

# Leavesden JMI School & Nursery Curriculum

## Physical Education - Athletics

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> <li>• Coordination in large and small movements..</li> <li>• Demonstrates body control.</li> <li>• Can handle equipment effectively.</li> </ul>	<p>After exploring movement in EYFS, Year 1 now begin to understand the 3 distinct components of athletics:</p> <ul style="list-style-type: none"> <li>• Running.</li> <li>• Jumping - which should be preceded by a short (3 stride/ 2 m) run up.</li> <li>• Throwing - which is done from a standing position.</li> </ul>	<p>Understanding the 3 components of athletics from Year 1 now the children should understand:</p> <ul style="list-style-type: none"> <li>• Running - both for speed &amp; distance and that they are different.</li> <li>• Jumping - how to land (links to gymnastics).</li> <li>• Throwing - range of movement for arm when throwing..</li> </ul>	<p>Year 3 builds on the developments in Years 1 &amp; 2 to develop:</p> <ul style="list-style-type: none"> <li>• Running - pacing (using the Daily Mile).</li> <li>• Jumping - develop a co-ordinated run up &amp; take-off.</li> <li>• Throwing - understand the 3 types of throw (in school - not doing hammer, the 4th throwing event).</li> </ul>	<p>The concepts for Year 4 are to begin to apply knowledge from previous years to develop precision.</p> <ul style="list-style-type: none"> <li>• Running - striding for sprinting.</li> <li>• Jumping - body coordination to use arms.</li> <li>• Throwing - correct body position and grip for throwing.</li> <li>• Officiating</li> </ul>	<p>Following Year 4, children should understand and develop event specific skills:</p> <ul style="list-style-type: none"> <li>• Running - pacing for 600m (2 laps)</li> <li>• Jumping - introduce the triple jump.</li> <li>• Throwing - use run up for the javelin and a shift throw for shot putt.</li> <li>• Coaching - supporting peers with key points.</li> </ul>	<p>In Year, 6 building on complete learning the children should apply their learning with independent competition and officiating, as well as:</p> <ul style="list-style-type: none"> <li>• Running - select personal pacing.</li> <li>• Jumping - 3 equal phases for the triple jump</li> <li>• Throwing - Combine the side on approach with cross-over step for javelin.</li> </ul>
Knowledge and Skill Development	<p><u>Running</u> Children should explore different pathways for running, including over objects - which supports stride development.</p> <p>Children should be using their arms to support their running, not just their legs. Repetitious hopping supports this.</p> <p><u>Jumping</u> The children should not look at focused jumping, but rehearse running and jumping.</p>	<p><u>Running</u> Let the children explore 'Fast feet' for running fast - this is the start of understanding stride patterns.</p> <p>Introduce relays in teams over short distances - this is an ideal warm-up. Handovers are by 'hand tag' - which develops the concept of waiting and receiving the baton.</p> <p><u>Jumping</u> Encourage the children to use their arms when jumping - many do this naturally. Discuss the effect this has on their</p>	<p><u>Running</u> The children should explore and experiment running over different distances, e.g. width of playground vs perimeter v 1 lap of D.M track.</p> <p>Discuss different paces for different distances.</p> <p><u>Jumping</u> Children should explore different take off and landing combinations. Develop the two footed landing - focus on simultaneous feet.</p> <p><u>Throwing</u> Explore different grips for a tennis ball and</p>	<p><u>Warm-up</u> Children should be introduced to event specific warm ups, looking at major muscles (Yr 3 science) by location, e.g. upper arm, upper leg, lower leg, etc. Stretching takes place after a pulse raiser - getting oxygen the muscles.</p> <p><u>Running</u> The children should explore sprint starts, before being taught the correct body positioning and how to respond each of the start commands (from Year 1)</p>	<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p> <p><u>Running</u> For sprinting children should consider the phases of the sprint and the strides used across them.</p> <p>The sprint start should develop into the drive phase, considering the body position.</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p> <p>Children should be able to lead a whole class warm up.</p> <p><u>Running</u> Understanding the start, the children should explore anticipating the start for</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for throwing.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p><u>Running</u> Children should now understand the 7 phases of a sprint race: reaction, block clearance, drive, acceleration, top speed. speed maintenance &amp; finish.</p> <p><u>Jumping</u> To develop the triple</p>

	<p>Exploring jumping over objects and into a space.</p> <p><u>Throwing</u> Children should be exploring objects to throw and be able to explore the differences between objects - using the correct technique for each object.</p> <p>For throwing, ensure that there is also throwing into and towards a target so that technique is being considered, not just brute strength and distance.</p>	<p>jumping - compare it to no arm swing.</p> <p>The children should experience standing jumps, especially 2 footed jumping as this is the start of take off and landing</p> <p><u>Throwing</u> Allow the children to throw different objects (beanbags, balls, quoits) of different sizes to explore grips and actions.</p> <p>Develop throwing to focus on overarm, 1 handed throws with foam javelins and moulded balls (which naturally develop the correct grip).</p>	<p>compare this to a quoit (the start of a discus throw).</p> <p>Develop the understanding that all throws begin with a straight arm - compare the arm action of the tennis ball (straight - bend - through - release - follow through) to a quoit (straight - round - release).</p>	<p><u>Jumping</u> The development here is to achieve a coordinated run and jump, performed without a speed decrease..</p> <p><u>Throwing</u> The children should understand the correct body position for all throws, lining up 'chin-knee-toe'.</p> <p>After exploring different grips with the javelins, children need to learn and develop their V-grip - first two fingers (developing the arm action of Year 2).</p> <p>Children will now learn to use the correct discus - which will be slightly different to using a quoit.</p> <p>The shot putt will be introduced for the first time to the children, using the correct equipment - though larger balls are great to use for enforcing the correct placement of the shot.</p>	<p><u>Jumping</u> Building on their coordinated jump from Year 3, ensure the take-off and arm thrust is coordinated, developing the 'hang'.</p> <p><u>Throwing</u> The children should understand the impact of the chest position on the throw - where this points at the end = where the projectile goes.</p> <p>Children should now be only putting the shot from the neck, below the ear - knowing it's <b>not</b> thrown (hence name).</p> <p><u>Officiating</u> The children should be able to accurately measure (distance &amp; time) across all events.</p>	<p>the reaction phase.</p> <p>Considering the sprint, work should now look at the acceleration phase - lengthening their stride.</p> <p>Consider and explore the variety of ways to pace 600m.</p> <p><u>Jumping</u> The triple jump should be introduced, focusing on the 3 phases (hop, step &amp; jump). The children should explore the feet they use in each stage.</p> <p>The long jump run up should be measured (7-9 strides) for consistency.</p> <p><u>Throwing</u> Explore the javelin with a longer javelin - select their preferred option. Develop their approach to through from a side on 'shoulder pointing' position.</p> <p><u>Officiating</u> Children can accurately officiate track &amp; field events</p>	<p>jump, the children should work on equal distances for each of the three phases..</p> <p><u>Throwing</u> Allow the children to introduce the spin step for the discus.</p> <p>Children should explore the spin for the shot putt and make a choice between spin and shift move (or standing if needed for legal throws).</p> <p>In the javelin the children should now develop the crossover step in the final strides before throwing. Children can also be introduced to the wrap grip, making a choice between this and the V grip.</p> <p><u>Officiating</u> Children can apply all of their knowledge to independently and safely organise, officiate and measure competitive events for track and field.</p>
<i>Building on from...</i>	<p>The children will have had a variety of experiences of running, jumping and throwing, which will need countenancing when teaching them. Exploration and experimentation will be key for development - with well modelled examples by adults and other children.</p>	<p>In EYFS the children have focused on the basic enjoyment and skills of running, throwing and jumping, becoming aware of their bodies and what they can do.</p>	<p>In Year Year 1 the children began to think about how they performed different events, introducing the foam javelin and the correct start sequence.</p>	<p>In Year 2 the children looked at some specifics of events, e.g. different running distances and the relay.</p>	<p>In Year 3 the children will have used the correct equipment for all throwing events and will undertake a correct warm-up, learning some major muscles' names.</p>	<p>In Year 4 the children began to officiate events, becoming aware of the rules for each. They also started to lead their own warm ups, learning more muscle's names.</p>	<p>In Year 5 children were introduced to the full javelin and developed a run up for the long jump, whilst also being taught the triple jump. In running they would explore the way to pace the 600m and should now be able to lead a whole class warm-up.</p>
<i>Moving onto...</i>	<p>Year 1 focus on sprinting, the</p>	<p>Year 2s should understand there are</p>	<p>Starting KS2 children now move to proper</p>	<p>In Year 4 children are expected to coach their</p>	<p>Starting UKS2 the expectation is on more</p>	<p>In Year 6 children should be able to host</p>	<p>In Year 7 children should be confident in</p>

