



St Augustine's Catholic Academy
PE Intent



Year 1	Lent 1	
Topic	Agility, balance and coordination	Ball Games (Hands 2)
National curriculum	<ul style="list-style-type: none">Pupils should develop fundamental movement skills, become increasingly competent and confident.Know how to participate in team games using agility, balance and coordination.	<ul style="list-style-type: none">Engage in competitive and co-operative physical activities.Develop fundamental movement skills.Know how to participate in team games, developing simple tactics for attacking and defending.
Core knowledge	<ol style="list-style-type: none">Know that agility means to move quickly and easily. Know ways to be more 'agile' when moving, and understand why we need to be agile when playing sport. Know that balance is an even distribution of weight enabling someone or something to remain upright and steady and how to apply it.Know how to perform a circuit being balanced showing coordination using different parts of the body.Know how to throw, bounce and roll a ball in a team game.Know the word accuracy and how we can apply it to team games.Know how to complete a mini game and know ways we can improve our performance.	<ol style="list-style-type: none">Know how to throw underarm.Know what the word space means and that we need to move into it.Know we need to keep the ball close to us and away from the defenders.Know how to stop a small ball and roll a ball. Know that you have to keep looking at the ball.Know that you need to how throw with accuracy, stop ball, send the ball (rolling) to score a point.Know how to complete a team game attempting to score.
Wider Knowledge	<ul style="list-style-type: none">Know we need to warm up before we exercise.Know being agile help keep us fit and healthy.Know what happens to our heart and muscles when we perform the agility circuit.Know which sports require us to be balanced.	<ul style="list-style-type: none">Know how the body feels before, during and after exercise.
Skills	<ol style="list-style-type: none">Move with 'agility' and perform a balance.Be able to perform a circuit to develop their application and understanding of coordination, agility and balance.Start to bounce, roll and throw (underarm) a ball-Apply skills in team/individual games.Apply skills in team/individual games with accuracy.Begin to know how they can improve their skills	<ol style="list-style-type: none">Throw underarm with accuracy in a range of activities.Use the space effectively.Keep the ball close to us and away from the defenders.Be able to stop a small ball and roll a ball, and Keep looking at the ball.Apply these skills in a team game, throwing with accuracy, stopping a ball (small), sending (rolling) skills to score a point.Complete a team game attempting to score.



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Diversity Links		
Vocabulary	Agility, balance, accuracy, hand eye coordination, fit, healthy, bouncing, rolling, throwing, circuits, throw	Accuracy, roll, receive, underarm, throw, catch, bounce, stop, watch, describe, sportsmanship, rules team, cooperate, space, dribble, defenders.

Year 1/2	Lent 1	
Topic	Agility, balance and coordination	Ball Games (Hands 2)
National curriculum	<ul style="list-style-type: none">Pupils should develop fundamental movement skills, become increasingly competent and confident.Extend their agility, balance and coordination, individually and with others.Know how to participate in team games using agility, balance and coordination.Master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<ul style="list-style-type: none">Engage in competitive and co-operative physical activities.Develop fundamental movement skills.Know how to participate in team games, developing simple tactics for attacking and defending.
Core knowledge	<ol style="list-style-type: none">Know ways to be more 'agile' when moving. Know to run on the balls of feet with head up. Know why we need to be agile when playing sport. Know to run on the balls of feet with head up. Know we should run and move into a space quickly/change direction at speed.Know that balance is an even distribution of weight enabling someone or something to remain upright and steady. Know how to hold a 2 second balance. Know how to hold balances still for 4 seconds. Stay balanced (both moving and still) using a variety of body parts.Know how to perform a circuit using balance and coordination and agility. Know how to perform a circuit collaborate and communicate with our partner / team members to help us balance.Know how to throw, bounce and roll a ball. Know how to throw, bounce and roll a ball with accuracy.	<ol style="list-style-type: none">Know how to throw underarm. Know how to throw underarm with control.Know what the word space means and that we need to move into it.Know we need to keep the ball close to us and away from the defenders. Know the role of the attacker and the defender.Know how to stop a small ball and roll a ball (and keep looking at) Know how to stop and roll a ball and how to perform a chest push accurately.Know that you need to how throw with accuracy, stop ball, send the ball (rolling) to score a point. Know how to throw with accuracy, stop ball, send the ball (rolling) to score a point. Know the consequence if the defender gains possession of the ball.Know how to complete a team game attempting to score, keeping the ball close and away defenders. Know how to complete a team game combine dribbling /passing and receiving to score a point. Know the importance of communicating when



