

Year Group	Aesthetic Activities	Athletics
<i>Previous Knowledge and Skills (to be tested)</i>	<ul style="list-style-type: none"> • Devise and repeat and perform short sequences in which there is a clear beginning, middle and end. • Explore ideas moves and feelings by improvising and experimenting with actions in response to stimuli. 	<ul style="list-style-type: none"> • Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination. • Throw a range of implements into a target.
5	<p>Know that...</p> <p>Movement can be performed at different levels high, medium and low Different pathways - Forward, backwards, sideways. unison, canon can be used in choreography, A motif is a phrase of dance. Movements can be slow or fast.</p> <p>Know how to...</p> <p>Freely explore the space around themselves. Improvise. Copy a dance phrase/ motif. Find movements to link dance phrases/ motifs together. Perform in front of others. Begin to choreograph a routine with a clear start, middle and ending. Adapt sequences to include apparatus, partner or small group work. Perform specific skills and movement patterns for different dance styles. There are ways to improve their performance.</p>	<p>Know that...</p> <p>The relevant basic rules for each event Sprints stay in lane & run through line. Jumps: Fast run, push off on take-off, landings. Throws: Throwing line, overarm, underarm.</p> <p>Know how to...</p> <p>How to measure, time and score in athletics. Record personal times/ distances (achievements) in running, jumping and throwing events.</p>
6	<p>Know that...</p> <p>Stimuli provide ideas for performance There are different ways they can move across the floor/apparatus. Turning / spinning can create a change of direction There are different types of Jumps. Different shapes can create interest They can use gesture with their body, hands etc.</p> <p>Know how to...</p> <p>Use a variety of levels in their dances Use different directions – moving forwards, backward, sideways. Use wide, thin, tucked and twisted shapes in their dance. Follow teacher directions and copy phrases/ motifs accurately. Learn how to build up a routine in sections and be more controlled and fluent in performing it.</p>	<p>Know that...</p> <p>In running events what the starter's commands are, which lane(s) to run in, to run past the finishing line, In jumping events what the starting position is, the speed of run, the take-off & how to land safely. In throwing events what the throwing line is. How to static throw and how to move into throws. How to retrieve an implement.</p> <p>Know how to...</p> <p>Estimate their own performance and that of others. Record personal times/ distances (achievements) in running, jumping and throwing events. Compare their own scores to previous year's scores. Making improvements in performances.</p>

	<p>Improve their performance skills in front of others eg use of facial expressions, confidence in movement etc.</p>	
7	<p>Know that... Mirror is performing a mirror image of each other Match is moving exactly the same part of the body An asymmetric balance is when both sides of the body are different An symmetric balance is when both sides of the body are the same Shapes can be wide, tucked, twisted, thin. Using levels, speed, and different pathways improve performance They should respect other peoples' ideas Evaluation and self-evaluation is important for improvement.</p> <p>Know how to... Use a wider assortment of body shapes, levels and directions in their performances using individual expression Build up a greater range of choreography skills and make up new, original ideas for their performance Follow the teacher instructions and learn other peoples' performances with a higher degree of precision. Perform in unison with others showing more control and skill</p>	<p>Know that... In throwing events there are specific rules for javelin, shot put and discus. To only throw and collect implement when told by teacher. In running events how to jostle for position in a race. How to maintain strength when performing. The rules and safety issues for all running, jumping and throwing events (see previous years).</p> <p>Know how to... Work together in teams to improve relays. Analyse and help others to achieve their best scores. Use stopwatches to time accurately and explore possible improvements.</p>
8	<p>Know that... Counter-balance is balancing each others weight Counter-tension is a balance which involves two or more of them pulling away from each other To create an effective sequence you use flow, body tension, transition & control. A basic straddle is where the body passes over the apparatus in a sitting position with the legs spread wide to each side A through vault when the hips are brought high to place feet inside of hands on the box in a pike position. The advanced skills of handstand, headstand, bridge, shoulder stand, cartwheel.</p> <p>Know how to... Make decisions to keep or edit or scrap phrases/ motifs. Ensure they use certain elements in their performance e.g. canon, travel, change of level, pause. Use shapes groups to make and vary group size leading to interesting dance performances. Choose sensible costumes, props and make-up for performances.</p>	<p>Know that... You must abide by the specific rule of each athletic event. For throwing events, what is a legal and illegal throw The throwing area and to remain behind line/circle. To only throw and collect implement when told by teacher. Safe carriage of implement. For running events what the sprint/ middle distance starts are. For jumping events where the take-off points are, what the rules of landing are.</p> <p>Know how to... Complete measurements, timings, and accurately score all events Compare their own times/distances set in previous years. Set goals. Make estimations of performances and times. Identify improvements of their own and others' performances. Use media (iPad) to record and improve techniques.</p>