	<p>children will now always use the correct start sequence for running, 'On your marks, get set, go'</p> <p>Sprints are for 20m, there is no distance running.</p> <p>For throwing the children will use foam javelins and moulded balls to develop the correct actions for overarm throws.</p>	<p>different length races.</p> <p>Sprints are for 30m, distance run is 300m (1 lap of track).</p> <p>Introduce a relay up and down the track, maintaining the hand tag handover from Year 1, but recognise they must stay in lanes and the fastest way is 'hands ready approach'.</p> <p>For throwing, move to using tennis balls for javelin action to move towards the correct grip in Year 3 when proper javelins are introduced. Also bring in quoits for an introduction to discus - underarm is fine, but try to encourage 'side swing' motion.</p>	<p>sprint starts - though may choose standing method. Sprints are now 40m.</p> <p>Relays will now use a baton for handovers, still running up and down the track, applying 'hands ready' from Year 2.</p> <p>After using foam javelins in KS1, Year 3 now uses the short plastic set, which allows the V-grip to be used.</p> <p>In Year 3 the children should be introduced to the shot putt &amp; discus throw with correct equipment.</p> <p>Children are expected to be able to move constantly for the 10 minutes of the Daily Mile.</p>	<p>peers, using coaching points taught from years 1-3.</p> <p>Sprints are now 50m, with thought given to stride patterns and this year children are introduced to the 600m (2 laps).</p> <p>In the relay introduce smaller teams, running the relay along the straight, then on one lap with correct handover of baton.</p> <p>More technical precision is expected in the throws, for example, creating the flat rotation of discus.</p> <p>In Year 4 children should complete the Daily Mile (6 laps of D.M track) in 10 minutes - average of 1 lap every 100 seconds which teacher can support.</p>	<p>independent application of skills and techniques.</p> <p>Sprints are over 60m, with recognition of new phases of the race. For the 600m children should consider ways to pace the 600m (fast start/ build to fast finish/ even pace/ Fartlek).</p> <p>In the relay introduce teams of runners, running one lap each, with correct handover of baton.</p> <p>In Year 5 children should be pacing their long jump run up out and are introduced to the triple jump, standing and run up.</p> <p>In the javelin children can use the longer shafts.</p> <p>Now the children are expected to complete the Daily Mile in under 10 min.</p>	<p>a 'mini-Olympics' officiating all events safely and accurately.</p> <p>Sprints are the full track - 70m and the 600m should be individually paced achieving best times.</p> <p>In the relay the children should be using the rolling handover technique, where the outgoing athlete starts as the incoming athlete finishes their lap.</p> <p>In Year 6 the children should be able to use the longer shafted javelins and perform the throw correctly - run up, then crossover before release.</p> <p>In the triple jump children can apply the paced out run up for the long jump to the triple jump.</p>	<p>the correct techniques to complete all events. They should understand how to maximise their own performances and know what they need to do to improve their performances across all events.</p> <p>Children should be confident to be able to conduct a full body warm-up, aware of the muscles they are stretching and joints they are mobilising.</p> <p>When coaching and officiating they should be able to recognise when an event is conducted legally and also be able to measure a run/ jump/ throw accurately.</p> <p>The children should be aware of world class performers in a range of events.</p>
Featured Athletes	<p>Sprints = Usain Bolt and Dina Ahser-Smith  Distance = Eliud Kipchoge and Caster Semenya  Paralympians = Hannah Cockcroft, Kadeena Cox, Jonnie Peacock, Dave Weir</p>						
Other athletes	<p>Refer children to event specific athletes to highlight techniques - focusing on the element the children are learning so that it is age appropriate for their development of the skills.</p>						
Tier 3 Technical Subject Language	<p>Underarm Hands Legs Feet Target</p>	<p>Run Jump Arm swing Throw Overarm Relay</p>	<p>Sprint Distance Release Take-off Simultaneous feet Landing</p>	<p>Warm up Muscles Body position Coordination Grips Handover Baton</p>	<p>Muscles (specific names) Strides Pacing (run) Thrust (arms) Hang Precision Officiate</p>	<p>Muscles (specific names) Fatigue (muscles) Anticipation Reaction Phases Paced (measured)</p>	<p>Muscles (specific names) Acceleration Maintenance Evaluate Crossover Incoming and Outgoing</p>
Tier 2 Technical Language		<p>Achieve, approach (jump), release (throw)</p>	<p>Approximate, project (throw), range (throw),</p>	<p>Co-ordinate (jump), injure, stable (start &amp; throw), transfer (throw)</p>	<p>Anticipate (start), demonstrate, revolution (discus) role (officiating),</p>	<p>Constitute (triple), dynamic (triple), link (triple), subsequent (triple)</p>	<p>Alternative (600m), complex (javelin), proportion (triple),</p>

## Physical Education: Striking Games - Kwik Cricket

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> <li>• Coordination in large and small movements.</li> <li>• Demonstrates body control.</li> <li>• Can handle equipment effectively.</li> <li>• Taking turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting.</li> <li>• Throwing.</li> <li>• Catching.</li> </ul>	<ul style="list-style-type: none"> <li>• Batting - partner work.</li> <li>• Fielding.</li> <li>• Underarm bowling.</li> </ul>	<ul style="list-style-type: none"> <li>• Defensive batting.</li> <li>• 'Spear' bowling.</li> <li>• Game play.</li> </ul>	<ul style="list-style-type: none"> <li>• Overarm bowling.</li> <li>• Batting awareness - shot selection.</li> <li>• Applying skills (inc. to a new sport - rounders)</li> </ul>		
Knowledge and Skill Development	<p><u>Fielding</u> The children should experiment with catching with a range of balls: sizes, colours, solidity.</p> <p>The children should be shown how to 'watch the ball' into their hands and 'eyes open'.</p> <p>Get the children throwing balls (link to athletics) experimenting with throwing with different amounts of force, including to a target (hoop).</p> <p><u>Batting</u> <b><i>Do not teach this in EYFS - it may occur through play, but requires too much coordination for their age.</i></b></p> <p><u>Game Play</u> Practice hitting/ kicking/</p>	<p><u>Fielding</u> The children should be beginning to catch balls of different sizes 2 handed with increasing confidence keeping their 'eye on the ball'.</p> <p>When catching children should be taught the 'bowl' position with their hands.</p> <p>The children should begin to throw to a partner so they can try to catch the ball (which is likely to be larger than when catching individually).</p> <p>The children would be able to throw at a target with increasing accuracy, thinking about the power of their throw for the situation.</p>	<p><u>Fielding</u> Throw accurately to a partner with different sized balls - allowing them to catch.</p> <p>The children will now retrieve a moving ball - turning and running to get it.</p> <p>Children automatically make the 'bowl' position for catching.</p> <p>Trying to catch a ball 1 handed.</p> <p>Throwing a ball towards a wicket, from various distances with increasing accuracy.</p> <p>The children should bowl underarm, ensuring the ball bounces once from release to the batsman - judging the distance.</p> <p><u>Batting</u></p>	<p><u>Fielding</u> The children will now retrieve a moving ball - turning and returning it.</p> <p>The children should now throw a tennis ball accurately to a partner/ wicket over different distances.</p> <p>When fielding the children will stand ready, with their hands in the 'bowl' position.</p> <p>The children should experiment catching with their non-dominant hand, whilst developing their confidence with their dominant hand.</p> <p>The children should now deliver a ball using a 'spear' technique, ensuring the ball bounces once from release to the batsman - judging the distance.</p> <p><u>Batting</u></p>	<p><u>Fielding (links to rounders)</u> Catching with either hand with increasing confidence when throwing the ball up independently.</p> <p>Throw accurately to a partner from various distances - is most accurate at 'wicket distance'.</p> <p>The children should be able to retrieve a ball and throw it on the run to a target (wicket).</p> <p>The children will explore effective ways to stop a ball.</p> <p>Will bowl overarm, using a side-on action, keeping arm straight (using the windmill technique).</p> <p>The children can bowl accurately, for a batsman to hit the ball - not delivering a wide.</p>		

	<p>throwing a ball and then running to a defined space (a hoop is ideal).</p> <p>Do not include any concept of 'out', just lots of repetition.</p>	<p>The children should start to stop a moving ball - which will important for batting practice and game play.</p> <p><u>Batting</u> The children can hold a bat 2-handed, dominant hand lower down the handle.</p> <p>Ensure the children use the face (flat) of the bat for hitting, not the spine.</p> <p>The children will hit from a tee, keeping their 'eye on the ball' and head down.</p> <p><u>Game Play</u> Introduce hitting from a tee and running to a point <b>do not try bowling and hitting at this stage.</b></p>	<p>The children should now be standing side on to the tee, feet shoulder width apart for balance.</p> <p>The children should step forwards to hit the ball.</p> <p>The children should now be trying to hit a ball for distance from a tee.</p> <p>The children will develop hitting a moving ball that has been bowled (peer or teacher) aiming to hit using the sweet spot of the bat.</p> <p>The children should consider the impact of lifting their head when batting (ball up, possible catch).</p> <p>Can run with a non-striking partner (from opposite wickets).</p> <p><u>Game Play</u> Continue with the Year 1 game.</p> <p>Introduce bowling and hitting - an adult bowler is best for ensuring fairness and development of batting skills initially.</p> <p>Develop games to allow children to bowl in games.</p>	<p>The children should be encouraged to use the 'double v' grip (see CPD Pack) with the dominant hand still lowest on the handle.</p> <p>The children should develop their stance to have their bat raised and ready (roughly 45° angle backwards).</p> <p>The children should be using their dominant (lower) hand for the shot's power.</p> <p>The children will learn the forward defensive shot (block) keeping the ball down.</p> <p>The children will learn to keep their wrists firm and to step into their shot (one pace).</p> <p><u>Game Play</u> The children should now be playing a game where the ball is bowled (underarm, or spear - depending on confidence) for batting.</p> <p>Develop batting in pairs ('World Cup Pairs' is ideal - see CPD Pack)</p>	<p><u>Batting</u> The children should learn to stand with a middle stump guard (see CPD Pack) as the bowler needs to see a stump and it avoids being out LBW.</p> <p>The children should always have their bat raised and ready (roughly 45° angle backwards).</p> <p>The children should learn how to play the drive shot - a development from the defensive shot, keeping the ball down.</p> <p>If confident, children can be taught the pull shot - ideal when a ball bounces higher from the bowler delivery.</p> <p><u>Game Play</u> The children will understand key cricketing terms, e.g. wide, extra and the symbol for a wide.</p> <p>In games the children will bowl to avoid giving away wides and extras (underarm, spear or overarm).</p> <p>Games should be played in teams, with a boundary for a 4 and six to be delivered.</p> <p>In game play, batsmen will select the appropriate shot for the ball that has been bowled.</p>		
<p><i>Building on from...</i></p>	<p>The children will have had a variety of experiences of hitting, throwing and catching - some of which will be seen as a negative behaviour. Exploration and experimentation will be key for development - an opportunity to link to older siblings/ pets and playtime will be helpful here.</p>	<p>In the EYFS the children will have explored and experimented with throwing, catching and played with hitting objects.</p> <p>They will have played games that involved running to a space/ hoop, which can be developed in Year 1.</p> <p>In the EYFS the children will not have learned any batting.</p>	<p>In Year 1 the children will have developed their catching technique individually and can throw to a space/ target.</p> <p>In Year 1 the children will have learned how to hit from a tee, but only focused on their grip, not their stance.</p> <p>In Year 1 the children will not have learned any bowling.</p>	<p>In KS1 the children focused on catching balls of different sizes, including having them thrown at them.</p> <p>In KS1 they will have learned to keep their eyes on the ball and head down when batting.</p> <p>In Year 2 they experienced hitting a moving ball from an underarm bowl, as well as from a tee.</p>	<p>In Year 4 the children learned how to deliver a spear bowl and to consider where to pitch the ball.</p> <p>In Year 4 the children will have learned how to stand in the ready position and how to play the forward defensive shot, developing the head down technique from Years 1-3.</p> <p>In game play, Year 4 would</p>		