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	<ol style="list-style-type: none">5. Know how to apply their agility, coordination skills into a mini team game.6. Know how to improve their performance.	passing and listen to their team members.
Wider Knowledge	<ul style="list-style-type: none">• Know we need to warm up before we exercise.• Know how the body feels before, during and after exercise.• Know being agile help keep us fit and healthy.• Know why we need to keep fit and healthy.• Know what happens to our heart and muscles when we perform the agility circuit.• Know which sports require us to be balanced.	
Skills	<ol style="list-style-type: none">1. Move with 'agility' Run on the balls of feet with head up.2. Perform a balance for up to 4 seconds Hold balances still for 4 seconds. Stay balanced (both moving and still) using a variety of body parts.3. Be able to perform a circuit to develop their application and understanding of coordination, agility and balance. Perform the circuits whilst encouraging their partners.4. Start to bounce, roll and throw (underarm) a ball. Bounce, roll and throw (underarm) a ball with accuracy.5. Apply their skills of coordination, agility in team/individual games.6. Begin to know how they can improve their skills after taking part in the class mini- games.	<ol style="list-style-type: none">1. Throw underarm with accuracy.2. Use the space effectively in the activity.3. Keep the ball close to us and away from the defenders. Show understanding of the role of the attacker and defender.4. Be able to stop a small ball and roll a ball, and Keep looking at the ball. Perform a chest pass accurately.5. Apply these skills in a team game, throwing with accuracy, stopping a ball (small), sending (rolling) skills to score a point. Stand in the correct place when attacking.6. Complete a team game attempting to score, keeping the ball close and away defenders. <p>Complete a team game combine dribbling /passing and receiving to score a point communicating when passing and listening to their team members.</p>
Diversity Links		Michael Jordon
Vocabulary	Agility, balance, accuracy, hand eye coordination, fit, healthy, bouncing, rolling, throwing, circuits, throw	Accuracy, roll, receive, underarm, throw, catch, bounce, stop, watch, describe, sportsmanship, rules team, cooperate, space, dribble, defenders.



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Year 2	Lent 1	
Topic	Dance - Explorers	Ball Skills - Hands 2 (net/wall)
National curriculum	<ul style="list-style-type: none">Extend their agility, balance and coordination, individually and with others.Know how to perform dances using simple movement patterns.	<ul style="list-style-type: none">Engage in competitive (both against self and against others) and co-operative physical activities.Develop fundamental movement skills.Know how to participate in team games, developing simple tactics for attacking and defending.
Core Knowledge	<ol style="list-style-type: none">Recap: Know that to be a 'champion dancers' they need to move with control, respond to the rhythm, move in relation to the music. Know the different ways of travelling and how create a movement that represents different ways of travel.Know the different parts of our bodies that we can move on and that we need to make our movements flow, responding to the music with appropriate actions.Know how to create a 'frozen' position showing a reaction creating an emotion/ expression.Know how to change rhythm/speed/level & direction in dance.Know different choreography devises such as unison, cannon and mirroring.Know how to perform 2-3 linked movements on different levels to create a routine.	<ol style="list-style-type: none">Know how to throw underarm accurately. Know we must make our partner make a target when we are throwing.Know terms attack and defend. Know how to win a game of throw tennis. Know the consequence in a game of throwing the ball out of the court or letting it bounce more than once.Know they should throw the ball into space when we are competing against an opponent. Know the differences between overarm and underarm throwing.Know the difference between batting and fielding.Know how to win a game if they are batting/fielding. Know they need to have our hands ready to catch when fielding.Know how to apply the principles of attack vs defence in a level 1 competition.
Wider Knowledge	<ul style="list-style-type: none">Know how tempo can affect the speed of the movement.	
Skills	<ol style="list-style-type: none">Demonstrate skills of a 'champion dancers' (move with control, respond to the rhythm, move in relation to the music). Create a movement that represents different ways of travel.Move on different parts of their bodies make movements flow, responding to the music with appropriate actions.Create a 'frozen' position showing a reaction creating an emotion/ expression.	<ol style="list-style-type: none">Throw underarm making our partner our target, using their bodies to aim (fingers, arms, feet etc.). Throw the ball with control.Play a game of throw tennis apply their understanding of underarm throwing and the basic principles of attack vs defence to win a game.Throw overarm into space when competing against an opponent. Show an understanding of overarm throwing to win a game.



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	<ol style="list-style-type: none">4. Change rhythm/speed/level & direction in the dance.5. Perform different choreography devises: unison, cannon and mirroring.6. Perform 2-3 linked movements on different levels creating a routine. Transition from one movement to another.	<ol style="list-style-type: none">4. Demonstrate understanding the difference between batting and fielding in a game.5. Attempt to win a game if they are batting/ fielding. Have hands ready to catch when fielding.6. Apply the principles of attack vs defence in a level 1 competition using the skills learnt in the sequence of learning.
Diversity Links		
Vocabulary	Transition, choreography, unison, cannon, mirror, tempo, control, level rhythm, beat, frozen, flow, expression, emotion, link, performance,	Throw, catch, underarm, overarm target aim pass, attack, defence, accuracy, batting, fielding, opponent.

