

LEINTWARDINE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

SUBJECT: PE

YEAR GROUPS: Lower KS2

PREVIOUS KNOWLEDGE *We would expect most children to:*

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

By the end of KS2, children should be able to:

Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness
<ul style="list-style-type: none"> • Select and use the most appropriate skills, actions or ideas • move and use actions with coordination and control • select and use the most appropriate skills, actions or ideas • they move and use actions with coordination and control • make up their own small-sided game 	<ul style="list-style-type: none"> • explain how their work is similar and different from that of others • recognise how performances could be improved (with help) • use their comparison to improve their work 	<ul style="list-style-type: none"> • explain why it is important to warmup and cool-down • identify some muscle groups used in gymnastic activities • explain why keeping fit is good for their health
Dance	Games	Gymnastics
<ul style="list-style-type: none"> • improvise freely, translating ideas from a stimulus into movement • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance • take the lead when working with a partner or group • use dance to communicate an idea • work on their movements and refine them • dance clearly and fluently 	<ul style="list-style-type: none"> • throw and catch with control when under limited pressure • aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills • catch with one hand • throw and catch accurately • hit a ball accurately and with control • keep possession of the ball • move to find a space when they are not in possession during a game • vary tactics and adapt skills according to what is happening 	<ul style="list-style-type: none"> • use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences • work in a controlled way • include change of speed • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence

Swimming	Athletics
<ul style="list-style-type: none"> • 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. • swim 2 lengths front, 2 lengths back – good stroke technique. • pick up brick from half way down pool (on the slope) • straddle entry & tread water for 1 minute 	<ul style="list-style-type: none"> • run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • run over a long distance • spring over a short distance • throw in different ways • jump in different ways • hit a target

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through small-sided games, routines created within dance/gymnastics and isolated drills focusing on key skills.

ENRICHMENT OPPORTUNITIES	SUBJECT-SPECIFIC VOCABULARY	CROSS-CURRICULAR LINKS
<p><i>We will endeavour to include:</i></p> <ul style="list-style-type: none"> • Sports day • After-school club • Active break and lunchtimes • Active in Rise & Shine club • School tournaments and competitions • School Games events • Inter-house competitions 	<p><i>We will expect children to use these words and phrases:</i></p> <p>rhythm, speed, level, direction, control, coordination, improve, tactic, zone, travelling, balance, sequence, rules, climb, stretch, teamwork, passing, striking, healthy, pulse, muscle, fitness, front-crawl, back-crawl, stroke, breast-stroke, float, swim, technique, tactic, cardiovascular fitness, lactic acid, stamina, choreograph, sequence, analyse, navigate, evaluate,</p>	<p><i>This itinerary fits with our other learning through:</i></p> <ul style="list-style-type: none"> • Maths: Time, scores, measuring • Science; heart rate, pulse rate, keeping healthy, benefits of fitness

LEARNING BEHAVIOURS *Children will be expected to:*

Tries new things	Attempts new skills, positions and sports with enthusiasm.	Imagines	Thinks of new ideas and techniques
Works hard	Practises new skills with good intent to learn.	Improves.	Accepts new learning strategies and advice to show new skills.
Concentrates	Works without distraction, listening to instructions, and demonstrates new skills	Understands others	Listens and works well with a range of abilities and adapts.
Self-motivates	Shows perseverance, helps others, works in a team.	Doesn't give up	Shows perseverance and determination to succeed