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P.E. Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

Intent

1.	To acquire and develop skills.
2.	To select and apply skills, tactics and compositional ideas.
3.	To evaluate and improve performance.
4.	To gain knowledge and understanding of fitness and health.

Intent explanation

1.	Acquiring and developing skills in PE involves learning fundamental movements and techniques through structured practice and skills progression, gradually progressing from basic to complex skills.
2.	Selecting and applying skills in PE involves choosing appropriate techniques based on the activity or situation and effectively using them to achieve desired outcomes. This requires understanding the demands of the task, adapting skills to different contexts, and applying them with precision and confidence to enhance performance
3.	Evaluating and improving performance in PE involves assessing skills and techniques through self-reflection and feedback. Identifying strengths and areas for improvement, leading to continuous development and enhanced overall performance.
4.	Gaining knowledge and understanding of fitness and health in PE involves learning about the principles of physical fitness, the benefits of regular exercise, and the importance of a balanced diet. It also includes understanding how physical activity impacts overall health and well-being.

Our ACE Curriculum

Aspire★Collaborate★Experience

ACE Curriculum Statement

“Never say never because limits, like fears, are often just an illusion.” – Michael Jordan

At Cavendish Close Junior Academy, we create opportunities to raise aspirations and positively influence the health and wellbeing of young people through sport and physical activity. Children participate in two high quality PE lessons each week, covering two sporting activities every half term and are encouraged to set themselves goals to work towards. In addition to this, children take part in a weekly ‘Mile Run’ and ‘Drumba’ sessions to build up stamina and resilience.

We teach the value of positive teamwork and effective collaboration through our PE curriculum and wide range of sports’ clubs and team sports on offer. This is all done in an enjoyable and positive environment, whilst encouraging effective communication built upon respect and tolerance. Children work together to ensure they have clear understanding of healthy lifestyles, and they use specific and progressive vocabulary to explain this.

We believe that positive experiences help build the foundations for an active life. If children and young people have experiences that feel are fun, positive and give them a sense of confidence, they’re more likely to want to be active in the future. We give all children the opportunity to represent the school in a wide range of sporting activities and competitions – some of which are extra-curricular activities.

Through all of these, our children are able become ACE Sportspeople.

Implementation

Long term curriculum coverage

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Junior Academy

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
3	Athletics Striking & Fielding	Gym OAA	Gym Invasion Games	Dance Striking & Fielding	Dance Invasion Games	Athletics Net Wall
4	Athletics Invasion Games	Gym OAA	Gym Striking & Fielding	Dance Invasion Games	Dance Net Wall	Athletics Striking & Fielding
5	Athletics Swimming	Gym Swimming	Gym Invasion Games	Dance Invasion Games	Striking & Fielding Tennis	Striking Fielding & Athletics
6	Athletics Striking & Fielding	Gym OAA	Gym Invasion Games	Dance Striking & Fielding	Dance Invasion Games	Athletics Tennis

Key Concepts

Health
Fitness
Acquisition

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Selecting
Applying
Improving
Evaluating

Skills progression

Skill	Year 3	Year 4	Year 5	Year 6
Throw	<p>Grip: Learning to hold the object properly (e.g., ball, beanbag). Accuracy: Aiming at a target or direction with basic control. Overarm and Underarm: Introduction to both overarm and underarm throws. Follow-through: Basic awareness of the body movement after the throw.</p>	<p>Throwing Technique: Developing correct overarm and underarm throwing form. Strength: Increasing the power and distance of the throw. Targeting: Improving accuracy by aiming at more specific targets. Footwork: Using proper stance and foot positioning for balance and power.</p>	<p>Distance and Power: Focusing on throwing for distance with control. Speed: Throwing with increased speed while maintaining accuracy. Variety of Throws: Introduction to different throws (e.g., chest pass, sidearm). Control: Developing finer control over the speed, direction, and spin of the throw.</p>	<p>Precision: High-level accuracy with consistent control. Spin and Trajectory: Applying spin for greater control and changing the trajectory of throws. Strategy: Understanding when and how to throw effectively in different game situations. Consistency: Consistently accurate and powerful throws under pressure or fatigue.</p>
Balancing	<ul style="list-style-type: none"> • Static Balance: Holding simple balances (e.g., standing on one foot). • Basic Shapes: Learning shapes like tuck, star, and straight. • Core Stability: Developing strength to maintain balance. • Focus: Understanding the importance of concentration to hold positions. 	<ul style="list-style-type: none"> • Dynamic Balance: Balancing while moving (e.g., walking on a beam). • Balance Sequences: Combining two or more balances smoothly. • Counterbalance: Simple partner balances with support. • Use of Equipment: Balancing on apparatus (e.g., low beam, benches). 	<ul style="list-style-type: none"> • Complex Shapes: Introducing balances like arabesques or Y-balance. • Inversion Balances: Balances with the head lower than the hips (e.g., shoulder stands). • Transitions: Moving from one balance to another with control. • Partner and Group Balances: Performing more advanced paired or group counterbalances. 	<ul style="list-style-type: none"> • Single-Arm or Single-Leg Balance: Balancing with reduced points of contact. • Dynamic Apparatus Balance: Balancing on higher or narrower apparatus. • Challenging Inversions: More difficult inverted balances (e.g., handstands). • Sequence Integration: Incorporating advanced balances into complex routines with smooth transitions.

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Key Lesson Outcomes

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Striking and Fielding	Invasion Games	Swimming	Striking & Fielding (cricket)
Crucial Curriculum Content	<ul style="list-style-type: none"> Roll, stop, throw, and catch a ball with accuracy and control. Retrieve and send the ball accurately, including sending it into space. Learn effective ways to stop and intercept the ball during play. 	<ul style="list-style-type: none"> Develop passing and receiving skills while exploring strategies to keep control of the ball. Learn how to get free from an opponent and communicate effectively with teammates. Use a range of techniques and decision-making in real game situations. 	<ul style="list-style-type: none"> Pupils follow a course appropriate for their ability and progress through either Bronze, Silver or Gold. Unit outcomes can be found at the end of this document. can be seen See page 29 for swimming overview. 	<ul style="list-style-type: none"> Develop competence in bowling variations, batting techniques, and fielding methods. Use strategies effectively when batting, fielding, and making decisions during gameplay. Learn umpiring basics and demonstrate fair play while participating in competitive matches.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> Roll a small ball with control. Roll and stop a ball with control. 	<ol style="list-style-type: none"> Explore ways of keeping possession of the ball. Develop passing skills. 		<ol style="list-style-type: none"> Understand how to differentiate bowling.

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	3. Throw and catch a ball with control. 4. Retrieve a ball and send with accuracy. 5. Send a ball into space. 6. Explore ways of stopping the ball.	3. Develop receiving skills. 4. Explore how to get free of an opponent. 5. To show effective communication with teammates 6. Use a range of skills in a game situation.		2. Learn a variety of fielding techniques. 3. Use a range of tactics when batting and fielding. 4. Use a range of tactics when batting and fielding. 5. Umpire games. 6. To play in a tournament.
Key Vocabulary	Hit Catch Throw Run Teamwork Space	Dribble Intercept Defend Attack Position Support		Chase Catch under pressure Crease Anticipate Placement Concentration
ACE (Aspire, Collaborate, Experience) links	Aspire – Set a personal goal – make a catch to get someone out Collaborate – Participate in a team-based activity. Experience – Engage in fun, modified games with basic rules.	Aspire – Complete a set number of passes. Collaborate Participate in small-sided games focusing on teamwork. Experience – Play in structured small-sided game.		Aspire – Set a goal of certain amount of runs. Collaborate - Work together under pressure. Experience – Engage in intra-school games.