<p>Future Knowledge and Skills (Y9 to GCSE)</p>	<p>Know how to perform technically accurate and expressive movement Know how to maintain technique, accuracy and consistency in the performance of all skills during a routine. Demonstrate the ability to perform the most appropriate skills/techniques to outperform others</p>	<p>Know tactical and strategic decisions Know how to maintain technique, accuracy and consistency in the performance of all skills in competition. Demonstrate the ability to select and apply the most appropriate skills, to maximise potential</p>
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Year Group	Fitness & Well being	Invasion Games
<p>Previous Knowledge and Skills (to be tested)</p>	<p>Work with determination and sustain effort and energy levels Be determined to improve performance</p>	<p>Any throwing, hitting, catching, kicking, dodging, receiving skills that students have built up when playing games.</p>
<p>5</p>	<p>Know that... Flexibility is the amount or range of movement that you can have around a joint (Gymnastics- bridge/dance – twisting through levels/reaching for a pass/interception) Speed is the ability of the body to move quickly (Sprint/ outrun opponent/ run-up in long jump/ moving to net for drop shot) Balance is an even distribution of weight enabling someone to remain upright and steady – (Gymnastics – 1 point balance, reaching to receive a shot in tennis) The Bicep is located at the front upper arm The Tricep is located at the front upper arm Know how to... Devise and carry out small group warm ups. Improve flexibility, speed and balance.</p>	<p>Know that... A shoulder pass is used for long distance passes. A chest pass is used for short distance passes. A bounce pass can be used to get around an opponent/obstacle. The technique used to catch a ball at varying heights. Ball accepted in centre 3rd from centre pass. Stop when whistle sounds. Footwork rule. Landing on one foot. Other foot acts as a brake. In defence stay 1 metre away. Know how to... How to keep a ball under control. How to achieve high or low passes with varying degrees of power. How to lose a player. How to catch a ball. How to stop a ball with their feet. How to hit a ball with varying power. How to do each of these with different sizes of ball.</p>
<p>6</p>	<p>Know that... Cardiovascular endurance or stamina is the ability of the cardiovascular system (heart & blood vessels) to work for a long period of time without becoming over tired (long distance running/cycling/swimming/playing for a full game of basketball etc) Strength is to be physically strong (Dance/gymnastics/sit-up/press-up/Holding off an opponent)</p>	<p>Know that... They can create space to make the attack more effective. Different passes can be used for different situations. A bounce pass can be used to get around an opponent/obstacle. The technique used to catch a ball at varying heights. That an official ensures fair play during a game.</p>

	<p>Agility is the ability to change the position of the body quickly and control the movement (Dodging in basketball/netball/ moving around a defender tackling in football/ changing direction to meet n opponents shot in tennis) Aim to raise your heart rate to 154 beats per minute (bpm) The hamstrings are located at the back upper leg The quadriceps are located at the front upper leg Know how to... Take the lead when devising and delivering group warm ups and skill development drills Improve strength and cardiovascular endurance</p>	<p>When receiving a ball, the inside of the foot is used to cushion a ball., That good hand-eye co-ordination is achieved by keeping your eye on the ball and good timing when moving the hands and body to receive and throw. The footwork, centre pass rule and obstruction rules (See Y5) Know how to... Students build on what is covered in Year 5 using conditioned games How to keep a ball under control. How to achieve high or low passes with varying degrees of power. How to lose a player with the use of the dodge How to catch a ball at varying heights. How to stop a ball with their feet, inside, outside etc. How to hit a ball with varying power. How to do each of these with different sizes of ball. Make effective interceptions, tackles, defence. Use the footwork, centre pass rule and obstruction rules. Begin to choose and use different formations to suit the needs of a game.</p>
7	<p>Know that... Short term effects of exercise Components of a warm up & Cool down Max Heart rate = 220 – your age Co-ordination is the ability to use two or more body parts together (Hand-eye coordination in tennis & netball/ eye-foot coordination passing ball in football) Muscular endurance is the ability of the muscle or group of muscles to repeatedly contract without rest (sit-ups/press-ups/ step-ups etc in 1 min) The abdominals are you stomach muscles Know how to... Test different components of fitness Improve co-ordination and muscular endurance.</p>	<p>Know that... Basic rules, techniques & Tactics When receiving a pass of varying degrees of power, the body cushions the ball for control. Follow through is important to make their passing technique more accurate. Dodging and change of speed can ensure they can get free effectively in attack. Man to man marking is effective in defence. Each position has a certain place to stand on court/on the pitch at the beginning of a game. where to stand at start of game. The playing area size, markings rules and size of ball played with. Know how to... Receive a ball of varying height and power. Achieve controlled passes with varying degrees of power. Make their passing technique more accurate. How to get free effectively in attack. Defend the ball and the player with success. Use a variety of tactics to keep the ball e.g. changing speed and direction. Judge the strengths and weaknesses of performance and be able to make changes that improve their individual performance Use physical and teamwork skills well in a variety of different challenges.</p>