				In Year 2 the children learned stepping forward to hit the ball.	have played with the ball being bowled to them.		
<i>Moving onto...</i>	<p>In Year 1 the children will start to throw and catch independently and work with a partner too.</p> <p>In Year 1 the children will also begin to use a bat, hitting a ball from a tee, which will support game development of hit and run to a space/ point..</p>	<p>In Year 2 the children will begin bowling, underarm, building on from throwing to a target.</p> <p>In Year 2 the children will develop their batting, so it is vital they learn to keep their eye on the ball (which also encourages a head down action).</p> <p>In game play the children will hit a bowled ball.</p>	In Year 3 the children will begin moving to more of a formal game. This will mean that the children will need to learn defensive batting, making 'eyes on the ball, head down' vital.	<p>In Year 4 the children will continue with cricket - building to more of a full game, but will also be introduced to rounders for the first time.</p> <p>The children will bowl overarm in Year 4, considering where to land the ball.</p> <p>In Year 4 the children will develop more batting shots, based on the way the ball is bowled.</p>	<p><b>Cricket</b> The children will not play cricket in UKS2, though will undoubtedly return to it in KS3 (although this may be boys only).</p> <p><b>Rounders</b> The children will play simplified games, applying the skills learned in Kwik Cricket</p>		
Featured Cricketers	Show the children a variety of cricketers not only to highlight techniques - focusing on the element the children are learning so that it is age appropriate for their development of the skills - but also to allow them to experience the sport and raise their awareness. This is a great thing to have on as the children enter the room in the morning, after break/ lunch, or even just before home time (being aware of different events: The Ashes, England tours, The IPL, etc).						
Tier 3 Technical Subject Language	Throw Catch Watch Space	Run Overarm Partner Individual Target Accuracy Bat Grip Dominant (hand) Batting Tee	Underarm Bowling Judgement Distance Release Balance Side-on Communicate	Spear Non-dominant Angle Defensive Block Wrists	Overarm Windmill Drive shot Cover shot LBW Boundary Wide Extra		
Tier 2 Technical Language							

## Physical Education: Striking Games - Rounders

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Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts					Applying striking skills to rounders: bowling, batting, fielding.	The rules of rounders	The tactics of rounders - how to apply the rules of rounders.
Knowledge and Skill Development					<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p> <p><u>Fielding</u> Catching with either hand with increasing confidence when throwing the ball up independently.</p> <p>Throw accurately to a partner from various distances - is most accurate at 'base distance'.</p> <p>Can bowl underarm to deliver the ball at the correct height (shoulder to knee).</p> <p>The children should be able to retrieve a ball and throw to a target (post).</p> <p>The children will explore effective ways to stop a ball.</p> <p>The ball should be bowled at the legal height (shoulder to knee).</p> <p><u>Batting</u> In Year 4 the children will develop confidence at batting with a rounders bat,</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p> <p>Children should be able to lead a whole class warm up.</p> <p><u>Fielding</u> Catching with either hand with confidence when thrown the ball.</p> <p>Recognise which throw is the best for the distance to cover - considering a relay throw to return from distance to increase accuracy.</p> <p>The children should be able to retrieve a moving ball, turn and throw to a target (fielder) with accuracy.</p> <p>Throw accurately to a partner from distance, when on the move.</p> <p>Be able to use the long barrier to stop a ball.</p> <p>Aware of bowling stride and placement in the bowling box (does not step out of box).</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for throwing.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p><u>Fielding</u> Catching with either hand confidently, when the ball is struck (not fed).</p> <p>Can field responsively - as needed for the bowler and batstop.</p> <p>Retrieve a moving/ bouncing ball and return it to a fielder.</p> <p>Recognise when to use relay throw to return from distance.</p> <p>Run and throw to a moving partner with precision (caught for immediate stumping).</p> <p>Develop a variety of bowls, including spin and drop bowling.</p> <p><u>Batting</u> The children will only use a rounders bat this year, even in game play - not hitting the ball is ok and runs can still be scored.</p>

				<p>which is much smaller than the cricket bat they are used to - they should have the opportunity to use a tennis racquet/ flat bat to develop confidence if needed.</p> <p>The children should stand 'bat ready', held up and behind them in the side-on batting stance.</p> <p>The children should aim to hit a ball into a space. When hitting for distance children should recognise that a wider stance provides the power (refer to the athletic stance).</p> <p>When running between posts, children should run quickly.</p> <p><u>Game Play</u> Do not drop the bat after hitting (return and retrieve if they do).</p> <p>Know to bowl from 'box to box'.</p> <p>Understand that a post has to be touched with a ball held in hand for a runner to be out.</p> <p>Play modified games to develop confidence (e.g. shorten bowler's distance, modified bats).</p> <p>Encourage the children not to 'chase' the ball (from cricket too), letting the nearest fielder field it.</p>	<p>Develop a fast, accurate bowl to beat the batter.</p> <p>Develop reactionary catching (batstop/ bowler).</p> <p><u>Batting</u> The children should now aim to solely use a rounders bat (the flat bat may be used for as needed in game play to increase success and confidence).</p> <p>Stepping into the hit (not out of the box) to develop the powerful hit.</p> <p>Hitting a ball into a space tactically.</p> <p>Be aware of where the ball is when running between posts.</p> <p><u>Game Play</u> Become more aware of tactics and how to respond to different batters.</p> <p>Can set an accurate field for space coverage (see CPD Pack).</p> <p>Consider the placement of fielders, esp. 2nd, 4th, and bowler.</p> <p>Know you only score when you have been at bat (½ rounder at 2nd base, full rounder at 4th base).</p>	<p>Hitting a ball into a space tactically, recognising the strength of the fielders.</p> <p>The children will develop using backhand hitting and understand it's benefit. To achieve this, they will pivot on the front foot <u>as the ball is bowled</u> to be able to hit the ball.</p> <p>Can bunt a ball to allow a runner to get home and deceive fielders.</p> <p><u>Game Play</u> Will play a full game, obeying the rules of rounders, with full equipment (not tennis balls).</p> <p>Develops a tactical awareness of fielding, e.g. returning the ball to the bowler to stop the fielder running.</p> <p>Bowler 'controls' the fielders.</p> <p>Can set a field tactically to respond to/ pressurise a batter.</p> <p>Will hit tactically, considering the team's needs.</p> <p>Consider the most effective positions for different players.</p> <p>Will 'back up' post players to prevent overthrows and lost rounders.</p>
<i>Building on from...</i>				<p>In Year 3 the children will have developed confidence in catching the ball and should be able to hit the ball with power for distance. The batting stance is the same as in cricket, with the shoulder pointing to the bowler.</p> <p>The underarm bowling technique will have been taught in KS1, though will need to be developed so the ball does not bounce.</p> <p>An awareness of the other batsman as they run will be vital in rounders.</p>	<p>In Year 4 the children will have been introduced to rounders (whilst also continuing Kwik Cricket) so they should know the basics of the game.</p> <p>Batting will have focused on the technique for hitting, especially the stance and holding the bat 'ready'.</p> <p>They will have played modified games and had the opportunity to use modified equipment, e.g. a tennis racket or flat bat for increasing batting confidence.</p>	<p>In Year 5 the children will have learned the subtleties of the game and increased their awareness of considering the opposition.</p> <p>In fielding the children will have considered how to be an effective fielder, including using a relay throw from distance.</p> <p>Bowlers will be able to deliver fast, legal bowls and batters will have developed confidence with the rounders bat and being able to hit with power.</p>
<i>Moving onto...</i>				<p>In Year 5 the children will develop more technical awareness of the skills of the game, for example, in batting, stepping into the hit, to hit with greater power. In bowling the children will step into the bowl to deliver fast, legal, bowls.</p>	<p>In Year 6 children will play full games, following the full rules of rounders and should be aiming to apply tactics to their play.</p> <p>In batting the children will try a reverse hit and in bowling will aim to use spin and</p>	<p>In Year 7 children may continue with rounders, though it is more common for rounders to be seen as a girls sport (splitting so boys play cricket).</p> <p>All of the skills from Year 6 will be invaluable regardless, especially as</p>

						drop bowls to beat a batter, as well as improving their fast bowling technique.	rounders will often become a mixed sport again for GCSE!
Tier 3 Technical Subject Language					Muscles (specific names) Retrieve Barrier Power	Muscles (specific names) Fatigue (muscles) Accuracy Reaction Tactically	Muscles (specific names) Precision Reverse swing Backhand
Tier 2 Technical Language					Anticipate (bowl), demonstrate, role (fielding),	Constitute (what makes an out), dynamic (fielding), link (relay throw), subsequent (batter)	Alternative (600m), complex (javelin), proportion (triple),

