


**Skills curriculum BLUE** Curriculum Coverage for RE  **National Curriculum RED**

	Autumn 1 Multi skills and fitness	Autumn 2 Ball skills and games	Spring 1 Movement, balance and coordination	Spring 2 Team games and racket sports	Summer 1 Water safety	Summer 2 Track and field
Year 1 + 2	<p>Master basic movements including running, jumping and throwing,</p> <p>Use running and jumping skills.</p>	<p>Master basic movements including throwing and catching</p> <p>Lead others when appropriate.</p> <p>Use kicking skills.</p>	<p>Pupils should be taught to perform dances using simple movement patterns</p> <p>Copy and remember moves and positions.</p> <p>Move with careful control and coordination.</p> <p>Link two or more actions to perform a sequence.</p> <p>Choose movements to communicate a mood, feeling or idea.</p> <p>Copy and remember actions.</p> <p>Move with some control and awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb safely on equipment.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>*Use hitting and catching skills in combination.</p> <p>*Use the terms 'opponent' and 'team-mate'.</p> <p>Develop tactics.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>*Jump in a number of ways</p> <p>*Compete with others and aim to improve personal best performances.</p> <p>*Run over a longer distance, conserving energy in order to sustain performance.</p>
Years 3 + 4 Class 2 This class goes over both Key stages - they will be working on mastering the end of ks1 targets and then starting to work on ks2.	<p>Compete with others and aim to improve personal best performances.</p> <p>Jump in a number of ways, using a run up where appropriate.</p>	<p>Throw and catch with control and accuracy.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Lead others and act as a respectful team member.</p>	<p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Create dances and movements that convey a definite idea.</p> <p>Change speed and levels within a performance.</p> <p>Develop physical strength and suppleness by practising moves and stretching.</p> <p>Plan, perform and repeat sequences.</p> <p>Move in a clear, fluent and expressive manner.</p> <p>Refine movements into sequences.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing and hang from equipment safely (using hands).</p>	<p>Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition.</p> <p>Pass to team mates at appropriate times.</p> <p>Follow the rules of the game and play fairly.</p> <p>Show an ability to both lead and form part of a team.</p>	<p>The children whatever their age group will be working at their own level and on their own targets in this are each year we take them to swimming lessons as key stage and age doesn't easily relate to the skills.</p>	<p>Sprint over a short distance up to 60 metres.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of changing conditions and change plans if necessary.</p>
Years 4, 5 + 6 Class 3	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement</p>	<p>Apply basic principles suitable for attacking and defending.</p> <p>Lead others when called upon and act as a good role model within a team</p> <p>Choose the most appropriate tactics for a game.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Embrace both leadership and team roles and gain the commitment and respect of a tea</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns.</p> <p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures, linking skills.</li> </ul> <p>Hold shapes that are strong, fluent and expressive.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Use forehand and backhand when playing racket games.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Combine sprinting with low hurdles over 60 metres.</p> <p>Choose the best place for running over a variety of distances.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take off and landings when jumping.</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes</p>	

## **National curriculum states pupils should be taught to:**

Key stage 1 - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Key Stage 2 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities □ participate in team games, developing simple tactics for attacking and defending □ perform dances using simple movement patterns. Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2 - we at Culagith take the children every year from year 1.

## **Non-statutory guidance KS1**

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Perform dances using simple movement patterns.

Swim competently, confidently and proficiently over a distance of at least 25 metres

Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Perform safe self-rescue in different water-based situations.

## **Non-statutory guidance KS2**

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Perform dances using a range of movement patterns

Develop flexibility, strength, technique, control and balance, for example, through athletics and gymnastics

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.