8	<p>Know that... Benefits of exercise Power the ability to perform strength performances quickly – (take-off in long jump, jumping for a ball, throwing a ball/ kicking a ball) Reaction is the time taken to respond to a stimulus (reacting to the gun or 'Go' at the start of a race/ reacting to intercept a pass/ reacting to meet a shot in tennis) Max Heart rate = 220 bpm - age $220 - 12 = 208\text{bpm}$ 60% - Lower training threshold – $208 \times 0.60 = 125\text{bpm}$ 85% - Upper training threshold – $208 \times 0.85 = 177\text{bpm}$ The gluteals are your bottom muscles Know how to... Watch own and others performances and suggest improvements for specific purposes. Improve fitness components to improve performance Improve power and reaction time.</p>	<p>Know that... Apply the rules & Regulations of sport Man to man marking and zonal defence is effective to outwit the opponent. The sprint dodge is a sudden sprint to lose a player. A feint dodge is to lose an opponent with a sudden change of direction. They must respect the umpires' decisions. To create space, they should Clear from player with ball, then drive forward. Know how to... Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation. Develop methods of defending their goal for example marking the opposition and positional awareness. Take the lead when devising and delivering group warm ups and skill development drills Watch own and others performances and suggest improvements for specific purposes.</p>
<i>Future Knowledge and Skills (Y9 to GCSE)</i>	<p>Know the constituent parts of warming up and cooling down to include the benefits To understand the components of fitness and how they apply to different activities To understand how to measure the components of fitness To understand fitness testing and how to compare against norms To understand the principles and types of training</p>	<p>Know how to make tactical and strategic decisions, to the position being played Know how to maintain technique, accuracy and during skill performance in set plays and open play. To apply skills appropriate to a chosen position To demonstrate the ability to select and apply the most appropriate skills, to outwit an opponent</p>
Year Group	Leadership	Net/Wall
<i>Previous Knowledge and Skills (to be tested)</i>	<p>Any leadership opportunities completed at their first school.</p>	<p>Any throwing, hitting, catching, receiving skills that students have built up when playing games.</p>
Year 5&6	<p>Know that... A leader is a good role model. A good leader is kind, organised, responsible, has good health & safety knowledge, cooperates and communicates well with others. Verbal communication is using short, concise instructions to explain a game. They should use simple language when communicating with students younger than themselves.</p>	<p>Year 5 Know that... Shake hands grip Hand feed to racket. Forehand – front of hand faces opp. Backhand – back of hand faces opp. Volley – no bounce before hit. Starting the rally – serving.</p>