# Leavesden JMI School & Nursery Curriculum

## Physical Education: Fitness

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts					<p>What is fitness?</p> <p>Understand the components of fitness.</p>	<p>How fit and healthy am I?</p> <p>Measuring personal fitness.</p>	<p>Getting fitter.</p> <p>Applying learning and challenging performances.</p>
Knowledge and Skill Development					<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p> <p>In Year 4 the children are expected to complete the Daily Mile in under 10 minutes (100 seconds per lap average).</p> <p><u>Circuits</u> In Year 4 the children should undergo a range of circuits to be able to consider the range of components of that comprise fitness - making specific comments and recognition of each.</p> <p><u>Testing</u> The children should consider different fitness testing, understanding how it measures a different component of fitness.</p> <p><u>Application</u> In Year 4 teach the children how components of fitness are being used across the range of sports - including sports in fitness sessions will help.</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p> <p>Children should be able to lead a whole class warm up.</p> <p><u>Circuits</u> In Year 5 the children should be able to reflect on the circuits and recommend ways to improve them, e.g. varying the activities to prevent fatigue in one set of muscles.</p> <p><u>Testing</u> The children should measure their performance for different fitness testing, understanding how it can be improved with specific exercises.</p> <p><u>Application</u> In Year 5 the children should be able to explain how components of fitness are being used in different sports and be able to comment on their own personal performance.</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for throwing.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p><u>Circuits</u> In Year 6 the children should be able to design circuits and not only recommend ways to improve them, but also explain how they would improve their own fitness.</p> <p><u>Testing</u> The children should measure their performance and compare it to Year 5. This should allow them to design specific circuits as well as to consider their own lifestyles and choices they can make to improve.</p> <p><u>Application</u> In Year 6 the children should be able to explain how their relative fitness, considering the components, impacts on their performance in sports and make recommendations for improvement.</p>

<i>Building on from...</i>				<p>In Years 1-3 the children will have been exposed to a range of sports and requirements for fitness, which will provide them with the language of fitness in lessons.</p> <p>Furthermore, it is expected that, In Year 3 the children will be able to move continuously for the full 10 minutes of the Daily Mile.</p>	<p>In Year 4 the children learned the components of fitness and what it meant to be fit - using circuits to be able to focus on different aspects. They also took part in some of the fitness tests that will be used and recorded in Year 5</p> <p>In Year 4 the children were expected to be able to complete the Daily Mile in 10 minutes (an average of 100 seconds per lap).</p>	<p>In Year 5 the children learned how to construct a circuit to prevent muscle fatigue and could comment on the effectiveness of a circuit.</p> <p>The children underwent various fitness tests to measure their own personal performance across the components of fitness.</p>
<i>Moving onto...</i>				<p>In Year 5 the children will learn the different ways to measure their personal fitness, using standardised fitness tests, which will then be revisited in Year 6.</p> <p>The children will also be able to comment on circuits and how they can be improved (ready to design their own in Year 6).</p> <p>This will also link with the D&amp;T and PSHE curricula and understanding diet and wider health as part of fitness.</p>	<p>In Year 6 the children will apply their fitness testing and consider how to improve their own fitness, by designing their own circuits.</p> <p>In Year 6 the children should be able to improve their performances and also be able to consider what makes a healthy lifestyle and consider personal changes.</p>	<p>In Year 7 (and beyond) the children should consider what makes a healthy lifestyle and how they can improve their own personal fitness - applying the lessons from Year 6.</p> <p>The children should be able to consider their effectiveness in sports and which component(s) of fitness they need to improve.</p>
Tier 3 Technical Subject Language				<p>Muscles (specific names) Precision Health-related Fitness Skill-related fitness Strength Flexibility Cardiovascular Muscular Endurance Agility Speed Reaction Time Balance Power Co-ordination Circuits</p>	<p>Muscles (specific names) Fatigue (muscles) Fitness Testing Cooper Test Harvard Step test Progressive (Bleep Test) Flamingo Balance Evaluate Analyse</p>	<p>Muscles (specific names) Design Review Lifestyle</p>
Featured sportspeople				<p>There are no specific featured sportspeople for fitness, although many should know Joe Wicks (if only from lockdown). Ensure that when a component of fitness is being focused upon, developed or tested that an appropriate sports person is referred to and shown, for example:</p> <p style="text-align: center;">Balance = Simone Biles or Michaela Schiffrin Cardiovascular Endurance = Eliud Kipchoge Coordination = Serena Williams (serve includes power too) Flexibility = Tom Daley Power = Adam Peaty Speed = Usain Bolt</p>		
Tier 2 Technical Language				Anticipate (start), demonstrate, revolution (discus) role (officiating),	Constitute (triple), dynamic (triple), link (triple), subsequent (triple)	Alternative (600m), complex (javelin), proportion (triple),

# Leavesden JMI School & Nursery Curriculum

## Physical Education: Invasion Games - Netball

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> <li>Shows good co-ordination in large and small movements.</li> <li>Can handle equipment effectively</li> <li>Shows body control when moving and still</li> </ul>	<ul style="list-style-type: none"> <li>Throwing.</li> <li>Catching</li> <li>Moving</li> </ul>			<ul style="list-style-type: none"> <li>Passing &amp; receiving.</li> <li>Dodging.</li> <li>Footwork.</li> <li>Positions (High Fives)</li> </ul>	<ul style="list-style-type: none"> <li>Shooting.</li> <li>Footwork.</li> <li>Defence &amp; attack.</li> <li>Positional sense.</li> </ul>	<ul style="list-style-type: none"> <li>Defence v attack strategies.</li> <li>Refereeing.</li> <li>Positions (7-a-side)</li> </ul>
Knowledge and Skill Development	<p>The children should experiment with catching with a range of balls: sizes, colours, solidity.</p> <p>The children should be shown how to 'watch the ball' into their hands and 'eyes open'.</p> <p>Get the children throwing balls (link to athletics) two handed experimenting with throwing with different amounts of force, including to a target (hoop).</p> <p>Children can run around, avoiding others and 'freeze'.</p>	<p>The children should be beginning to catch balls of different sizes 2 handed with increasing confidence keeping their 'eye on the ball'.</p> <p>When catching children should be taught the 'bowl' position with their hands.</p> <p>The children should begin to throw to a partner so they can try to catch the ball (which is likely to be larger than when catching individually).</p> <p>The children would be able to throw at a target (partner holding a hoop) with increasing accuracy,</p>			<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p> <p><u>Passing</u> Children should know to use the 'W' formation with fingers and thumbs.</p> <p>Children should know how to perform a chest and bounce pass - both starting and ending at the chest and using a step in technique.</p> <p>Children should be taught the correct distance of passing for each pass.</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p> <p>Children should be able to lead a whole class warm up.</p> <p><u>Passing</u> In Year 5 the children will learn the shoulder pass and will refine the chest and bounce pass to be able to receive on the move.</p> <p>Children should be taught how to <i>legally</i> intercept a pass as a defender, judging the speed/ direction/ force of</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for throwing.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p><u>Passing</u> In Year 6 the children will develop the shoulder pass to feed into the D and will refine the chest and bounce pass to be able to pass and receive on the move.</p> <p>Children will be more confident when intercepting, using a powerful drive to do this.</p> <p>Children will be able to work in a group to be able to move</p>

		<p>thinking about the power of their throw for the situation.</p> <p>The children should be able to move around the space with a partner - 'truck and trailer' or mirroring (from gymnastics).</p> <p>The children should play lots of games involving moving, stopping, passing, throwing to support the skills they will return to in Year 4 specifically - but will also be used in Tag Rugby.</p>			<p><u>Dodging</u> Children should be able to evade a defender - building to receiving a pass after dodging. The children should also understand how to pivot to evade a defender to find a pass - but maintaining the footwork rule.</p> <p><u>Rules</u> The children should know that netball is non-contact, you cannot move with the ball and players have set zones.</p> <p>Children should learn what their landing foot is for the footwork rule.</p> <p><u>Game Play</u> The children will play 'high Fives' and should know the spaces for each position.</p> <p>Children should mark their 'partner', not just run around.</p>	<p>a pass (no contact).</p> <p><u>Dodging</u> The children will need to develop an explosive power step for driving from a defender (links to fitness).</p> <p>When dodging the children should consider communicating with the passer to receive the ball away from the defender.</p> <p><u>Shooting</u> Children will learn how to shoot and need to learn the 'ball high' technique.</p> <p>The children should be taught 2-handed shooting (see CPD pack) and how to use the whole body</p> <p><u>Rules</u> Children need to be taught the 1 metre rule for defending - especially for shooting.</p> <p>Children should be introduced to the 'over a third' rule (often broken with shoulder pass) and also holding the ball for no more than 3 seconds (vital for dodging practice).</p> <p>The footwork rule should be more rigorously imposed, especially when receiving on the move.</p> <p><u>Game Play</u> The children should be able to consider the application of passes in game situations, using pass and move to create space.</p> <p>Children should be able to apply positional sense to be more effective in games, e.g. GD/ GK be 'net side' of an attacker.</p>	<p>the ball swiftly from D to D.</p> <p><u>Dodging</u> Children will use their skills to create space at a centre pass.</p> <p>Children will learn how to roll a defender if they are GA/GS.</p> <p>Children will consider front/back dodging, not just side to side.</p> <p><u>Shooting</u> The children will shoot from further away, maintaining the correct technique, just greater force.</p> <p>Children will also consider passing, should another player be in a better position to shoot.</p> <p><u>Rules</u> Children will understand the offside rule (ensure it's enforced!)</p> <p>Children should know how to referee games, enforcing rules clearly and fairly.</p> <p><u>Game Play</u> The children will now play 7-a-side, introducing WA/WD.</p> <p>Children will now play games, using the width of the court to spread the play.</p> <p>Children will consider their own personal abilities and best positions to be most effective in a game.</p>
<i>Building on from...</i>	The children will have had a variety of experiences of throwing	In the EYFS the children will have explored and experimented with			In Year 2 Netball the children learned about passing, moving and stopping. They	In Year 4 the children learned the netball specific passes (chest and bounce) and the	In Year 5 the children developed passing to receive on the move, using this when