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Athletics	Athletics	Athletics	Athletics
Crucial Curriculum Content	<ul style="list-style-type: none"> Improve fluency, rhythm, balance, and spatial awareness when running and negotiating obstacles. Build awareness of speed, distance, and weight to 	<ul style="list-style-type: none"> Improve coordination, speed, and judgment of pace and distance when approaching obstacles. 	<ul style="list-style-type: none"> Develop acceleration, fluency, and efficiency when running at different tempos and over obstacles. Learn to change speed effectively and generate 	<ul style="list-style-type: none"> Improve fluency, speed, and ability to change pace when running over obstacles. Use coordinated approaches to throw with greater

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	<p>enhance performance in movement and throwing activities.</p> <ul style="list-style-type: none"> Combine coordination and force to throw effectively in different contexts. 	<ul style="list-style-type: none"> Judge height and approach to obstacles while maintaining rhythm and balance. Use a variety of throwing methods to achieve distance and accuracy with control. 	<p>force through coordinated approaches.</p> <ul style="list-style-type: none"> Throw with greater control, accuracy, efficiency, and force to achieve longer distances. 	<p>control, accuracy, efficiency, and force.</p> <ul style="list-style-type: none"> Combine technique and strength to achieve longer throws and maintain effective movement patterns.
Key Concepts	<p>Fitness Health Improving Applying Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Acquisition Evaluating</p>
Lesson outcomes	<ol style="list-style-type: none"> Develop awareness of speed and distance. Develop control and fluency of movements. Develop special awareness in negotiating obstacles. Develop fluency, rhythm and balance in running over obstacles. Develop awareness of distance and weight. Throw with coordination and force. 	<ol style="list-style-type: none"> Develop fluency and coordination in running for speed. Develop special awareness by judging height and approach to obstacles. Develop awareness of speed and pace judgement in relation to distance. Throw using a range of techniques. Throw using a range of techniques. Develop the ability to throw for distance and accuracy. 	<ol style="list-style-type: none"> Develop and understand the basic skills and techniques for acceleration. Run with greater fluency, efficiency and speed over obstacles. To change pace and run at different tempos Throw in a coordinated way with an approach generating greater force. To throw with greater control, accuracy and efficiency. To throw with greater force and longer distances. 	<ol style="list-style-type: none"> Develop and understand the basic skills and techniques for acceleration. Run with greater fluency, efficiency and speed over obstacles. To change pace and run at different tempos Throw in a coordinated way with an approach generating greater force. To throw with greater control, accuracy and efficiency. To throw with greater force and longer distances.
Key Vocabulary	<p>Run Jump Throw</p>	<p>Sprint Hurdle Relay</p>	<p>Endurance Pace Long Jump</p>	<p>Acceleration Precision Javelin</p>



	Speed Balance Effort	Distance Aim Technique	Shot put Coordination Measure	High Jump Rhythm Performance
ACE (Aspire, Collaborate, Experience) links	Aspire – Achieve basic milestone in running, jumping and throwing. Collaborate – Take part in relay races. Experience – Take part in potted sports.	Aspire – Aim to beat personal bests. Collaborate – Engage in group challenges. Experience – Compete in sports day.	Aspire – Set more challenging goals for running, jumping and throwing. Collaborate – Develop correct change-over in relays. Experience – Compete in sports day	Aspire – Set a target of winning a race at sportsday. Collaborate – Peer coach another pupil. Experience – compete in sports day

Autumn term 2- Indoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Gym	Gym	Gym	Gym
Crucial Curriculum Content	<ul style="list-style-type: none"> Perform 2-point balances on the floor and apparatus, and combine them with traveling actions. Travel in different ways, match partner balances, and integrate spins with travel sequences. 	<ul style="list-style-type: none"> Perform and combine balances using three different shapes, both on the floor and apparatus. Integrate balancing, shape changes, and traveling actions along pathways, including L-shaped routes. 	<ul style="list-style-type: none"> Perform and combine twisted shapes in balances and actions, both on the floor and apparatus. Mirror, match, and contrast partner movements, including using apparatus and pathways. 	<ul style="list-style-type: none"> Perform a variety of balances using symmetrical and asymmetrical shapes, and combine them with contrasting actions. Integrate balances, turns ($\frac{1}{4}$ and $\frac{3}{4}$), and traveling actions

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	<ul style="list-style-type: none"> Combine balances, spins, and traveling actions in sequences, both individually and with a partner. 	<ul style="list-style-type: none"> Match and contrast partner shapes while creating sequences that combine actions and apparatus work. 	<ul style="list-style-type: none"> Combine twisting, traveling, and set actions along matching pathways in collaborative routines. 	<p>into sequences on both floor and apparatus.</p> <ul style="list-style-type: none"> Combine shapes and actions collaboratively, using apparatus to create dynamic routines.
Key Concepts	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>
Lesson outcomes	<p>1.To balance on 2 points To combine 2-point balances with traveling action. 2 On apparatus, to balance on 2 points On apparatus, to combine 2-point balances with traveling action. 3 To travel in different ways – towards and away from a partner. In a sequence, combine balances and travel actions with a partner. 4 To match partner balances. Using apparatus, combine balances and travel actions 5 To spin on different body parts.</p>	<p>1.To balance showing 3 different shapes. To combine balancing and changing shape with a traveling action. 2. To perform different actions using 3 different shapes. 3 To perform different actions using 3 different shapes. 4. To perform different actions using 3 different shapes on apparatus. To perform on an L shaped pathway. 5. To perform different actions using 3 different shapes on apparatus.</p>	<p>1. To balancing showing twisted shapes. To combine matched actions with contrasting shapes with a partner. 2. To perform different actions using twisted shapes. 3. To mirror partner. To perform different actions using twisted shapes 4. To performed different actions showing twisted shapes on apparatus. To mirror and match partner using apparatus.</p>	<p>1.To move out different balances using different actions. 2. To move out different balances using different actions. 3. To perform different balances using symmetrical and asymmetrical body shapes. To combine actions showing contrasting body shapes. 4. To perform different balances using symmetrical and asymmetrical body shapes. To combine actions showing contrasting body shapes. 5. To perform different balances using symmetrical and</p>

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	To combine spinning with travelling actions. 6 To spin on different body parts on apparatus.	To perform on an L shaped pathway. 6. To contrast partner shapes	5. To performed different actions showing twisted shapes on apparatus. To mirror and match partner using apparatus. 6. To match pathways with a partner. To perform set actions on matching pathways.	asymmetrical body shapes using apparatus To combine actions showing contrasting body shapes, using apparatus. 6. To perform a variety of actions show ¼ and ¾ turns around a vertical axis. To combine ¼ and ¾ turns.
Key Vocabulary	Balance Jump Roll Stretch Landing twist	Sequence Pivot Tuck Pathway Contrasting control	Twisted Mirror & Match Rotation Flexibility Routine Strength	Somersault Dismount Aesthetics Precision Synchronisation Performance
ACE (Aspire, Collaborate, Experience) links	Aspire - Master basic shapes = tuck, star and pin. Collaborate – Work with a partner to perfect basic balances. Experience – Use the apparatus to perform simple balances.	Aspire – Perform a routine with fluidity. Collaborate – Perform group sequences. Experience – Perform short routines in front of peers.	Aspire – master a bridge or a cartwheel. Collaborate – Develop more complex partner work, such as counter-balances. Experience - participate in a gymnastics club.	Aspire – Create and perform a polished routine. Collaborate – choreograph and perform a cohesive routine. Experience – Compete in an intra-school competition.

Autumn term 2 – Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	OAA	OAA	Swimming	OAA
Crucial Curriculum Content	<ul style="list-style-type: none"> Use and draw simple maps to locate objects and negotiate routes. 	<ul style="list-style-type: none"> Follow and create simple instructions to plan and negotiate routes. 	<ul style="list-style-type: none"> Pupils follow a course appropriate for their ability and progress through either Bronze, Silver or Gold. 	<ul style="list-style-type: none"> Follow routes, locate points, and construct orienteering courses using maps.

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	<ul style="list-style-type: none"> Work collaboratively to navigate and complete tasks using maps. Find points and plan routes effectively by interpreting map features. 	<ul style="list-style-type: none"> Cooperate with others to solve challenges using maps and set routes. Relate points to a map and use it effectively to complete tasks and challenges. 	<ul style="list-style-type: none"> Unit outcomes can be found at the end of this document. can be seen See page 29 for swimming overview. 	<ul style="list-style-type: none"> Work collaboratively to find points and solve challenges through map-based tasks. Use maps created by peers and assess both their own and others' performances for improvement.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> To use a simple map to locate objects. To use a simple map to negotiate a route. To draw a simple map using known locations. To develop cooperation skills. To cooperate using a simple map as reference. To cooperate to find points on a map. 	<ol style="list-style-type: none"> To follow simple instructions and follow a route To make and follow a set on simple instructions, creating a route. To make and follow a route, solving simple challenges. To cooperate to solve a challenge. To cooperate to solve a challenge, using a map. To relate points to a map. 		<ol style="list-style-type: none"> To follow a route using a map. To locate points on a map. To cooperate and locate points on a map. To cooperate, locate points on a map, using them to solve a problem. To construct an orienteering course using a map. To use a map constructed by other pupils and evaluate their own and others performances.
Key Vocabulary	Explore Safety Teamwork Compass Direction	Navigate Climb Cooperate Balance Challenge		Adventure Resilience Leadership Decision-making Problem-solving



	Problem-solving	Trust		Strategy
ACE (Aspire, Collaborate, Experience) links	<p>Aspire – aim to complete a trail.</p> <p>Collaborate – Work in a pair to complete a simple task.</p> <p>Experience-Take part in a simple problem-solving course.</p>	<p>Aspire – Follow a simple map</p> <p>Collaborate – Engage in group activities that require cooperation.</p> <p>Experience – reading a map to find answers.</p>		<p>Aspire – Complete a set orienteering course under the given time.</p> <p>Collaborate- Show effective leadership when engaged in outdoor pursuits.</p> <p>Experience – visit an outdoor pursuit centre.</p>