	<p>That the S.T.E.P. principle stand for Space, Task, Equipment and people.</p> <p>Know how to...</p> <p>Use non-verbal and verbal communication when communicating a game or activity.</p> <p>Use the STEP principle effectively to make an activity easier or harder.</p> <p>Write a simple Game Plan.</p> <p>Lead small groups.</p> <p>How to communicate games to younger students.</p>	<p>Know how to...</p> <p>Control a ball using a racket.</p> <p>Learn how to feed a ball to a partner with some accuracy.</p> <p>How to hit a forehand.</p> <p>How to hit a backhand shot.</p> <p>How to keep a rally going with a ball.</p> <p>Learn how to do a simple volley.</p> <p>Simple rules and a scoring system for tennis.</p>
		<p>Year 6</p> <p>Know that...</p> <p>Forehand, backhand, stroke, volley, return, grip, ready position techniques (See KO)</p> <p>Rally, court, scoring, fault, umpire, back/ baseline, side line (See KO)</p> <p>Scoring - 15 – 30 – 40, deuce, game.</p> <p>Know how to...</p> <p>Develop the accuracy of:</p> <p>Control a ball using a racket.</p> <p>Learn how to feed a ball to a partner</p> <p>How to hit a forehand.</p> <p>How to hit a backhand shot.</p> <p>How to keep a rally going with a ball.</p> <p>Learn how to do a simple volley.</p> <p>Simple rules and a scoring system for tennis.</p>
<p>Year 7&8</p>	<p>Know that...</p> <p>They should aim to use the characteristics of a good playground leader</p> <p>There will be issues on the playground that will impact their leadership and to speak to a member of staff for assistance.</p> <p>The effective use of the STEP principle will improve their leadership ability.</p> <p>Know how to...</p> <p>Watch own and others performances and suggest improvements for specific purposes.</p> <p>to modify games to ensure fair play for everyone.</p> <p>to select appropriate strategies for inclusion.</p> <p>Deal with problem behaviour.</p> <p>Lead small groups of children.</p> <p>How to use basic officiating skills to assist the running of inter-house competitions and activities.</p>	<p>Year 7</p> <p>Know that...</p> <p>In table tennis</p> <p>A game starts with ball on open palm behind end of table.</p> <p>You hit the ball to touch first his/her court, pass over the net, touching receiver's court</p> <p>After playing 2 points the server(s) becomes the receiver(s) and vice-versa.</p> <p>Continue this to end of game.</p> <p>A set is won by first player to score 11 points</p> <p>You do not put hands on table or volley the ball.</p> <p>Know how to...</p> <p>Use a variety of tactics to keep the ball e.g. changing speed and direction.</p> <p>Judge the strengths and weaknesses of performance and be able to make changes that improve their individual performance</p>

	<p>There are opportunities to officiate games for KS2 students during Staffordshire Moorlands events.</p>	<p>Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent. Use physical and teamwork skills well in a variety of different challenges.</p> <p>In net sports Use Forehand and backhand shots to outwit opposition. Select the most suitable shot based on opponent's play Serve with some accuracy.</p> <p>Year 8 Know that... In Table Tennis To start with ball on open palm behind end of table. You hit the ball to touch first his/her court, pass over the net, touching receiver's court After playing 2 points the server(s) becomes the receiver(s) and vice-versa. Continue this to end of game. A set is won by first player to score 21 points You do not put hands on table or volley the ball. There are a lot of skills that transfer between rounders and cricket. The rules of the game of rounders (See KO) The rules of Cricket (See KO)</p> <p>Know how to... Apply the rules & Regulations of sport Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation. Watch own and others performances and suggest improvements for specific purposes.</p> <p>In Net Games Disguise of shot - Forehand and backhand shots to outwit opposition. Start to use spin to beat opponent. Select the most suitable shot based on opponent's play and movement. Perform the serve with control and accuracy.</p>
<p>Future Knowledge and Skills (Y9 to GCSE)</p>	<p>To know how to ensure rules in sport are adhered to for fairness and safety To understand how Sports leaders are highly influential and have the power to motivate those around them To know the rules to improve performance and prepare their players to play within them</p>	<p>Know how to make tactical and strategic decisions, to the position being played Know how to maintain technique, accuracy and during skill performance during competition To demonstrate the ability to select and apply the most appropriate skills, to outwit an opponent</p>

	As an official know how to make a decision, blow the whistle clearly, tell the players why you made it and what happens next.	
Year Group	Outdoor Education	Striking & Fielding
Previous Knowledge and Skills (to be tested)	Any use of maps and team building activities covered at First School may be limited.	Any throwing, hitting, catching, receiving skills that students have built up when playing games.
5	<p>Know that...</p> <p>Pupils should not give out or share answers of results. No cones, controls or markers should be moved or hidden. Doing so is cheating. Pupils must stay within the school grounds at all times. Never go out of the school gates. Always orientate your map Use the key to help. Use landmarks to locate. Stick with your team at all times. Plan your route.</p> <p>Know how to...</p> <p>Team Building skills Answering tasks, acting on instructions. Set challenges. Listen and communicate with others Know North, South, East, West. Know a simple school map. Verbal communication. Photo Orienteering.</p>	<p>Know that...</p> <p>Remain behind line before striking ball. Underarm bowl in rounders. Run fast between bases/stumps. No overtaking. Ball touches cricket stumps for run out but ball in hands to touch rounders base.</p> <p>Know how to...</p> <p>Throw: sideways on, ball taken behind body, arm swings forward, release in front. Bat: grip/hold of bat, stand sideways on, step/lean into shot, swing bat, follow through. Field: a) Stopping ball – judge speed and direction, eye watches ball. b) catching ball – cup hands, bring safely into body. c) long barrier – body behind ball, legs turn sideways, hands low to pick up ball.</p>
6	<p>Know that...</p> <p>Orienteering is to use a map to find your way around an area. Control points are what are looked for to move around a plotted course area. The directions of a compass and how to orientate your map.</p>	<p>Know that...</p> <p>Develop speed and accuracy of the following: Underarm bowl in rounders. Run fast between bases/stumps. No overtaking. Ball touches cricket stumps for run out but ball in hands to touch rounders base.</p> <p>Know how to...</p>