	<p>and catching - some of which will be negative.</p> <p>Exploration and experimentation will be key for development - an opportunity to link to older siblings/ pets and playtime will be helpful here.</p>	<p>throwing, catching and played with starting and stopping.</p> <p>They will have played games that involved running to a space/ hoop, which can be developed in Year 1.</p>			<p>will have also learned how to follow/ mirror a partner in preparation for learning to dodge a defender in Year 4.</p> <p>In Tag Rugby the children have learned about passing and moving and also how to beat a defender, using different techniques.</p>	<p>correct grip.</p> <p>In Year 4 the children learned the footwork rule and that netball is a non-contact sport.</p> <p>Skills were applied to High Five games, where the children learned the basics of the positions, including 'zones'.</p> <p>In games, in Year 4, the children learned to mark an opponent.</p>	<p>dodging. They also learned how to intercept too.</p> <p>In Year 5 the children were introduced to shooting and the correct technique for this.</p> <p>In games the children became aware of the demands of the positions and were applying the rules learned, especially the 1 metre rule.</p>
<i>Moving onto...</i>	<p>In Year 1 the children will start to throw and catch independently and work with a partner too.</p> <p>In Year 1 the children will also begin to follow and mirror a partner, which is the forerunner of defending in Years 4+</p>	<p>The children will return to netball in Year 4 when all of these skills will be developed and put into games.</p> <p>In Year 2, the children will look to pass and move in their Tag Rugby lessons.</p>			<p>In Year 5 the children will learn how to receive a pass on the move, especially important when dodging a defender. They will also learn the shoulder pass for increased distance</p> <p>In Year 5 the children will also learn how to shoot for a net.</p> <p>More rules will be introduced in Year 5, especially the 1 metre distance rule.</p>	<p>In Year 6 the children will consider which pass is most suitable for the situation, applying these into games - especially for feeding into the D.</p> <p>In Year 6 the children will learn to shoot from different distances.</p> <p>In Year 6 the children should be able to referee a game and will also introduce the WA/WD positions.</p> <p>In Year 6 the children should consider where they are most effective as a player.</p>	<p>In Year 7 children may continue with netball, though it is more common for netball to be seen as a girls sport (splitting so boys play football/ rugby).</p> <p>All of the skills from Year 6 will be invaluable regardless, as netball is an invasion game and the skills and tactics are transferable. This is especially true as netball will often become a mixed sport again for GCSE where boys can score highly for their practical exam!</p>
Featured Netballers					<p><b>Saracens Mavericks (Local - Uni of Herts) &amp; The England Roses</b> Make use of sporting events, especially the Netball Super League (on YouTube) to promote and explain the sport</p>		
Tier 3 Technical Subject Language	<p>Throw Catch Watch Space Avoid Freeze</p>	<p>Run Partner Individual Target Accuracy Dominant (hand) Mirroring</p>			<p>Muscles (specific names) Chest pass Bounce pass Receiving Footwork Dodging Position Pivot</p>	<p>Muscles (specific names) Fatigue (muscles) Accuracy Distance (defending) Shoulder pass Intercept Positional sense Referee Shooting - ball high</p>	<p>Muscles (specific names) Precision Offside Drive Distance (shooting) Offside</p>
Tier 2 Technical Language							

# Leavesden JMI School & Nursery Curriculum

## Physical Education: Invasion Games - Tag Rugby

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	Shows good co-ordination in large and small movements. Can handle equipment effectively Shows body control when moving and still	<ul style="list-style-type: none"> <li>• Throwing.</li> <li>• Catching</li> <li>• Moving.</li> <li>• Running with the ball</li> </ul>	<ul style="list-style-type: none"> <li>• Agility</li> <li>• Passing &amp; moving.</li> </ul>	<ul style="list-style-type: none"> <li>• Swing pass</li> <li>• Receiving.</li> <li>• Beating a defender.</li> <li>• Tackling.</li> </ul>	<ul style="list-style-type: none"> <li>• Shift pass</li> <li>• Passing &amp; receiving.</li> <li>• Dodging.</li> <li>• Positions</li> <li>• Tackling - shepherding.</li> </ul>	<ul style="list-style-type: none"> <li>• Spin pass</li> <li>• Defence &amp; attack.</li> <li>• Tactics.</li> <li>• Tackling - positioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Miss pass</li> <li>• Defence v attack strategies - inc. the loop..</li> <li>• Refereeing.</li> <li>• Strategy.</li> <li>• Positional knowledge</li> </ul>
Knowledge and Skill Development	<p>The children should experiment with catching with a range of balls: sizes, colours, solidity.</p> <p>The children should be shown how to 'watch the ball' into their hands and 'eyes open'.</p> <p>Get the children throwing balls (link to athletics) two handed experimenting with throwing with different amounts of force, including to a target (hoop).</p> <p>Children can run around, avoiding others and 'freeze'.</p>	<p>The children should be beginning to catch balls of different sizes 2 handed with Increasing confidence keeping their 'eye on the ball'.</p> <p>When catching, children should be taught the 'bowl' position with their hands.</p> <p>The children should begin to throw to a partner so they can try to catch the ball (which is likely to be larger than when catching individually).</p> <p>The children would be able to throw at a</p>	<p><u>Passing</u> In Year 2 the children will now pass a rugby ball - reinforce the skills from EYFS &amp; Year 1 (plus cricket).</p> <p>The children should hold the widest (fattest) part of the ball - <i>not the points!</i></p> <p>Children should be taught to pass sideways - <b>not forwards</b>, hands ready to receive, giving the passer a target (hands in front of chest - see CPD Pack).</p> <p>Over time the children will develop their</p>	<p><u>Warm-up</u> Children should be introduced to event specific warm ups, looking at major muscles (Yr 3 science) by location, e.g. upper arm, upper leg, lower leg, etc. Stretching takes place after a pulse raiser - getting oxygen to the muscles.</p> <p><u>Passing</u> All passes will now be backwards - children should learn that this means towards their try line - not just behind them, wherever they are facing.</p> <p>The pass will now develop into a swing</p>	<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p> <p><u>Passing</u> Using their prior learning the children should know what a backwards pass means and can recognise an illegal pass.</p> <p>The children should learn the shift pass,</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p> <p>Children should be able to lead a whole class warm up.</p> <p><u>Passing</u> Children will now learn the spin pass to increase the distance of their pass, but still maintain accuracy.</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for throwing.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p><u>Passing</u> The passing in Year is designed to aid attack and so the children will learn the miss pass, as well as develop the spin pass over a distance.</p> <p><u>Defence and attack</u> The children will now consider strategies for attacking and</p>