Spring term 1- Indoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Gym	Gym	Gym	Gym
Crucial Curriculum Content	<ul style="list-style-type: none"> Combine multiple actions using tuck and pin shapes, both on the floor and apparatus. Integrate traveling, turning on curved pathways, and jumping for length into sequences. Match partner shapes while performing the same or contrasting actions to create dynamic routines. 	<ul style="list-style-type: none"> Combine wheeling actions with other movements and transition smoothly into balances from varied starting positions. Use diagonal pathways and apparatus to integrate balances, wheeling, and traveling actions creatively. Perform half and full turns within sequences, combining them with other actions for fluid routines. 	<ul style="list-style-type: none"> Integrate traveling, turning, and finishing positions into sequences, including mirroring a partner. Using apparatus and perform controlled jumps on and off equipment. 	<ul style="list-style-type: none"> Combine ¼ and ¾ turns on apparatus and coordinate movements with a partner. Perform actions in unison and cannon sequences, both on the floor and apparatus. Use push and pull forces effectively to create stable and dynamic partner balances.
Key Concepts	Fitness Health Improving	Fitness Health Improving	Fitness Health Improving	Fitness Health Improving

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	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating
Lesson outcomes	1. To combine 4 actions, showing tuck and pin shapes. 2. To combine 4 actions, showing tuck and pin shapes, using apparatus. 3. To combine traveling with turning on a curve pathway. 4. To combine traveling with turning on a curve pathway, using apparatus. 5. To match a partners shape, whilst performing the same or different action. 6. To combine a jump for length with traveling and other actions.	1. To combine wheeling with and within other actions. 2. To combine wheeling with and within other actions, using apparatus. 3. Move into balances from different starting positions. 4. Move into balances from different starting positions, using diagonal pathways. 5. Move into balances from different starting positions, using diagonal pathways on apparatus. 6. To use different actions to move into a half turn and full turn.	1. To use swing gestures to initiate movement. 2. To perform swinging gestures and movements on apparatus. 3. To combine 2 different actions and finishing positions with traveling actions. 4. To combine 2 different actions and finishing positions with traveling actions, mirroring a partner. 5. To contact a partner using apparatus. 6. To jump on and off apparatus.	1. To combine ¼ and ¾ turn using apparatus. 2. To synchronise moves with a partner. 3. To perform different actions in unison and cannon. 4. To perform different actions in unison and cannon on apparatus 5. To perform different actions in unison and cannon on apparatus. 6. To counterbalance using push and pull forces.
Key Vocabulary	Balance Jump Roll Stretch Landing twist	Sequence Pivot Tuck Bridge Cartwheel control	Vault Handstand Rotation Flexibility Routine Strength	Somersault Dismount Aesthetics Precision Synchronisation Performance
ACE (Aspire, Collaborate, Experience) links	Aspire - Master basic shapes = tuck, star and pin. Collaborate – Work with a partner to perfect basic balances. Experience – Use the apparatus to perform simple balances.	Aspire – Perform a routine with fluidity. Collaborate – Perform group sequences. Experience – Perform short routines in front of peers.	Aspire – master a bridge or a cartwheel. Collaborate – Develop more complex partner work, such as counter-balances.	Aspire – Create and perform a polished routine. Collaborate – choregraph and perform a cohesive routine. Experience – Compete in an intra-school competition.



			Experience – participate in a gymnastics club.	
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Spring term 1- Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Invasion Games	Striking & Fielding	Invasion Games (Tag Rugby)	Invasion Games (Tag Rugby)
Crucial Curriculum Content	<ul style="list-style-type: none"> Recap on fundamental skills previously learnt. Explore strategies to keep control of the ball during play. : Improve passing and receiving techniques to support team play. Recognize space and learn how to get free from an opponent to create opportunities. 	<ul style="list-style-type: none"> Re-cap on the fundamental movement skills. Send and receive a ball underarm with control and accuracy. Explore simple striking skills and a range of fielding methods to support gameplay. Choose and use simple tactics effectively when playing to create advantages. 	<ul style="list-style-type: none"> Pass the ball with precision, including under pressure and over short distances (including backward passes). Show awareness when running with the ball to create space and maintain control. Choose and use simple tactics effectively to support team play and decision-making. 	<ul style="list-style-type: none"> Apply a range of tactics when playing in defence. Pass effectively under pressure and from both sides of the body. Communicate clearly when planning and applying tactics during gameplay. Suggest and implement simple tactics to improve team performance in game situations.
Key Concepts	Fitness Health Improving	Fitness Health Improving	Fitness Health Improving	Fitness Health Improving



	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating	Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> To explore ways to keep possession of the ball. To develop passing skills To further develop passing skills. To develop receiving skills. To recognise space when playing a game. To explore how to get free from an opponent. 	<ol style="list-style-type: none"> To send a ball underarm and receive with control. To send a ball underarm with control. To develop a range of fielding skills. To explore simple striking skills. To use a range of simple tactics when playing a game. To choose a range of simple tactics when playing a game. 	<ol style="list-style-type: none"> To know how to pass the ball with accuracy. Pass with accuracy under pressure. Show controlled passing when under pressure. Pass backwards over short distances. Show special awareness when running with the ball To choose a range of simple tactics when playing a game. 	<ol style="list-style-type: none"> Show controlled passes when under pressure Perform passes accurately from both sides of the body. Communicate effective when planning tactics. Suggest tactics when playing a game. Suggest tactics when playing a game. Suggest tactics when playing a game.
Key Vocabulary	Pass Catch Move Space Team Score	Strike Field Bowl Position Accuracy Guard	Tactics Marking Control Possession Transition Communication	Formation Strategy Pressure Anticipate Counterattack Decision-making
ACE (Aspire, Collaborate, Experience) links	<p>Aspire – Set a personal target, such as score a goal.</p> <p>Collaborate – work in pairs or small teams.</p> <p>Experience – Participate in small sided games.</p>	<p>Aspire – aim to hit the ball into certain areas.</p> <p>Collaborate – Communicate effectively when fielding.</p> <p>Experience – Participate in small-sided games.</p>	<p>Aspire – Set a personal goal, such as number of interceptions.</p> <p>Collaborate – Develop team tactic and roles.</p> <p>Experience – Take part in an intra-school competition.</p>	<p>Aspire – Stop a goal from being scored.</p> <p>Collaborate – Peer coach another pupil on a specific skill.</p> <p>Experience – Take part in an intra-school competition.</p>

Spring term 2- Indoor

Year Group	Year 3	Year 4	Year 5	Year 6
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Unit Title and description	Dance	Dance – Active Planet	Dance- Egyptians	Dance – America
Crucial Curriculum Content	<ul style="list-style-type: none"> Use actions and gestures to portray cold, rain, snow, and sunny conditions creatively. Create sequences that include rhythmic patterns and narrative elements. Understand how changes in direction and dynamics can refine a dance and make it more engaging. 	<ul style="list-style-type: none"> Use dynamic and fluid actions to portray earthquakes, flooding, volcanic phases, tornadoes, and wildfires. Incorporate spirals, different levels, and changes in dynamics to represent the intensity and progression of events. Combine gestures, traveling actions, and contrasting movements to tell a story through dance. 	<ul style="list-style-type: none"> Recreate Ancient Egyptian stances and movements, linking them with traveling actions. Combine Egyptian-style movements into routines, incorporating rhythm and structure (e.g., 4/4 timing). Portray pyramids through body shapes and balances to enhance storytelling in dance. 	<ul style="list-style-type: none"> Learn and perform basic jazz, swing, and jive steps, and explore line dancing. Choreograph short sequences in Broadway and jazz styles, understanding their differences. Use dynamic actions to represent ideas and incorporate rhythm into routines.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> To portray cold and chilly weather through movement. To create a rain Rhythm through movement. To create a snow story through movement. To create a snow story through movement. To understand how a change of direction can refine a dance 	<ol style="list-style-type: none"> To portray an earthquake through movement To use fluid movements to portray flooding To create movements using volcanic phases – eruption, cooling and stillness. 	<ol style="list-style-type: none"> To recreate Ancient Egyptian stances and link them with travelling. To link Egyptian style movements together in a routine. To choreograph in an Egyptian style including a 4/4 rhythm. 	<ol style="list-style-type: none"> To be able to perform basic jazz steps in a motif. To create a short motif in the Broadway style and compare it to the jazz style. To create a dynamic sequence to represent wind. To learn some basic Swing and jive steps.