	<p>Clockwise, anti-clockwise, ½ turn, forwards, backwards can be used to find a control point.</p> <p>Know how to...</p> <p>Trust others to work effectively with a partner (Teambuilding)</p> <p>Answering tasks, acting on instructions.</p> <p>Listen and communicate.</p> <p>Know directions of compass, including NE, NW, SE, SW.</p> <p>Countries Orienteering.</p> <p>Red Dot/ Nail Trail.</p> <p>Understand /use simple school map.</p>	<p>Gaining physical skills to improve throwing & receiving.</p> <p>Varying the power and improving accuracy when using a ball in sport.</p> <p>Accepting rules of the sport and decisions made by referees and umpires.</p> <p>Develop the wish to improve own core skill techniques.</p> <p>Working successfully with other people.</p> <p>Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.</p> <p>Use physical and teamwork skills well in a variety of different challenges.</p>
7	<p>Know that...</p> <p>Basic Map Reading is orientating your map, finding where you are, then finding where you are going to move to find a control point.</p> <p>Always orientate your map.</p> <p>Use the key to help.</p> <p>Use landmarks to locate.</p> <p>Stick with your team at all times.</p> <p>Plan your route beforehand.</p> <p>Know how to...</p> <p>Use a variety of maps and plans accurately recognising symbols and features.</p> <p>Listen and communicate fully.</p> <p>Trust games in larger groups.</p> <p>Share ideas and motivate others.</p> <p>Fulfilling all tasks using instructions.</p> <p>Basic compass work.</p> <p>Skills to answer Student Brief/ Badminton Orienteering/ Double Strides.</p> <p>KS3 Photo Orienteering.</p> <p>School map work.</p>	<p>Know that...</p> <p>There are a lot of skills that transfer between rounders and cricket.</p> <p>The rules of the game of rounders (See KO)</p> <p>The rules of Cricket (See KO)</p> <p>Know how to...</p> <p>Hit the ball with purpose, varying the speed, height and direction in order to outwit their opponent.</p> <p>Begin to choose and use different formations to suit the needs of a game.</p> <p>Plan to outwit the opposition individually, as a pair or as a team when batting, bowling or fielding.</p>
8	<p>Know that...</p> <p>Orienteering is a competitive sport in which runners have to find their way across rough countryside with the aid of a map and compass.</p> <p>Effective teamwork is to:</p> <p>Prepare/plan well for challenges. Explain what you did.</p> <p>Take on different roles and help others in the team. What strengths and skills did you contribute?</p> <p>Solve problems collaboratively.</p>	<p>Know that...</p> <p>There are a lot of skills that transfer between rounders and cricket.</p> <p>The rules of the game of rounders (See KO)</p> <p>The rules of Cricket (See KO)</p> <p>Know how to...</p> <p>Apply the rules & Regulations of sport</p>

	<p>Adjust/change plans as necessary. Enjoyment. How to improve performance. Know how to... Use a variety of maps and plans accurately recognising symbols and features. Watch own and others performances and suggest improvements for specific purposes. Fulfilling all tasks using instructions. Compass work. Route Planning. Tasks timed against the clock. KS3 Photo Orienteering. School map work. Pupils should not give out or share answers of results. No controls or markers should be moved or hidden. To do so is to cheat. Pupils must stay within the school grounds at all times. Never go out of the school gates.</p>	<p>Respond consistently in the games they play, selecting and applying skills which meet the needs of the situation. Take the lead when devising and delivering group warm ups and skill development drills Watch own and others performances and suggest improvements for specific purposes.</p>
<p>Future Knowledge and Skills (Y9 to GCSE)</p>	<p>Have an understanding of maps Recognise common map symbols and define map colours Know how to orientate the map, using terrain and compass Know how to navigate from one control to the next along a single line feature e.g. path. Know safety including importance of whistle, watch, safety bearing, body cover, appropriate clothing and selection of course relative to physical fitness.</p>	<p>Know how to make tactical and strategic decisions, relevant to the role being performed Know how to maintain technique, accuracy and consistency in the performance of all skills in set plays and in open play. Know how to apply skill is appropriate to their role Knowhow to demonstrate the ability to select and apply the most appropriate skills, to outwit an opponent</p>