		<p>target (partner holding a hoop) with Increasing accuracy, thinking about the power of their throw for the situation. The children should be able to move around the space with a partner - 'truck and trailer' or mirroring (from gymnastics).</p> <p>The children should play lots of games involving moving, stopping, passing, they should also be getting used to running with the ball (2 handed).</p>	<p>passing to be able to pass on the move</p> <p><u>Beating a defender</u> Children will explore how to beat a defender - focusing on 2v1 (speed, feint, pass)</p> <p><u>Game Play</u> Children should play lots of games that involve passing, moving and <b>placing</b> the ball down.</p> <p>Games should be small sided and weighted, e.g. 3v1, 5v2 to be able to develop skills.</p> <p>The children should be able to referee these games themselves.</p>	<p>pass, the action coming from the shoulder, so that a ball is received and passed on in a smooth, continuous motion.</p> <p><u>Beating a defender</u> The children will now formally look to beat a defender this year and will learn how to use a sidestep to do so.</p> <p><u>Tackling</u> The children will look at how they tackle an attacker safely, using the tag belts.</p> <p>The children should learn to tackle from the side, not the front (preparing for full tackling at secondary school).</p> <p>To correctly tackle, only one tag needs to be removed from the tag belt in Year 3.</p> <p><u>Game Play</u> As in year 2 the children should play lots of games that involve passing, moving, trying to beat a defender and <b>placing</b> the ball down.</p> <p>Games should be small sided and weighted, e.g. 3v1, 5v2 to be able to develop skills.</p> <p>The children should be able to referee these games themselves.</p> <p><u>Rules</u> As the children are beginning to play more formal games, they should learn that a knock on results in the ball being handed over</p>	<p>which is more dynamic than the swing pass and uses bent arms, with the action derived from the upper arm and chest.</p> <p><u>Beating a defender</u> In Year 4 the children will need to consider beating a defender when marked directly, using the dummy to dodge and create space.</p> <p><u>Tackling</u> Children should learn how to directly mark an opponent and start to shepherd them to one side for a tackle - preferably the defenders strongest side.</p> <p><u>Game Play</u> Games will remain small sided, but will now be more equitable, e.g. 3v3 or 3v4, so that children have to work to beat the defender.</p> <p>Children should ensure they oppose their attacker/ defender - not one person chasing everyone.</p> <p>To support the development, consider conditioned games, e.g. introduce zoned games.</p>	<p>The should learn that the spin pass is delivered fast and flat and understand why this is preferable to the swing pass.</p> <p><u>Defence and attack</u> Defending will now develop as a unit, with each player adopting set positions and defending as a line. The children will need to learn how important each person is ('links in a chain').</p> <p>Attackers will need to consider how to maintain possession and use teamwork to beat a defending unit - can they entice an error.</p> <p>Tackling will now progress to removing two tags for a legal tackle (preparation for secondary school where two hands are used for tackling).</p> <p><u>Game Play</u> All games are now equitable teams (5v5 or 6v6) introducing the concept of forwards and backs.</p> <p>This year the children will understand an offside position - which builds onto forward passes and where the children stand to receive the ball.</p>	<p>defending.</p> <p>In attack the children will not only incorporate the miss pass and spin for distance, but also the loop run to beat a defence with an overlap (which uses a 'pop' pass).</p> <p>Defenders will learn how to maintain a line and to 'drift' to match the attack, or consider a 'blitz' defence.</p> <p><u>Game Play</u> Games should now be 7v&amp; - using forwards and backs (3F, 4B) where the forwards make a set scrum.</p> <p>The children should understand the dangers of a scrum, but also that it's used to create space on the pitch.</p> <p>In games, the children should recognise their own strengths and apply them to their team, e.g. can a sprinter 'break the line' - especially after a scrum?</p> <p>The children should now referee their own games, using a larger space for game play, to encourage the defence to work cohesively and the attack to use the space.</p>
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				to the opposition.			
<i>Building on from...</i>	<p>The children will have had a variety of experiences of throwing and catching - some of which will be negative.</p> <p>Exploration and experimentation will be key for development - an opportunity to link to older siblings/ pets and playtime will be helpful here.</p>	<p>In the EYFS the children will have explored and experimented with throwing, catching and played with starting and stopping.</p> <p>They will have played games that involved running to a space/ hoop, which can be developed in Year 1.</p>	<p>In Year 1 the children developed their catching skills and developed running with the ball in the correct hold.</p> <p>In Year 1 the children began their development as a defender by following partners.</p>	<p>In year 2 the children learned to pass sideways to a partner and to have a target ready to receive the ball.</p> <p>In games they played weighted games to be able to develop the skills.</p>	<p>In Year 3 the children learned the swing pass to develop passing backwards, understanding what passing backwards means.</p> <p>To beat a defender they learned the sidestep, though tacklers were able to remove one tag to complete a tackle.</p> <p>Games were small sided, still weighted to focus on the skills that had been taught, e.g. the side step.</p>	<p>In Years 3&amp;4 the children learned to tackle by removing one tag from the belt.</p> <p>Tackling in Year 4 involved shepherding the attacker into a space.</p> <p>Games involved equitable teams, but were still small-sided, using the space to aid the attackers.</p>	<p>In Year 5 the children learned how to deliver a spin pass and why it is preferable to a swing pass.</p> <p>Defence and attack was considered as a unit activity - applying the skills from Years 2-4.</p> <p>Games were now more equitable in team sizes, to enforce the skills being focused on.</p>
<i>Moving onto...</i>	<p>In Year 1 the children will start to throw and catch independently and work with a partner too.</p> <p>In Year 1 the children will also begin to follow and mirror a partner, which is the forerunner of defending in Years 4+</p>	<p>In Year 2, the children will look to pass and move and start holding a rugby ball</p>	<p>In Year 3 the children will begin to pass backwards, using the swing pass technique.</p> <p>They will also move onto using a side step to beat a defender.</p> <p>Defenders will begin to consider how to tackle (using tags).</p>	<p>In Year 4 the children will develop the swing pass into a shift pass, which is faster and more useful in a game situation.</p> <p>Year 4 also begins to look at the specifics of defence and attack and then use these in more structured - though small-sided games. In Year 4 the games will have greater parity of teams.</p>	<p>In Year 5 the children will develop the spin pass, to increase the distance of their pass - whilst maintaining their accuracy.</p> <p>In Year 5 the children begin to look at defending and attacking as units, not individuals, which will develop into tactics in game play.</p> <p>This means that defenders will need to consider their position to create positions favourable for themselves.</p>	<p>In Year 6 the children will learn the miss pass, aiding beating a defence and increase the distance passed (using spin - not swing).</p> <p>The children will learn, then use defence and attack strategies in games.</p> <p>In Year 6 the children will develop more positional knowledge - considering the idea of forwards and backs - introducing the idea of a scrum (set).</p>	<p>In Year 7 children may continue with rugby, though it is more common for rugby to be the boys' domain, with the girls playing netball.</p> <p>With the recent focus on brain injuries many schools are not playing contact rugby, so the skills learned here will be invaluable - especially as they are transferable to any other invasion game: basketball, football, hockey or netball.</p>
Featured Rugby Players	<p><b>Saracens (used to be Vicarage Road - now Barnet) and England</b></p> <p>Use events that are on, e.g. Six Nations (Spring), Autumn Internationals., Lions Tour (2021 to South Africa), World Cup (2023) and Premiership</p> <p><b>Some England Players to refer to:</b> Maro Itoje/ Owen Farrell/ Manu Tuilagi/ Courtney Lawes/ Vicky Fleetwood/ Abi Scott/ Zoe Harrison</p>						
Tier 3 Technical Subject Language	<p>Throw</p> <p>Catch</p> <p>Watch</p> <p>Space</p> <p>Avoid</p> <p>Freeze</p>	<p>Run</p> <p>Partner</p> <p>Individual</p> <p>Target</p> <p>Accuracy</p> <p>Dominant (hand)</p> <p>Mirroring</p> <p>2-handed</p>	<p>Grip</p> <p>Receive</p> <p>Target</p> <p>Sideways</p> <p>Feint</p>	<p>Warm up</p> <p>Muscle locations</p> <p>Swing pass</p> <p>Backwards</p> <p>Sidestep</p> <p>Tag belt</p> <p>Side on</p> <p>Knock on</p>	<p>Muscles (specific names)</p> <p>Dodging</p> <p>Position</p> <p>Shift pass</p> <p>Marked</p> <p>Direct</p> <p>Dummy</p>	<p>Muscles (specific names)</p> <p>Fatigue (muscles)</p> <p>Accuracy</p> <p>Referee</p> <p>Spin pass</p> <p>Forwards</p> <p>Backs</p>	<p>Muscles (specific names)</p> <p>Precision</p> <p>Miss pass</p> <p>Spin pass (distance)</p> <p>Loop</p> <p>Overlap</p> <p>Pop pass</p>

				Handover	Space Shepherding	Unit defence Positioning Teamwork Entice	Set Scrum Drift defence Cohesive Break the line
Tier 2 Technical Language							

## Leavesden JMI School & Nursery Curriculum

Physical Education: Aesthetics - Gymnastics							
Intent of curriculum: <b><i>Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.</i></b>							
Rationale behind curriculum design: <b><i>To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.</i></b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> <li>Shows good co-ordination in large and small movements.</li> <li>Shows body control when moving and still</li> </ul>	Balance. 'Being a gymnast' (aesthetic body control when walking/ sitting). Rolling Sequences.	Body tension (limbs) Body shaping Rolling	<ul style="list-style-type: none"> <li>Body tension (core)</li> <li>Apparatus safety.</li> <li>Partner co-ordination.</li> <li>Changes of speed - sequences.</li> </ul>	Rolling & travelling on apparatus. Performance - aesthetics. Change of level	Cartwheels. Complex sequences. Choreography. Mirror & match partners.	<ul style="list-style-type: none"> <li>Symmetrical and asymmetrical balances.</li> <li>Counter balance and tension.</li> <li>Partner and group balances.</li> <li>Head &amp; handstands</li> </ul>
Level of performance	Floor	Floor	Floor	Floor & low apparatus	Floor & low apparatus	Floor, low & high apparatus	Floor, low & high apparatus
Knowledge and Skill Development	<p>The children should walk, sit and move in a controlled manner, showing awareness of themselves and others.</p> <p>Children can run around, avoiding others and 'freeze'.</p> <p>The children should explore different</p>	<p>The children should know 'how to be a gymnast' showing good control over their bodies, whether or not they are performing.</p> <p>The children will learn and be able to show the 5 basic shapes (straight/ tucked/star/ straddle/pike)</p>	<p>The children should be able to show body control in all movements and be aware of their actions.</p> <p>Body control should be shown in the arch and dish shapes.</p> <p>When landing on jumps there should be a bending of the knees</p>	<p><u>Warm-up</u> Children should be introduced to event specific warm ups, looking at major muscles (Yr 3 science) by location, e.g. upper arm, upper leg, lower leg, etc. Stretching takes place after a pulse raiser - getting oxygen to the muscles.</p>	<p><u>Warm-up</u> Developing Year 3 knowledge, this should recognise the major muscles (bicep, tricep, hamstring &amp; quadriceps)</p> <p>Children should be able to lead the warm up in pairs/ small groups.</p>	<p><u>Warm-up</u> The muscle knowledge should include abdominals &amp; gastrocnemius stretches.</p> <p>The children should now be stretching at the <b>end</b> of the lesson, understanding the concept of muscle soreness &amp; fatigue.</p>	<p><u>Warm-up</u> In Year 6, introduce the deltoid, latissimus dorsi, trapezius and pectoralis as muscles - all for upper body work in gymnastics.</p> <p>Children should be able to conduct a full, individual warm up.</p> <p>When working with a</p>