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	and add more excitement to the performance. 5. To perform a routine which depicts sunny, warm weather.	4. To explore spiral movements and different levels to portray a tornado. 5. To perform dynamic movements to portray the wildfire building and spreading.	4. To use body shapes and balances to portray pyramids.	5. To perform a line dance
Key Vocabulary	Gesture Rhythm Sequence Direction Pathway Dynamics	Gesture Level Dynamics Sequence. Spiral. Unison	Stance Traveling Choreograph Rhythm Balance. Shape	Motif Rhythm Sequence Style Dynamic Unison
ACE (Aspire, Collaborate, Experience) links	Aspire- Perform expressive movements that clearly show different types of weather. Collaborate -Work with others to create rhythms, stories and routines through movement. Experience- how movement, rhythm and changes of direction can represent weather and add excitement to a dance.	Aspire- Perform powerful, controlled movements that clearly represent different natural disasters. Collaborate Work together to create and refine movements and sequences as a group. Experience -Explore a range of dynamics, levels and movement qualities to represent natural disasters.	Aspire- Perform Egyptian-inspired movements with control and rhythm. Collaborate- Work together to link movements into a cohesive routine. Experience- Explore body shapes, balances, and travelling movements to represent Egyptian themes.	Aspire- Perform jazz, Broadway, and Swing steps with control and expression. Collaborate- Work together to create motifs and line dances. Experience- movement, rhythm, and dynamics to represent ideas like wind and style differences.

Spring Term 2 – Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
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Unit Title and description	Striking & Fielding	Invasion Games	Invasion Games (Netball)	Striking & Fielding (rounders)
Crucial Curriculum Content	<ul style="list-style-type: none"> Use coordination skills to send, receive, and hit the ball effectively. Choose and use simple tactics to maintain possession and create opportunities. Adapt techniques based on space, pressure, and team needs. 	<ul style="list-style-type: none"> Explore ways to defend effectively, including marking players and marking space. Choose appropriate skills and tactics to meet the needs of different game situations. Use simple criteria to assess others' work and work effectively as part of a team in gameplay. 	<ul style="list-style-type: none"> Learn different types of passes, the footwork rule, and the roles of positions in netball. Understand the importance of dodging and selecting appropriate skills for game situations. Choose and use a range of skills and tactics effectively during matches. 	<ul style="list-style-type: none"> Use skills to keep possession of the ball and understand how to defend effectively. Work collaboratively to plan and communicate tactics during gameplay. Adapt and apply attacking and defensive tactics to improve performance.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> Develop hand eye coordination skills. Develop simple tactics in a game. Use hand eye coordination to hit the ball. Show awareness of space. Choose a range of skills that suit the needs of a game. 	<ol style="list-style-type: none"> Explore ways to defend To know when to mark a player and when to mark space. To evaluate others work using simple criteria. To work effectively in a game Choose a range of skills that suit the needs of a game. Choose a range of skills that suit the needs of a game. 	<ol style="list-style-type: none"> To know the different passes used in netball. To understand the footwork rule. To understand the rolls of different positions. To understand the importance of being able to dodge. Choose a range of skills that suit the needs of a game. 	<ol style="list-style-type: none"> Applying attacking skills to keep possession of the ball. To understand how to defend. Communicate with each other to plan tactics. To use a range of tactics for attack and defence. To use a range of tactics in a game.



	6. Choose a range of skills that suit the needs of a game.		6. Choose a range of skills that suit the needs of a game.	6. To use a range of tactics in a game.
Key Vocabulary	Hit Catch Throw Run Teamwork Space	Dribble Intercept Defend Attack Position Support	Tactics Marking Control Possession Transition Communication	Chase Catch under pressure Crease Anticipate Placement Concentration
ACE (Aspire, Collaborate, Experience) links	Aspire – Set a personal goal – make a catch to get someone out Collaborate - Participate in a team-based activity. Experience – Engage in fun, modified games with basic rules.	Aspire – aim to hit the ball into certain areas. Collaborate – Communicate effectively when fielding. Experience – Participate in small-sided games.	Aspire – Set a personal goal, such as number of interceptions. Collaborate – Develop team tactic and roles. Experience – Take part in an intra-school competition.	Aspire – Set a goal of certain amount of runs. Collaborate – Work together under pressure. Experience – Engage in intra-school games.

Summer term 1- Indoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Dance – Romans	Dance – Mexico	Striking & Field (Cricket)	Dance – Titanic
Crucial Curriculum Content	<ul style="list-style-type: none"> Use changes of direction and maintain tight formations while working effectively as part of a group. Use whole-body movements with a partner to communicate actions and ideas, such as a battle scene. 	<ul style="list-style-type: none"> Understand and perform the basic Mexican Hat Dance, incorporating rhythm and variety into sequences. Demonstrate knowledge of the Day of the Dead celebration and express its themes through creative festival dance. 	<ul style="list-style-type: none"> Develop accurate throwing and catching skills and aim to hit a ball using a range of equipment. Learn how to strike a ball and control the direction it travels in different game situations. 	<ul style="list-style-type: none"> Explore and use movement to represent ideas, settings and emotions linked to the Titanic, including luxury, joy, excitement, panic and urgency. Use the body to tell a clear story through movement,



	<ul style="list-style-type: none"> Explore and create structured group formations to represent ideas, including Roman aqueducts and builders. 	<ul style="list-style-type: none"> Collaborate to design, rehearse, and perform original Mexican-inspired dances using props and coordinated group formations. 	<ul style="list-style-type: none"> Select and apply appropriate tactics to suit the needs of different games and scenarios. 	<p>showing key moments such as departure and the iceberg disaster.</p> <ul style="list-style-type: none"> Create, practise and perform a structured dance sequence with control, timing and confidence.
Key Concepts	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>
Lesson outcomes	<ol style="list-style-type: none"> To be able to use change of direction and keep in a tight formation whilst working together as a group To be able to show a battle scene using their whole bodies working with a partner. To be able to explore structured and group shapes to portray the Romans Aqueducts and the Roman Builders. 	<ol style="list-style-type: none"> To learn the basic Mexican Hat dance and to be able to develop the dance further. Perform and understand how creating a Rhythm can bring more variety to your Mexican sequences. To have a good understanding of Day of the Dead celebration and use this to create a festival dance. To add props and develop their festival sequence from previous. 	<ol style="list-style-type: none"> Develop throwing and catching skills. Further develop throwing and catching skills. Aim to hit a ball using different equipment. Learn how to hit a ball in different directions. Choose a range of tactics that suit the needs of a game. Choose a range of tactics that suit the needs of a game. 	<ol style="list-style-type: none"> To be able to explore movements inspired by the Titanic ship and its luxury. To be able to portray joy, excitement and rhythmic movements for the departure of the Titanic. To be able to portray the disaster of the Titanic striking the ice berg using their storytelling through their bodies. To be able to portray panic and urgency through movements.



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		<p>5. To be able to create their Mexico dance and practice and work together as a team.</p> <p>6. Perform their own choreographed Mexican dances.</p>		<p>5. To be able to choreograph and practice a final Titanic dance sequence.</p> <p>6. To be able to perform the final Titanic sequence.</p>
Key Vocabulary	<p>Formation</p> <p>Direction</p> <p>Coordination</p> <p>Structure</p>	<p>Choreography</p> <p>Dynamics</p> <p>Spatial Awareness</p> <p>Timing</p> <p>Expression</p> <p>Unison</p>	<p>Wicket</p> <p>Bowler</p> <p>Batter</p> <p>Boundary</p> <p>Over</p> <p>Stump</p>	<p>Choreography</p> <p>Expression</p> <p>Transition</p> <p>Formation</p> <p>Dynamics</p> <p>Performance</p>
ACE (Aspire, Collaborate, Experience) links	<p>Aspire- Perform controlled movements that clearly represent Roman ideas and scenes.</p> <p>Collaborate- Work together in pairs and groups to create tight formations and scenes.</p> <p>Experience- Explore movement and group shapes to represent Roman life and structures.</p>	<p>Aspire- Create a clear and creative choreography that expresses meaning.</p> <p>Collaborate- Work with peers to plan and refine choreography together.</p> <p>Experience- Perform the dance sequence with expression and confidence.</p>	<p>Aspire – Set targets for successful bowling</p> <p>Collaborate – Communicate effectively in small-sided games.</p> <p>Experience – Take part in an inter-school tournament.</p>	<p>Aspire: Perform confidently, clearly showing emotion and story.</p> <p>Collaborate- Work together to choreograph and perform a group dance.</p> <p>Experience- Explore movement to represent key moments from the Titanic.</p>

