why exercise is good for health.</p> <p>Understand working safely, recognise changes in my body and give reasons why PE is good for health.</p>	<p>Accurately pass to someone else.</p> <p>Move with a ball (unihoc / football)</p> <p>Mark opponents and support players in defence.</p> <p>Talk about reasons for warming up / why exercise is good for health.</p>	<p>situations in adventurous activities.</p> <p>Enable pupils to plan and work successfully as individuals, in pairs and in groups.</p> <p>Run at a speed appropriate to the distance I am running.</p> <p>Take a running jump.</p> <p>Know the difference between sprinting and running for sustained periods.</p> <p>Demonstrate a range of throwing actions using a variety of objects.</p> <p>Recognise a change in heart rate, temperature and breathing rate.</p>
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC Geography	Use of ICT SMSC Science	Use of ICT SMSC Science	Use of ICT SMSC Science
H. Assessment Pathway	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Swimming distances Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
5– Unit Title	Games – generic skills Net games - Tennis	Swimming Invasion games - hockey	Invasion games – football Dance	Gymnastics Invasion games - netball	Athletics Striking and fielding games – generic skills	Athletics Striking and fielding games – cricket OAA
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.	Creating an enjoyable and creative curriculum that meets the learning needs of children Encouraging children’s active participation in outdoor and sporting learning opportunities.
C. SSCA Aims Link	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence	To have a healthy body and mind. To have high self-esteem and confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key Knowledge	Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Describe the changes in their body when they exercise. Know why exercise is good for health.	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations. Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Use running, jumping, throwing and catching in isolation and in combination.	Perform dances using a range of movement patterns. Begin to apply basic movements in a range of activities and in combination. Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate.	Perform dances using a range of movement patterns. Begin to apply basic movements in a range of activities and in combination. Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate.	Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate, (enjoy) communicating, collaborating with each other...and within a team. Use running, jumping, throwing and catching in isolation and in combination. Continue to apply and develop a broader range of skills.	Take part in OAA challenges both individually and within a team. Develop an understanding of how to improve in different physical activities and sports. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.

		Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.				
F. Key Skills and Understanding	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play. Identify when the heart rate (pulse) and breathing quickens.	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play. Swim 25m and perform safe self-rescue.	Demonstrates precision, control & fluency in response to stimuli. Vary dynamics & develop actions with a partner or as part of a group. Continually demonstrate rhythm & spatial awareness. Modify own performance & that of others as a result of observation & basic understanding of the structure of the body. Link ideas, skills & techniques with control, precision & fluency when performing basic skills. Understands composition by performing more complex sequences. Describe how to refine, improve & modify performances. Demonstrate specific aspects of warm-up & describe effects of exercise on the body.	Demonstrates precision, control & fluency in response to stimuli. Vary dynamics & develop actions with a partner or as part of a group. Continually demonstrate rhythm & spatial awareness. Modify own performance & that of others as a result of observation & basic understanding of the structure of the body. Link ideas, skills & techniques with control, precision & fluency when performing basic skills. Understands composition by performing more complex sequences. Describe how to refine, improve & modify performances. Demonstrate specific aspects of warm-up & describe effects of exercise on the body.	Improve and sustain running technique at different speeds. Demonstrate accuracy & technique in a range of throwing & jumping actions. Identify & explain good athletic performance. Describe the changes in own body when running, jumping & throwing.	Improve and sustain running technique at different speeds. Demonstrate accuracy & technique in a range of throwing & jumping actions. Identify & explain good athletic performance. Describe the changes in own body when running, jumping & throwing.
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC Science	Use of ICT SMSC Science
H. Assessment Pathway	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings	Observations Photos Annotated planning Media Recordings

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
6– Unit Title	Invasion Games - netball Swimming	Invasion Games – hockey Circuit training and fitness	Gymnastics Invasion games- tag rugby	Games – net Dance	Games – striking and fielding Athletics	Outdoor and adventurous activities Striking and fielding games
A. Nat Curriculum 14	P198-200	P198-200	P198-200	P198-200	P198-200	P198-200
B. ADMAT Aims Link	Accelerating and sustaining children’s progress towards higher achievement. Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities.	Accelerating and sustaining children’s progress towards higher achievement. Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities	Accelerating and sustaining children’s progress towards higher achievement. Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities	Accelerating and sustaining children’s progress towards higher achievement Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities	Accelerating and sustaining children’s progress towards higher achievement Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities	Accelerating and sustaining children’s progress towards higher achievement. Creating an enjoyable & creative curriculum that meets the learning needs of children. Ensuring children’s active participation in outdoor learning opportunities
C. SSCA Aims Link	To have a healthy body and mind To have high self –esteem and self - confidence	To have a healthy body and mind To have high self –esteem and self - confidence	To have a healthy body and mind To have high self –esteem and self - confidence	To have a healthy body and mind To have high self –esteem and self - confidence	To have a healthy body and mind To have high self –esteem and self - confidence	To have a healthy body and mind To have high self –esteem and self - confidence
D. Scheme Reference	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE 	<ul style="list-style-type: none"> National Curriculum Cornwall PE
E. Key Knowledge	Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations. Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Describe the changes in their body when they exercise. Know why exercise is good	Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Use running, jumping, throwing and catching in isolation and in combination. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.	Perform dances using a range of movement patterns. Begin to apply basic movements in a range of activities and in combination. Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement. Describe the changes in their body when they exercise. Know why exercise is good for health.	Develop an understanding of how to improve in different physical activities and sports. Apply basic principles suitable for attacking and defending. Play competitive games, modified where appropriate. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Take part in OAA challenges both individually and within a team. Develop an understanding of how to improve in different physical activities and sports. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.

	Use running, jumping, throwing and catching in isolation and in combination. Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.	for health.			Continue to apply and develop a broader range of skills. Describe the changes in their body when they exercise. Know why exercise is good for health.	
F. Key Skills and Understanding	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play. Swim 25m and perform safe self-rescue.	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play. Identify when the heart rate (pulse) and breathing quickens.	Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play. Combine and perform a series of sequences using a range of complex actions and balances. Plan a series of complex sequences with others. Analyse actions against a set of criteria in order to evaluate the success of their performance. Work as a team in the preparation of a performance through the delegation of roles and responsibilities.	Play a full game of short tennis using the full range of racket skills. Use a wide range of shots with consistency and accuracy. Understand the need for tactics. Adhere to rules. Make up and share increasingly complex net games. Rehearse, refine and adapt a wide range of dance. Use a wide range of dance principles to create dances. Incorporate a range of musical structures, rhythms, moods and phrasing.	Evaluate and suggest improvements for the batting, bowling and fielding of self and others. Suggest skills and techniques that could be applied to improve a range of field games. Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Pace their efforts effectively. Adapt skills and techniques to different challenges and equipment. Show good control, speed, strength and stamina when running, jumping and throwing.	Evaluate and suggest improvements for the batting, bowling and fielding of self and others. Suggest skills and techniques that could be applied to improve a range of field games. Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Work confidently in familiar and changing environments. Devise, select and put into practice a range of solutions to problems and challenges. Take a lead when working with others.
G. Cross Curricular Links (Core non-negotiable standards)	Use of ICT SMSC	Use of ICT SMSC Science	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC	Use of ICT SMSC
H. Assessment Pathway	Swimming distances	Observations	Observations	Observations	Observations	Observations

	Observations Photos Annotated planning Media Recordings	Photos Annotated planning Media Recordings	Photos Annotated planning Media Recordings	Photos Annotated planning Media Recordings	Photos Annotated planning Media Recordings	Photos Annotated planning Media Recordings
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