	<p>ways of travelling and be able to travel in different directions: forwards, backwards, across, over, under, through, zig-zag.</p> <p>Children should explore different pathways for running, including over objects.</p> <p>Children should be using their arms to support their running, not just their legs. Repetitious hopping supports this, which will be needed for jumping and landing in older years.</p> <p>The children should explore jumping over objects and into a space.</p> <p>The children should show good body control to watch others perform something.</p> <p>Having watched someone perform, the children should try to copy (teacher and peer).</p>	<p>The children should explore balancing in these shapes on their large body parts: back, front, side, bottom.</p> <p>The children should be beginning to show body control in all movements and be aware of their actions.</p> <p>The children will be able to perform a 'log roll'.</p> <p>The children should understand how to link the learned moves together into a sequence.</p> <p>The children should be able to perform a 4 part sequence demonstrating each of: balance, travel, jump &amp; roll - which has been planned.</p> <p>The children will know how to be an audience; to sit and watch a performance and to be able to say what they liked.</p>	<p>and a light landing.</p> <p>The children should develop into making rolls using the pencil, egg and dish shapes, using body tension in their limbs where appropriate.</p> <p>The children should begin to learn the forward roll, beginning with a shoulder roll.</p> <p>The children will now create sequences that have changes of speed, movement and balances.</p> <p>As an audience member the children will now be able to explain why they liked a performance, using the key vocabulary they have been taught.</p>	<p>The children should develop the rolls using body tension in their limbs and the core, making deliberate movements.</p> <p>The children will begin balancing on low apparatus.</p> <p>On the floor the children will now balance on numbered points.</p> <p>When moving around the children explore leaping footwork - one foot to one foot, or one foot to two feet (links to athletics).</p> <p>The children will begin to start travelling in pathways, as well as travelling with a partner using a variety of methods: cannon, unison, mirroring.</p> <p>Working independently and with a partner the children should develop rolling, using a teddy bear roll as a performance and should now perform a clear and precise forward roll.</p> <p>The children will now develop into being able to suggest improvements to a performance they have watched (peer or own on video).</p> <p>The children will be able to respond to suggestions and make improvements to performances.</p>	<p>The children should be able to move in &amp; out of balance fluently and to balance at different levels - on and off of apparatus.</p> <p>When working with a partner travelling the focus should be on co-ordination to make the performance aesthetically pleasing to the audience.</p> <p>The children should be able to apply their rolls, using body tension, to perform movements on low apparatus.</p> <p>The children should now be jumping onto and off of the apparatus in a controlled manner.</p> <p>When jumping and leaping the children should explore and consider their body positioning in the air and should explore twisted shapes in the air.</p> <p>The children should now try to add ¼ turn before jumping and explore the landing varieties they have, e.g. 1 foot, 2 feet, straddle.</p> <p>When performing any movement the children should do so with fluency.</p> <p>Moves should be linked together in a considered sequence, using apparatus where appropriate.</p> <p>The children will be able to refine a</p>	<p>Children should be able to lead a whole class warm up.</p> <p>Having developed body tension for rolls the children should be able to apply different start &amp; finish positions, e.g. a straddle.</p> <p>The children should apply their body tension knowledge to cartwheeling.</p> <p>There should now be an increase in the variety of pathways, as well as the levels and speeds of travel.</p> <p>The children should now be able to perform using low and high apparatus and include jumps along, over and on and off apparatus of varying heights with control in the air and on landing - considering the shapes that they make.</p> <p>The children should perform complex sequences, where they should link a range of movements and be able to do so in a considered manner.</p> <p>Any movements to include apparatus the children should ensure that they are gymnastic and performed with an aesthetic purpose, e.g. not walking to or from equipment.</p> <p>The children should be able to choreograph a routine with a partner and include matching</p>	<p>partner the children should be able to counter balance each other and provide counter tension to the movement</p> <p>When performing a movement as part of a sequence the children should consider their weight transferral for optimal performance.</p> <p>Performances should now include considered and choreographed group balances, as well as acrobatic partner balances.</p> <p>Partner and group sequences should include elements of travelling in unison, cannon &amp; alternating, with reasons for each - considering the effect they are creating.</p> <p>When using any apparatus the children should now be forming symmetrical shapes in the air.</p> <p>Using partners the children will be able to perform head and handstands - understanding safe supporting and spotting.</p>
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					performance based on feedback and having observed others.	and mirroring movements in the sequence.	
<i>Building on from...</i>	<p>The children will have a variety of experiences with gymnastics - some may well have been involved in pre-school activities.</p> <p>It will be vital for the children to recognise control of both gross and fine motor and look at a range of activities to be able to explore this.</p>	<p>In EYFS the children will have explored a range of movements and travels around a space, including over/ under/ on and off equipment.</p> <p>When performing, the children should show good body control.</p> <p>The children will also have begun partner work, where they are expected to be able to copy a partner</p>	<p>In Year 1 the children are expected to 'be a gymnast', showing body control and will know the 5 basic shapes.</p> <p>The children will create a 4 part sequence: balance, travel, jump &amp; roll.</p> <p>In Year 1 the children will know how to be an audience and can say what they liked in a sequence.</p>	<p>In Year 2 the children will show body control in all of their movements, including in the arch and dish shapes which they will be introduced to.</p> <p>In Year 2 the children will develop rolling movements, which will be part of sequences.</p> <p>As an audience member the children will use taught vocabulary to express their liking for performances.</p>	<p>In Year 3 the children will focus on body tension and apply this to balancing on low apparatus.</p> <p>Sequences will now include travelling with a partner, using cannon, mirror and unison.</p> <p>Children will develop a forward roll.</p> <p>The children will have been able to suggest improvements to performances.</p>	<p>In Year 4 the children will have become more aware of the aesthetics of their performances.</p> <p>In using the apparatus in Year 4 the children should be able to perform a range of movements and balances on, along and off of equipment.</p> <p>When receiving feedback for a performance the children will be able to refine their sequence in Year 4.</p>	<p>In Year 5 the children will use the high apparatus and purposefully include any apparatus in a sequence.</p> <p>Sequences with a partner will have been choreographed carefully and should now be more complex in design.</p> <p>Sequences in Year 5 will include a variety of speed, levels, pathways, as well as balances and movements.</p>
<i>Moving onto...</i>	<p>In Year 1 the children will understand the concept of 'being a gymnast', learning the 5 body shapes to make and will use the control of EYFS to balance these shapes.</p>	<p>In Year 2 the children will show greater body awareness and use this in creating more shapes and being able to roll in a controlled manner.</p>	<p>In Year 3 the children will complete a partner sequence, using a variety of timing and be able to use low apparatus safely.</p> <p>The rolls will develop to include a full forward roll.</p>	<p>In Year 4 the children will now include partner balances in any sequences.</p> <p>The rolls will develop to include a backward roll and rolls should be able to be performed along, on and off of equipment.</p>	<p>In Year 5 the children will use high apparatus.</p> <p>Year 5 will see the development of body tension to include cartwheels and a forward roll in straddle (a challenge could be for a backward roll too).</p>	<p>In Year 6 the focus is on symmetry &amp; asymmetry with an emphasis on partner and group work, which will include choreographed sequences and elements of sports acro</p> <p>Year 6 should see the culmination of all gymnastic learning.</p>	<p>In year 7 the children are likely to continue with sports acro work, plus will develop into vaulting, where body tension and control will be vital.</p> <p>This work will build in the Year 6 curriculum, especially the ability to perform a head/ handstand as a gymnast and as a coach.</p>
Featured Gymnasts	<p><b>Simone Biles &amp; Max Whitlock</b></p> <p>Make use of sporting events to promote gymnasts, male and female, for inspiration and aspiration.</p>						
Tier 3 Technical Subject Language	<p>Body control Coordination Freeze Forwards Backwards Across Over Under Through Zig-zag Floor Watch Copy</p>	<p>Straight Tucked Star Straddle Pike Balance Travel Roll Back Front Side Bottom Performing</p>	<p>Arch Dish Egg Pencil Jumping Landing Shoulder roll Opinion</p>	<p>Warm up Muscle locations Low apparatus Leaping Footwork Travelling pathways Cannon Unison Mirroring Forward roll Improvements</p>	<p>Major Muscles Levels Fluency Variety Aesthetically pleasing Straddle Quarter turn Shaping Twisted Suggestions</p>	<p>Muscles (specific names) Cartwheel Choreography High Apparatus Complex Considered</p>	<p>Muscles (specific names) Fatigue (muscles) Asymmetry Counter balance Counter tension Headstand Handstand Symmetry Support Spot Weight transferral</p>