Summer 1- Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
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Unit Title and description	Invasion Games	Net Wall	Tennis	Invasion (netball)
Crucial Curriculum Content	<ul style="list-style-type: none"> Demonstrate spatial awareness when moving. Understand the importance of working effectively as part of a team. Learn how to score against opponents and prevent them from scoring. Develop and use simple attacking and defending tactics in game situations. 	<ul style="list-style-type: none"> Explore and practise specific skills such as the volley shot. Apply attacking and defending skills and select appropriate techniques for the game. Evaluate others' work using simple criteria and create new games or variations. 	<ul style="list-style-type: none"> Learn and apply correct forehand, backhand, and volley shots, including grips and power. Choose and apply a range of skills suited to different game situations. Understand when and how to use specific shots effectively in play. 	<ul style="list-style-type: none"> Apply techniques to maintain possession and create scoring opportunities. Use a range of tactics to prevent opponents from scoring. Select and apply appropriate skills and tactics for both attack and defence in game situations.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> Understand the importance of working in a team. Understand how to stop the opposition from scoring To understand how to score against an opponent. To develop simple tactics for attacking and defending. 	<ol style="list-style-type: none"> Explore the volley shot. Learn how to use knowledge of attacking and defending skills. Evaluate others work using simple criteria. Create a net wall game. Choose a range of skills that suit the needs that suit the needs of the game. 	<ol style="list-style-type: none"> To know how to send the ball using the correct power. Understand how to play a forehand shot. To learn the correct grip for a backhand shot. To know what the volley shot is and when to use it. 	<ol style="list-style-type: none"> Apply attacking skills to keep possession of the ball. To use a range of tactics when defending. To use a range of tactics when attacking and defending. Use a range of tactics in attack and defence.



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	5. To use simple tactics in a game situation. 6. To use simple tactics in a game situation.	6. Choose a range of skills that suit the needs that suit the needs of the game.	5. Choose a range of skills that suit the needs that suit the needs of the game. 6. Choose a range of skills that suit the needs that suit the needs of the game.	5. Choose a range of skills that suit the needs that suit the needs of the game. 6. Choose a range of tactics that suit the needs that suit the needs of the game.
Key Vocabulary	Pass Catch Move Space Team Score	Forehand Backhand Bounce Position Accuracy Control	Volley Footwork Spin Serve Technique Court Positioning Strategy	Formation Strategy Pressure Anticipate Counterattack Decision-making
ACE (Aspire, Collaborate, Experience) links	Aspire – Set a personal target, such as score a goal. Collaborate – work in pairs or small teams. Experience – Participate in small sided games. Aspire	Aspire - Set a goal to rally with a partner for a certain number of hits. Collaborate – Practice working together in cooperative drills. Experience – Engage in modified matches	Aspire – Demonstrate leadership, sportsmanship & advances tactics Collaborate – Communicate effectively with a partner to plan simple strategies during games. Experience – Take part in friendly competitions and school tournaments.	Aspire – Stop a goal from being scored. Collaborate – Peer coach another pupil on a specific skill. Experience – Take part in an intra-school competition.

Summer 2 – Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Athletics	Athletics	Athletics	Athletics

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<p>Crucial Curriculum Content</p>	<ul style="list-style-type: none"> • Develop underarm throwing with accuracy, coordination, and appropriate force. • Understand and adjust for distance, height, weight, and obstacles when throwing. • Apply body awareness and control to improve the effectiveness of throws. 	<ul style="list-style-type: none"> • Develop and apply a range of throwing methods with control. • Learn and combine different jumping techniques, focusing on fluency and coordination. • Record, measure, and assess performance to track improvement. 	<ul style="list-style-type: none"> • Develop the ability to throw for greater force and distance, and perform a variety of jumps with control and power. • Learn and apply effective relay change-over skills. • Record, measure, and assess performance to monitor improvement. 	<ul style="list-style-type: none"> • Develop the ability to throw for greater distance and perform a variety of jumps with power, control, and consistency. • Learn and apply effective relay change-over techniques. • Record, measure, and evaluate performance to track improvement.
<p>Key Concepts</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>	<p>Fitness Health Improving Applying Selecting Acquisition Evaluating</p>
<p>Lesson outcomes</p>	<ol style="list-style-type: none"> 1. To throw underarm for accuracy towards a given target. 2. Develop awareness of weight and distance. 3. Develop special awareness in negotiating obstacles. 4. To develop awareness of height and distance. 5. To develop awareness of distance and weight. 6. Throw with coordination and force. 	<ol style="list-style-type: none"> 1. Develop the ability to throw using a range of techniques. 2. To learn a variety of different jumping techniques. 3. To explore a combination of different jumps. 4. To develop fluency and control when using a combination of jumps. 5. To record and measure performance. 6. To record and measure performance. 	<ol style="list-style-type: none"> 1. To throw with greater force and distance. 2. To show power, control and consistency at both take off and landings. 3. Perform a variety of jumps in different activities. 4. Develop relay change over skills. 5. Develop relay change over skills. 6. To record and measure performance. 	<ol style="list-style-type: none"> 1. To throw with greater force and distance. 2. To show power, control and consistency at both take off and landings. 3. Perform a variety of jumps in different activities. 4. Develop relay change over skills. 5. Develop relay change over skills.



				6. To record and measure performance.
Key Vocabulary	Run Jump Throw Speed Balance Effort	Sprint Hurdle Relay Distance Aim Technique	Endurance Pace Long Jump Shot put Coordination Measure	Acceleration Precision Javelin High Jump Rhythm Performance
ACE (Aspire, Collaborate, Experience) links	Aspire – Achieve basic milestone in running, jumping and throwing. Collaborate – Take part in relay races. Experience – Take part in potted sports.	Aspire – Aim to beat personal bests. Collaborate – Engage in group challenges. Experience – Compete in sports day.	Aspire – Set more challenging goals for running, jumping and throwing. Collaborate – Develop correct change-over in relays. Experience – Compete in sports day	Aspire – Set a target of winning a race at sports day. Collaborate – Peer coach another pupil. Experience – compete in sports day

Summer 2- Outdoor

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Tennis	Striking & Fielding	Striking & Fielding (rounders)	Tennis
Crucial Curriculum Content	<ul style="list-style-type: none"> Develop control and accuracy when sending the ball over different distances. 	<ul style="list-style-type: none"> Aim to strike accurately and refine throwing and catching skills. 	<ul style="list-style-type: none"> Develop accuracy and control when throwing, catching, and hitting with different 	<ul style="list-style-type: none"> Develop accurate forehand, backhand, and volley shots.

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	<ul style="list-style-type: none"> Build reliable catching and receiving techniques. Practice a range of throwing techniques with accuracy and coordination. 	<ul style="list-style-type: none"> Play different roles in a fielding team and show awareness of space. Choose and apply appropriate skills to suit the needs of the game. 	<p>equipment, even under pressure.</p> <ul style="list-style-type: none"> Learn and apply the correct bowling position. Select and use appropriate skills and tactics to suit the needs of the game. 	<ul style="list-style-type: none"> Choose when to attack, defend, and use a range of tactics during play. Work as a team, umpire matches, and participate in tournaments.
Key Concepts	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating	Fitness Health Improving Applying Selecting Acquisition Evaluating
Lesson outcomes	<ol style="list-style-type: none"> To develop control and accuracy when sending. Throw at a range of targets over different distances. Develop sending and receiving skills. Develop catching skills. Develop throwing skills To send with control and accuracy. 	<ol style="list-style-type: none"> Aim to strike a ball accurately. Refine throwing and catching skills. To play a range of roles in a fielding team. Show awareness of space. Choose a range of skills that suit the needs of the game. Choose a range of skills that suit the needs of the game. 	<ol style="list-style-type: none"> To throw and catch successfully when under pressure. To show the correct bowling position. Aim to hit a ball using different equipment. Demonstrate accuracy when hitting towards targets. Choose a range of skills that suit the needs of the game. Choose a range of tactics that suit the needs of the game. 	<ol style="list-style-type: none"> Develop technique of forehand, backhand and volley shot. Decide when to attack and win a point. Use a range of tactics when playing another team. To work as a team To umpire a match To play in a tournament.
Key Vocabulary	Hit Ball Rally Serve	Strike Field bowl Position	Defend Bowling Timing Throwing Technique	Power Angle Movement Deuce



	Space Grip	Accuracy Guard	Rotation Strategy	Topspin Match Play
ACE (Aspire, Collaborate, Experience) links	<p>Aspire – Personal milestones, such as mastering the forehand grip.</p> <p>Collaborate – Learn to support and encourage a partner during simple rallies.</p> <p>Experience – Participate in fun, introductory tennis games.</p>	<p>Aspire – aim to hit the ball into certain areas.</p> <p>Collaborate – Communicate effectively when fielding.</p> <p>Experience – Participate in small-sided games.</p>	<p>Aspire – Set targets for successful bowling</p> <p>Collaborate– Communicate effectively in small-sided games.</p> <p>Experience – Take part in an inter-school tournament.</p>	<p>Aspire – Demonstrate leadership, sportsmanship and advances tactics.</p> <p>Collaborate– master doubles strategies.</p> <p>Experience – Participate in intra-school competitions.</p>