		Sequence Audience					
Tier 2 Technical Language							

## Leavesden JMI School & Nursery Curriculum

### Physical Education: Aesthetics - Dance

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts	<ul style="list-style-type: none"> <li>Shows good co-ordination in large and small movements.</li> <li>Shows body control when moving and still.</li> <li>Imagination and exploration.</li> </ul>	Responding to stimuli. Controlled performance. Levels and directions. Talk using simple vocabulary.	Moods and feelings. Experimenting with action and dynamics. Composition.	Improvise. Collaboration. Creating motifs. Evaluation of performance.			
Knowledge and Skill Development	<ul style="list-style-type: none"> <li>Move with confidence, imagination and in safety.</li> <li>Move with control and coordination.</li> <li>Show awareness of space, of themselves and of others</li> <li>Use their imagination in dance, imaginative role play and stories</li> <li>Express and communicate their ideas, thoughts and feelings by using a widening range of movement</li> </ul>	<ul style="list-style-type: none"> <li>To respond to stimuli with a range of actions</li> <li>Copy and explore basic body actions</li> <li>Practise and repeat movements and perform them in a controlled way</li> <li>Move confidently and safely in their own and others space, using a change of speed, level and direction</li> <li>Talk about their dances using simple dance vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Talk about stimuli as the starting point for creating dance</li> <li>Explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements</li> <li>Compose and perform short dances that communicate and express moods and feelings.</li> <li>Show an understanding of mood and describe how a dance makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>To keep up activity over a period of time and know they need to warm up and cool down for dance</li> <li>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> <li>Link actions to make a motif or dance phrases, working with a partner</li> <li>Perform dances with an awareness of rhythmic, dynamic and expressive qualities</li> <li>Evaluate dances performed with a partner, use a range of expressive language to describe the dance.</li> </ul>			
<i>Building on from...</i>	The children will have a variety of experiences with dance and dancing - some may well have	In EYFS the children became aware of space, themselves and others, moving with control and	In Year 1 the children will have begun to move with increasing confidence, reacting to a given	In Year 2 the children learned to choreograph a piece and how to reflect different moods and			

	<p>been involved in pre-school activities.</p> <p>It will be vital for the children to recognise control of both gross and fine motor and look at a range of activities to be able to explore this.</p>	<p>coordination.</p> <p>The children will have used their imagination to use dance to retell stories and used role play.</p>	<p>stimulus. They will understand to repeat movements and to perform them in a controlled, purposeful manner.</p>	<p>feelings through their dance. The children were also expected to explain how a dance made them feel.</p>			
<i>Moving onto...</i>	<p>Move spontaneously to the music, reacting to the stimuli appropriately. In Year 1 the children will also be able to talk about their dances using simple dance vocabulary..</p>	<p>In Year 2 the children will be able to discuss a stimul and will explore moods and feelings, composing short performances.</p> <p>In Year 2 the children will talk about how a dance made them feel.</p>	<p>In Year 3 the children will learn how to conduct a full body warm up. In dance, there will now be partner work, which will be both choreographed and improvised.</p> <p>In Year 3 the children will be expected to evaluate dances using a range of vocabulary.</p>	<p>There is no dance in Year 4-6, however, the skills learned will be applied through imaginative English lessons, that draw upon performance and interpretation. In Year 6, with the leavers' show, dance elements will be included and the in secondary school the children will experience dance through drama and performing arts and, in some cases, PE.</p>			
Featured Dancers	<p><b>Diversity</b></p> <p>As well as showing Diversity, use other dancers and styles for inspiration: ballet, contemporary, breakdancing, ballroom (Strictly).</p>						
Tier 3 Technical Subject Language	<p>Body shapes.</p> <p>Body sizes: big, medium, Small.</p> <p>Levels: high, low, fall, curl. Travel</p>	<p>Action.</p> <p>Audience.</p> <p>Body parts.</p> <p>Controlled.</p> <p>Direction.</p> <p>Facial expressions.</p> <p>Imagine.</p> <p>Movement.</p> <p>Ready.</p> <p>Repeat.</p> <p>Speed.</p> <p>Stimulus.</p>	<p>Angry.</p> <p>Feeling.</p> <p>Freeze.</p> <p>Gesture.</p> <p>Jump.</p> <p>Leap.</p> <p>Mood.</p> <p>Motif.</p> <p>Mysterious.</p> <p>Observe.</p> <p>Perform.</p> <p>Scary.</p> <p>Shape.</p> <p>Stamp.</p> <p>Stillness.</p> <p>Stretch.</p> <p>Turn.</p>	<p>Warm up Muscles</p> <p>Action words: push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake,</p> <p>Dynamics. Expression. Flow. Link. Rhythm,</p>			
Tier 2 Technical Language							

# Leavesden JMI School & Nursery Curriculum

## Physical Education: Outdoor and Adventurous Activities

Intent of curriculum: ***Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.***

Rationale behind curriculum design: ***To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.***

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts		<ul style="list-style-type: none"> <li>Teamwork.</li> <li>Independence.</li> <li>Problem solving.</li> <li>Planning.</li> <li>Resilience.</li> </ul>	Following instructions. Leadership (includes following). Reflection. Allocating team roles. Trust. Map following. Adaptability.	<ul style="list-style-type: none"> <li>Recognise strengths (self and others).</li> <li>Communicate clearly.</li> <li>Map reading.</li> <li>Map transferral (2D to 3D).</li> <li>Reading a compass.</li> </ul>	In Years 4 & 5 the children will be expected to apply the skills they have learned in their outdoor education lessons, plus to demonstrate this understanding in Geography too.		In Year 6 the children will be expected to take leadership roles in Outdoor Education lessons, plus will enhance their learning on the Year 6 residential where activities such as abseiling, canoeing, climbing, high ropes, etc will all be encountered.
Knowledge and Skill Development		<ul style="list-style-type: none"> <li>To make notes of efforts.</li> <li>Work effectively in small groups.</li> <li>Listen to everyone's ideas and suggestions.</li> <li>Maintain focus until a challenge is complete.</li> <li>Make plans.</li> <li>To try a range of solutions to solve a problem.</li> <li>Make decisions.</li> <li>Follow a route, including symbols</li> </ul>	Learners will be comfortable with interacting within groups and following instruction. Have confidence and trust in partners and members of the group. Reflect sensibly after a problem has been attempted. Follow a basic map. Find their own solutions to problems. Adapt as events change.	Will identify strengths and knowledge within the team. Will support and encourage partners. Use effective communication with other team members. Can follow a detailed map. Can set a map to the ground. Can use a compass to orientate a map and follow directions.			
<i>Building on from...</i>		Although OAA is not part of the discrete EYFS curriculum, the skills will be apparent through Child Initiated Learning and Physical Development sessions.	In Year 1 the children will have worked on working in groups and making simple notes to record their ideas.  In Year 1 the children were expected to make a range of	In Year 2 the children worked with basic maps to follow routes and collaborated to solve problems.  In groups the children worked with a designated leader and followed, with an effective review taking place			

			decisions to be able to solve problems, including following different routes.	afterwards. When solving problems the children will have had to adapt as events changed.			
<i>Moving onto...</i>		<p>In Year 2 the children will be expected to not only make notes, but to use these to consider the best alternatives for problem solving.</p> <p>In Year 2 the children will be exposed to mapwork, with symbols so an awareness of following routes will be important.</p> <p>In Year 2, the children will be expected to listen to others when they are not leading so experience of things going wrong will support this in Year 1.</p>	<p>In Year 3, when working in groups the children will be expected to recognise the strengths of team members, trusting others' decisions.</p> <p>Building from work in Years 1&amp;2, in Year 3 the children will be expected to work with maps and compasses, which will mean effective communication will be required.</p>	<p>OAA does not continue explicitly in Years 4-6, however the skills will be an essential part of the Outdoor Learning lessons as well as forming part of the Geography curriculum.</p> <p>The skills and attributes learned in OAA are fundamentals for life and these lessons should reflect this: teamwork, leadership, respect, adaptability, responsiveness, consideration, reflectiveness, decision making, problem solving and following instructions are important skills for life and should be promoted consistently.</p>			
Tier 3 Technical Subject Language		<p>Independence</p> <p>Notes</p> <p>Planning</p> <p>Problem solving</p> <p>Resilience</p> <p>Route</p> <p>Suggestions</p> <p>Symbols</p> <p>Teamwork</p>	<p>Adaptability</p> <p>Following</p> <p>Instructions</p> <p>Leadership</p> <p>Map</p> <p>Reflection</p> <p>Roles</p> <p>Team member</p> <p>Trust</p>	<p>Warm up</p> <p>Muscles</p> <p>Compass</p> <p>Communication</p> <p>Map reading</p> <p>Map transferral</p> <p>Orientate</p> <p>Strengths</p>			
Tier 2 Technical Language							

## Leavesden JMI School & Nursery Curriculum

Physical Education: Swimming							
Intent of curriculum: <b><i>Through participation, enjoyment and competition children will develop their physical literacy and so lead a healthy lifestyle. PE will support the child's social, moral, spiritual and cultural development.</i></b>							
Rationale behind curriculum design: <b><i>To build on the work of the EYFS to address the deficit motor skills that many children present with on entry to the school, to build an aesthetic appreciation and awareness, as well as to address stereotypes of sporting behaviour and to embody sportsmanship and respect for others, e.g. no football, but rugby.</i></b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Concepts					<p>Swimming is taught by trained swimming teachers at Woodside Swimming Pool by Everyone Active staff.</p> <p>Lessons commence every September in Year 4, aiming for the children to reach the prescribed standards by the end of the year. For any child who does not pass the swimming test at the end of Year 4, then they will be allocated a space as it arises throughout Years 5 &amp; 6 as priority is given to each new Year 4 cohort.</p>		
Knowledge and Skill Development							
<i>Building on from...</i>							
<i>Moving onto...</i>							
Tier 3 Technical Subject Language							
Tier 2 Technical Language							