Swimming Outcomes (Year 5)					
Bronze		Silver		Gold	
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
-Enter the water safely.	-Enter the water safely.	-Jump in from poolside and submerge (minimum depth of 1 metre).	-Jump into the water, submerge surface and swim back to the point of entry (min depth 1m).	-Jump into the water, submerge, surface and swim back to the point of entry (at least full reach depth).	-Perform three different shaped jumps into deep water (to include a straddle entry).
-Move forwards, backwards and sideways for a distance of 5 metres – feet may be on or off the floor.	-Move from a horizontal floating position on the front and return to standing.	-Fully submerge to pick up an object.	-Push and glide towards the pool floor with arms extended.	-Perform a horizontal stationary scull on the back.	-Perform a head first scull for 5 metres.
-Scoop the water and wash face, be comfortable with	-Move from a horizontal floating position on the back and return to standing.	-Perform a tuck float and hold for five seconds.	-Perform a sequence of changing shapes (minimum of 3) whilst floating on the surface.	Kick 10 metres backstroke.	-Two out of the following three must be completed:

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<p>water showered from overhead.</p> <p>-Blow bubbles a minimum of three times rhythmically with nose and mouth submerged.</p> <p>-Take part in a movement game.</p> <p>-Give examples of two pool rules.</p> <p>Recognise and identify the purpose of beach flags.</p> <p>-Exit the water safely.</p>	<p>-Push and glide on the front in a horizontal position to or from the pool wall.</p> <p>-Push and glide on the back in a horizontal position from the pool wall.</p> <p>-Travel on the back for 5 metres.</p> <p>-Travel on the front for 5 metres.</p> <p>-Float on the back.</p> <p>-Know how to signal for help.</p> <p>-Exit the water safely.</p>	<p>-Push from wall and glide on the front with arms extended.</p> <p>-Push from wall and glide on back (optional with arms extended).</p> <p>-Perform a rotation from the front to the back then return to standing.</p> <p>-Perform a rotation from the back to the front then return to standing.</p> <p>-Identify an open water hazard near your home and school.</p> <p>-Exit the water safely.</p>	<p>-Push and glide on the front with arms extended and log roll onto the back.</p> <p>-Push and glide on the back with arms extended and log roll onto the front.</p> <p>-Travel 5 metres on the front, perform a tuck to rotate onto the back and return to the side.</p> <p>-Travel 10 metres on the front with feet off the pool floor.</p> <p>-Travel 10 metres on the back with feet off the pool floor.</p> <p>-Perform a shout and signal rescue. Explain how you would get help.</p> <p>-Exit the water safely without using steps.</p>	<p>-Kick 10 metres front crawl.</p> <p>-Kick 10 metres butterfly or breaststroke on the front or on the back.</p> <p>-Travel on back and log roll 180 degrees in one continuous movement onto front.</p> <p>-Travel on front and log roll 180 degrees in one continuous movement onto back.</p> <p>-Swim 10 metres, choice of stroke is optional.</p> <p>-Give two examples of where it is safe to swim and why.</p> <p>-Exit the water safely.</p>	<p>a) Swim 10 metres front crawl. b) Swim 10 metres backstroke. c) Swim 10 metres breaststroke.</p> <p>-Tread water for 30 seconds.</p> <p>-Perform a handstand or forward somersault tucked in the water.</p> <p>-Swim 25 metres (choice of stroke is optional).</p> <p>-Swim 10 metres wearing clothes – as a minimum T-shirt and shorts).</p> <p>-Exit deep water without the use of steps.</p>
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How each intention is met across units of work

Intention 1: To acquire and develop skills.

Year 3	Year 4	Year 5	Year 6
<p>Develop passing skills.</p> <p>Explore ways to keep possession of the ball</p> <p>Develop receiving skills</p> <p>Explore different ways to defend</p> <p>Improve all fundamental movement skills.</p>	<p>To further explore ways to keep possession of the ball.</p> <p>To further develop passing skills.</p> <p>Understand the importance of team-work.</p> <p>To further develop receiving skills.</p> <p>To further explore how to get free from an opponent.</p>	<p>Understand the importance of dodging when trying to get free from a defender.</p> <p>Know how to pass the ball with accuracy.</p> <p>Learn to work as a team when attacking.</p>	<p>Develop passing techniques.</p> <p>Identify the fundamental movement skills used when attacking.</p> <p>Understand how to differentiate bowling.</p> <p>Learn a variety of fielding techniques.</p>



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<p>To understand how to send underarm and receive a ball with control.</p> <p>To understand how to send a ball using an overarm throw.</p> <p>Develop fundamental movement skills.</p> <p>Develop a range of fielding skills.</p> <p>Refine throwing and catching skills.</p> <p>To begin to play a range of roles in a fielding team.</p> <p>To begin to strike accurately when playing in a game.</p> <p>To travel in different ways 'towards' and away from' a partner.</p> <p>To combine balances and actions within a partner sequence.</p> <p>To match partner balances.</p> <p>To combine balances and travelling actions with a partner using apparatus.</p> <p>To 'spin' on different body parts.</p> <p>To combine 'spinning' with suitable ways of travelling.</p> <p>To 'spin' on different body parts on apparatus.</p> <p>To combine 'spinning' balancing and travelling actions.</p>	<p>To further explore different ways to defend</p> <p>To further improve all fundamental movement skills.</p> <p>Re-cap on the fundamental movement skills.</p> <p>Know how to send underarm and receive a ball with control.</p> <p>Know how to send a ball using an overarm throw.</p> <p>To further develop fundamental movement skills.</p> <p>To further develop a range of fielding skills.</p> <p>Aim to strike a ball accurately.</p> <p>To further refine throwing and catching skills.</p> <p>Strike accurately when playing in a game.</p> <p>To balance showing three different shapes.</p> <p>To combine balances and changing shapes with a travelling action.</p> <p>To move on an 'L-shaped' pathway.</p> <p>To 'contrast' partner shapes.</p> <p>To combine matched actions with 'contrasting' shapes within a partner.</p> <p>To combine 'Wheeling' actions within and with other actions.</p> <p>To combine 'wheeling' within and with other actions using apparatus.</p> <p>To move into balances from different 'starting' positions</p> <p>To combine moving into the same balances from different 'starting' positions.</p> <p>To travel on 'diagonal' pathways.</p>	<p>Pass with accuracy when under pressure.</p> <p>Understand the pass back rule.</p> <p>Know the different types of passes used in netball.</p> <p>Explore the areas of a netball court.</p> <p>Understand the footwork rule when playing netball.</p> <p>Know the positions of a high five netball team.</p> <p>Understand the roles of the different positions.</p> <p>Know different ways of dodging.</p> <p>Understand the importance of being able to dodge effectively.</p> <p>Identify the fundamental movement skills used in cricket.</p> <p>Explore a range of techniques when throwing.</p> <p>Learn the correct batting stance.</p> <p>Know how to strike a stationary ball with control and direction.</p> <p>Learn how to strike a drop fed ball.</p> <p>Know how to bowl using the correct technique.</p> <p>Identify the fundamental movement skills used in rounders.</p>	<p>Improve batting skills.</p> <p>Learn different ways of stopping the ball.</p> <p>Refine throwing and catching skills.</p> <p>Learn simple rounders rules.</p> <p>To 'move out' different balances using different actions.</p> <p>To combine actions showing contrasting body shapes.</p> <p>To combine actions showing contrasting body shapes using apparatus.</p> <p>To combine '¼ and ¾' turns.</p> <p>To combine '¼ and ¾' turns using apparatus.</p> <p>To 'synchronise' movements with a partner.</p> <p>To combine different actions performed in 'unison' and 'in canon'.</p> <p>To combine different actions performed in 'unison' and 'in canon' using apparatus.</p> <p>To 'counter balance' using 'push' and 'pull' forces.</p> <p>To explore a range of orienteering and problem-solving activities.</p> <p>To use a simple map to find points.</p> <p>To allow children to explore vocabulary on assessing each other.</p> <p>To know and perform some of the basic jive steps.</p>
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<p>To 'turn' (on the vertical axis) on the spot and travelling. To travel on a 'curved pathway'. To combine travelling with 'turning' and 'curved pathways'. To explore a range of orienteering and problem-solving activities. To develop a range of problem-solving strategies. To create shapes with different body parts. To identify shapes made with different body parts. To know and understand how size is used in dance. To know and understand points of balance. To know and understand the term dynamics in dance. To know what the ready position looks like. To develop control of sending over a distance. To develop control of equipment. To learn the importance of feeding the ball accurately. To know how to change the speed of the ball when playing in a game.</p>	<p>To move into balances from different 'starting positions' using apparatus. To combine moving into different balances from different 'starting positions' using apparatus. To use different actions to 'half-turn' and 'full-turn' on spot and travelling. To turn whilst travelling on different pathways. To know and understand how character is used in Oliver's 'consider yourself'. To know and understand the term mirroring. To develop a phrase of dance using changes of direction. To know and understand the term re-ordering in dance. To explore the volley shot. To learn how to use knowledge of attacking and defending skills. To improve all fundamental movement skills. To learn how to take off and land in a fluent and coordinated way. To develop body position in flight. To learn a variety of jumping techniques. Learning to jump with coordination and control. Exploring different body positions in flight. Explore different combination of jumps. To develop fluency and control in putting together jumps. To Pass and receive the baton.</p>	<p>Develop throwing and catching skills. Identify the fundamental movement skills used in rounders. Develop throwing and catching skills. Learn areas of a rounders pitch. Learn how to hit a ball in different directions. Develop a range of fielding skills. To balance showing 'twisted' shapes. To combine balances and changing shapes with travelling actions. To 'mirror' a partner. To 'mirror' and 'match' a partner using apparatus. To 'match pathways' with a partner. To use 'swing gestures' to initiate movement. To move 'suddenly'. To combine 'swinging gestures' and actions using apparatus. To move 'out' of balances in different finishing positions. To combine two different balances and 'finishing positions' with travelling actions.</p>	<p>To explore trust within partner work in dance. To know and understand the term pathways. To identify different pathways used. To develop a phrase of dance using changes of direction. To know and understand the term re-ordering in dance To develop a phrase using re-ordering. To know and understand the term formation in dance. To identify different formations in dance. To develop the technique of the forehand, backhand and volley shot. To learn simple scoring rules. To understand when to attack. To throw with greater control, efficiency & accuracy. To generate greater force in throwing. To develop a range of throwing techniques. To develop power, control & consistency. To develop the approach, take off, flight & landing.</p>
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<p>To develop awareness of time, distance and speed.</p> <p>To develop fluency and coordination in running for speed.</p> <p>To learn how to accelerate quickly from a stationary position.</p> <p>To develop fluency and rhythm in their movements.</p> <p>To develop spatial awareness, judge height and distance.</p> <p>To develop fluency in walking and running activities.</p> <p>To learn how to send an object with force.</p> <p>Develop awareness of distance.</p> <p>To learn how to send an object with accuracy.</p>		<p>To move 'out of' balances into different finishing positions</p> <p>To combine moving 'out of' different balances into different 'finishing positions' 'mirroring' a partner.</p> <p>To make simple 'contact' with a partner.</p> <p>To 'contact' a partner using apparatus.</p> <p>To combine given actions and relationships with a partner using apparatus.</p> <p>To explore a range of orienteering and problem-solving activities.</p> <p>To use a simple map to find points.</p> <p>To allow children to explore vocabulary on assessing each other.</p> <p>To know and understand the terms: accuracy, control and timing.</p> <p>To know and understand the term repetition.</p> <p>To know and understand the term pathway.</p>	<p>To develop a range of jumping techniques.</p> <p>To develop fluency & efficiency in running as a relay team.</p> <p>To develop changeover skills.</p> <p>To learn to measure & record performance</p> <p>To apply a range of techniques to different challenges</p> <p>To set personal challenges & improving performances</p>
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		<p>To know and understand the term dynamics.</p> <p>To know and understand the term levels.</p> <p>To identify the use of levels.</p> <p>To know and understand the term binary.</p> <p>To know how to send a ball using the correct power.</p> <p>To learn the 'ready' position.</p> <p>To understand how to perform a forehand shot.</p> <p>To learn how to perform a backhand shot.</p> <p>To know where to stand in order to receive the ball successfully.</p> <p>To know what a volley shot is.</p> <p>To develop greater fluency & coordination of movements.</p> <p>To develop the basic skills for acceleration.</p> <p>To sustain speed over longer durations of time or distance.</p> <p>To develop greater fluency, efficiency & speed.</p> <p>To develop a three-stride pattern over hurdles.</p> <p>To develop hurdling technique.</p> <p>To sustain pace over longer distances.</p>	
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		<p>To run at different tempos for longer durations.</p> <p>To throw with greater control, efficiency & accuracy.</p> <p>To generate greater force in throwing.</p>	
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Intention 2: To select and apply skills, tactics and compositional ideas.			
Year 3	Year 4	Year 5	Year 6
<p>Show effective communication with teammates,</p> <p>Identify space when playing in a game.</p> <p>Explore how to get free from an opponent.</p> <p>Demonstrate spacial awareness</p> <p>Improve ability to choose and use simple tactics.</p> <p>Know when to mark a player and when to mark space.</p> <p>Play in a tournament</p> <p>Work effectively as a team</p> <p>Work together and respect team-mates.</p> <p>Explore simple attacking skills.</p>	<p>Identify space when playing in a game.</p> <p>To show effective communication with team-mates.</p> <p>Demonstrate spatial awareness when moving.</p> <p>To further improve ability to choose and use simple tactics.</p> <p>Know when to mark the player and when to mark the space.</p> <p>Play in a tournament</p> <p>To work effectively as a team.</p> <p>Work together and respect team-mates.</p> <p>To further explore simple attacking skills.</p> <p>To choose a range of simple tactics when playing in a game.</p> <p>Play a range of roles in a fielding team.</p> <p>Show awareness of space.</p> <p>To select a range of skills that suit the needs of the game.</p>	<p>Apply a range of tactics when playing in defense.</p> <p>Perform a back pass with accuracy.</p> <p>Identify and develop fundamental movement skills used in netball.</p> <p>Perform this technique with some accuracy.</p> <p>Aim to hit a ball using different equipment.</p> <p>To perform different actions using 'twisted' shapes.</p> <p>To perform different actions showing 'twisted' shapes using apparatus.</p> <p>To perform set actions on a 'matching pathway'.</p> <p>To perform 'swinging gestures'.</p> <p>To perform 'swinging gestures' and actions using apparatus.</p> <p>To perform a 'straddle' shape.</p> <p>To develop a range of problem-solving strategies.</p>	<p>Apply a range of tactics when playing in defence.</p> <p>Use a range of tactics in attack and defence.</p> <p>Enjoy competing with each other.</p> <p>Play in a tournament.</p> <p>Work effectively in a team.</p> <p>Apply attacking skills to keep possession of the ball.</p> <p>Apply the range of tactics when defending.</p> <p>Use a range of tactics in attack and defence.</p> <p>Know when to apply bowling knowledge in a game.</p> <p>Use a range of tactics when batting and fielding.</p> <p>Play in a tournament.</p> <p>Work effectively in a team.</p> <p>Use a range of tactics when batting and fielding.</p> <p>To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes.</p>



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<p>To begin to choose simple tactics when playing in a game.</p> <p>To be able to aim to strike a ball.</p> <p>To begin to devise own rules and scoring system.</p> <p>To begin to show awareness of space.</p> <p>To begin to choose a range of skills that suit the needs of the game</p> <p>To balance on 2 points and combine 2 point balances with a travelling action.</p> <p>On apparatus, to balance on 2 points and Combine a 2 point balance with travelling actions 'towards' and 'away from' apparatus.</p> <p>To perform different actions using 'tuck' and 'pin' shapes.</p> <p>To combine four actions showing 'tuck' and 'pin' shapes.</p> <p>To perform different actions using 'tuck and 'pin' shapes on apparatus.</p>	<p>To perform different actions using three different shapes.</p> <p>To perform different actions using three different shapes using apparatus.</p> <p>To perform 'wheeling' actions and gestures.</p> <p>To perform 'wheeling' actions and gestures using apparatus.</p> <p>To perform with accuracy key actions from Oliver's 'Consider Yourself'.</p> <p>To identify performance qualities used in 'Consider Yourself'</p> <p>To select and apply with appropriate characteristics for theme of dance.</p> <p>Perform a phrase of dance showing understanding of timing and musicality.</p> <p>To demonstrate use of mirroring.</p> <p>To develop a phrase using re-ordering.</p> <p>To link together sections of dance demonstrating movement memory.</p> <p>To perform showing moments of accuracy of timing musically and a sense of character.</p> <p>To know when to use the volley shot when rallying with a partner.</p> <p>To choose a range of simple tactics to use in a game.</p> <p>To create a net/wall game.</p>	<p>To select actions and apply repetition.</p> <p>To demonstrate accuracy, control and timing.</p> <p>To demonstrate use of varied pathways.</p> <p>To select and apply a simple pathway.</p> <p>To demonstrate the use of varied dynamics.</p> <p>To select and apply the appropriate use of dynamics.</p> <p>To select and apply appropriate actions to demonstrate understanding of levels.</p> <p>To demonstrate the use of binary.</p> <p>To select and apply appropriate actions creating a fluid and whole dance.</p> <p>To perform a structured dance with accuracy, fluidity and timing.</p> <p>To use a racket with the correct technique.</p> <p>To understand when to use a volley shot.</p> <p>To develop a range of throwing techniques.</p>	<p>To perform a variety of actions using 'symmetrical' and 'asymmetrical' body shapes using apparatus.</p> <p>To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis'.</p> <p>To perform a variety of actions showing '¼ and ¾ turns' on the 'vertical axis using apparatus.</p> <p>To perform actions on 'contrasting' partner pathways.</p> <p>To perform actions 'in unison' and 'in canon'.</p> <p>To perform actions 'in unison' and 'in canon' using apparatus.</p> <p>To develop a range of problem-solving strategies.</p> <p>To demonstrate the dynamic bounce and swing of jive.</p> <p>To perform lifts and support safely.</p> <p>To demonstrate use of pathways.</p> <p>To demonstrate the use of formation in dance</p> <p>To perform the dance showing coordination, timing and style.</p> <p>Evaluate own and peers' performance.</p> <p>To evaluate own and groups' choreography and performance, writing valuable targets for the following unit.</p> <p>To use a range of tactics when playing against another team</p>
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<p>To combine four actions showing 'tuck' and 'pin' shapes on apparatus.</p> <p>To perform with control, different whole body shapes.</p> <p>To perform the phrase of dance with control and accuracy.</p> <p>To demonstrate the use of size in dance.</p> <p>To demonstrate use of control and shape within balance.</p> <p>To demonstrate a range of dynamics.</p> <p>To apply some dynamics to dance phrase.</p> <p>To perform the dance showing control, balance and dynamic range.</p> <p>To identify the fundamental skills used in the lesson.</p> <p>To maintain control during a rally with a partner.</p> <p>To choose and apply appropriate stride patterns.</p> <p>To use different throwing techniques</p>	<p>To choose a range of skills that will suit the game.</p> <p>To use a variety of jumps in different games and activities.</p> <p>To work together as a team.</p> <p>To use changeovers in different relay games.</p> <p>To apply a variety of techniques in competition.</p>		<p>To assess others' work.</p> <p>To work together in teams & taking turns a different roles.</p> <p>To apply a range of techniques to different challenges</p>
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Intention 3: To evaluate and improve performance.			
Year 3	Year 4	Year 5	Year 6
<p>Understand importance of team work.</p> <p>Evaluate others work using simple criteria.</p> <p>To help umpire games.</p> <p>To begin to evaluate strengths and weaknesses when playing as a team.</p> <p>To match a partner's shape whilst performing the same or a different action.</p> <p>To use a simple map to find points.</p> <p>To allow children to explore vocabulary on assessing each other.</p> <p>To evaluate own performance.</p> <p>To set targets for next dance unit.</p> <p>Suggest ideas to improve performance</p>	<p>Evaluate others work using simple criteria.</p> <p>To umpire games</p> <p>Devise own rules and scoring system.</p> <p>Evaluate strengths and weaknesses when playing as a team.</p> <p>To evaluate use of actions, timing and musically in own and others work.</p> <p>To evaluate own use of mirroring.</p> <p>To evaluate own and peers' accuracy of timing, musically and character.</p> <p>To identify targets for next dance unit.</p> <p>To evaluate others work using simple criteria.</p> <p>To try and improve personal performance</p>	<p>Evaluate others work and make suggestions to improve.</p> <p>Recognise own strengths and weaknesses when batting.</p> <p>To identify targets for next dance unit.</p>	<p>Evaluate others work and make suggestions to improve.</p> <p>Umpire games.</p> <p>Evaluate others work.</p> <p>Evaluate and recognise own success.</p> <p>Evaluate strengths and weaknesses when fielding.</p> <p>Evaluate own and peers' performance.</p> <p>To evaluate own and groups' choreography and performance, writing valuable targets for the following unit.</p> <p>To evaluate and recognise own success</p> <p>To work effectively in a team.</p> <p>To umpire a game.</p> <p>To set personal challenges & improving performances</p>



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Intention 4: To gain knowledge and understanding of fitness and health.			
Year 3	Year 4	Year 5	Year 6
<p>How to make informed decisions about health.</p> <p>How to make informed decisions about the elements of a balanced, healthy lifestyle,</p> <p>How to make informed decisions about choices that support a healthy lifestyle and recognise what might influence these.</p> <p>How to make informed decisions about what constitutes a healthy diet; How to plan healthy meals; benefits to health and well-being of eating nutritionally rich foods; risks associated with not eating a healthy diet Opportunities to be physically active and to including obesity and tooth decay.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school,</p>	<p>How to make informed decisions about health.</p> <p>How to make informed decisions about the elements of a balanced, healthy lifestyle.</p> <p>How to make informed decisions about choices that support a healthy lifestyle and recognise what might influence these.</p> <p>How to make informed decisions about what good physical health means; how to recognise early signs of physical illness.</p> <p>How to make informed decisions that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</p>	<p>How to make informed decisions about health the elements of a balanced, healthy lifestyle.</p> <p>choices that support a healthy lifestyle and recognise what might influence these.</p> <p>good physical health means; how to recognise early signs of physical illness.</p> <p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p>To identify the components of blood and describe their functions.</p> <p>To explore the structure and function of the human heart.</p> <p>To investigate and understand that heart size and speed relates to age, fitness & activity and can be improved.</p> <p>To know that nutrients and water are transported around the body via the blood.</p> <p>To explore and demonstrate how the circulatory system works including the role of the heart.</p> <p>To identify those aspects of a diet that are healthy and unhealthy and the impact diet can have on the body, using scientific evidence</p> <p>To examine the amount and types of exercise that keep a child and adult body healthy</p>

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daily active mile); recognise some of the risks associated with an inactive lifestyle

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
about why people choose to use or not use drugs (including nicotine, alcohol and medicines)
about the mixed messages in the media about drugs, including alcohol and smoking/vaping
about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

To note how lifestyle can impact on

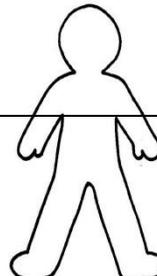
End Points/Impact

Skilled

Pupils explore simple skills.

They copy, remember, repeat and explore simple actions with control and coordination.

A great athlete in Year 3



Knowledgeable

They begin to show some understanding of simple tactics and basic compositional ideas.
They understand how to exercise safely and describe how their bodies feel during different activities.

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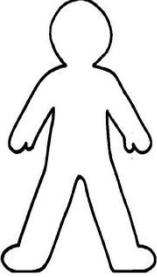


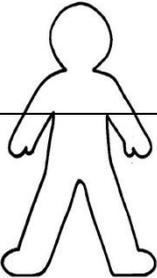
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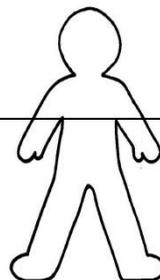


<p>Resilient Practise techniques and skills to ensure success.</p>		<p>Creative They vary skills, actions and ideas and link these in ways that suit the activities</p>
<p>Reflective They talk about differences between their own and others' performance and suggest improvements.</p>		

<p>Skilled Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.</p>	<p><u>A great athlete in Year 4</u></p> 	<p>Knowledgeable They show that they understand tactics and composition by starting to vary how they respond. They give reasons why warming up before an activity is important, and why physical activity is good for their health.</p>
<p>Resilient Practise techniques and skills to ensure success.</p>		<p>Creative They vary skills, actions and ideas and link these in ways that suit the activities</p>
<p>Reflective They can see how their work is similar to and different from others' work and use this understanding to improve their own performance.</p>		

<p>Skilled Pupils link skills, techniques and ideas and apply them accurately and appropriately.</p>	<p><u>A great athlete in Year 5</u></p> 	<p>Knowledgeable They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.</p>
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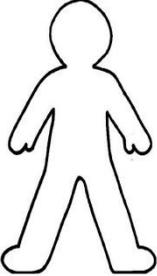


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<p>Resilient</p> <p>Practise techniques and skills to ensure success.</p>		<p>Creative</p> <p>Their performance shows precision, control and fluency, and that they understand tactics and composition.</p>
<p>Reflective</p> <p>They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance</p>		

<p>Skilled</p> <p>Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p>	<p><u>A great athlete in Year 6</u></p> 	<p>Knowledgeable</p> <p>They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity. They explain why regular, safe exercise is good for their fitness and health.</p>
<p>Resilient</p> <p>They modify and refine skills and techniques to improve their performance.</p>		<p>Creative</p> <p>When performing, they draw on what they know about strategy, tactics and composition.</p>
<p>Reflective</p> <p>They analyse and comment on skills and techniques and how these are applied in their own and others' work.</p>		

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Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

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Key stage 1

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.

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