Year 3 Cycle A	Lent 1	
Topic	Basketball	Gymnastics- Symmetry and Asymmetry
National curriculum	Play competitive games & apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement
Core knowledge	<ol style="list-style-type: none">1. Know to concentrate on attackers when they are dribbling, focusing on ball.2. Know that they need to keep control when changing direction, dribbling with alternate hands and need to change direction at speed.3. Know that they need to keep possession to beat an opponent. Know how to move and receive the ball/ where and when they should dribble.4. Know that they need to use a range of passes (chest and bounce) to keep possession, and when to use them. Know the consequence of an inaccurate pass.5. Know where they should stand when they are attacking. Know how to create space, pass and move and communicate.6. Know how to bring the sequence of learning into a mini game.	<ol style="list-style-type: none">1. Know how to apply the concept of 'Excellent gymnastics'(KS1 referred to 'Champion' gymnastics as the language)- Move with a silent body demonstrating control applying extension, balance. Know a variety of ways how to travel. Know what symmetry is and know how we can move our bodies in a symmetrical way. Know how to create matching and contrasting balances and use symmetry.2. Know that we can apply extension to our movements / balances. Know how to make symmetrical balances more interesting (different levels and different connection points).3. Know what asymmetry is and ways we can we move our bodies in a symmetrical and asymmetrical way. Know that when we perform asymmetrical balances how we can make them more interesting



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		<p>(different levels and different connection points).</p> <ol style="list-style-type: none">4. Know how to change the line of symmetry to asymmetrical. Know that they can re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.5. Know how to add flow to the movements out of the balances.6. Know how to suggest making improvements to our partner pairs work, identifying strengths and weaknesses, and know to do this in a respectful way.
Wider Knowledge	<ul style="list-style-type: none">• Recognise and describe the effects of exercise on the body.• Know the importance of strength and flexibility for physical activity.• Explain why it is important to warm up and cool down.	Know how to safely move on apparatus.
Skills	<ol style="list-style-type: none">1. Concentrate on attackers when they are dribbling, focusing on ball.2. Keep control when changing direction, dribbling with alternate hands and need to change direction at speed.3. Attempt to maintain possession to beat an opponent. Move and receive the ball/ where and when they should.4. Use a range of passes (chest and bounce) to keep possession. Show an understanding of the consequence of an inaccurate pass.5. Stand in the correct place when attacking. Create space, pass, move and communicate.6. Take part in mini game using the sequence of learning.	<ol style="list-style-type: none">1. Apply the concept of 'Excellent gymnastics. Travel in a variety of ways. Know what symmetry is and know how can we move our bodies in a symmetrical way. Know how to create matching and contrasting balances and use symmetry.2. Apply extension to our movements / balances. Make symmetrical balances more interesting (different levels and different connection points).3. Demonstrate asymmetry and ways we can we move our bodies in a symmetrical and asymmetrical way. Make the asymmetrical balances more interesting (different levels and different connection points).4. Change the line of symmetry to asymmetrical. Re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.5. Add flow to the movements out of the balances.6. Suggest improvements to partner pair work, identifying strengths and weaknesses, and know to do this in a



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		respectful way. Give pairs feedback explaining why movements / balances are excellent.
Diversity Links	Kawi Leonard (USA) Anthony Leonard born June 29, 1991) is an American professional basketball player	
Vocabulary	Chest, bounce, overhead and shoulder pass, dribble, footwork, possession, role, travelling, triple threat, technique	Flow, explore, create, matching, Interesting, asymmetry, symmetry, control contrasting, balance sequence, connection points, apparatus.

Year 3 / 4	Lent I	
Topic	Basketball	Gymnastics- Symmetry and Asymmetry
National curriculum	Play competitive games & apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement
Core knowledge	<ol style="list-style-type: none">1. Know to concentrate on attackers when they are dribbling, focusing on ball.2. Know that they need to keep control when changing direction, dribbling with alternate hands and need to change direction at speed.3. Know that they need to keep possession to beat an opponent. Know that they need to keep possession to beat an opponent. Know how to move and receive the ball/ where and when they should dribble.4. Know that they need to use a range of passes (chest and bounce) to keep possession, and when to use them. Know that they need to use a range of passes (chest and bounce) to keep possession, and when to use them. Know the consequence of an inaccurate pass. the correct technique when shooting with the ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend	<ol style="list-style-type: none">1. Know how to apply the concept of 'Excellent gymnastics'(KSI referred to 'Champion' gymnastics as the language)- Move with a silent body demonstrating control applying extension, balance. Know a variety of ways how to travel. Know what symmetry is and know how can we move our bodies in a symmetrical way. Know how to create matching and contrasting balances and use symmetry.2. Know that we can apply extension to our movements / balances. Know how to make symmetrical balances more interesting (different levels and different connection points). Know that we can apply extension to our movements / balances. Know how to make symmetrical balances more interesting (different levels and different connection points). Know how to form a bridge,3. Know what asymmetry is and ways we can we move our bodies in a symmetrical and asymmetrical way. Know that when we perform asymmetrical balances how can we make them more interesting (different levels and different connection points). Know what asymmetry is and ways we can we move our bodies in a



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	<p>knees and straighten during shot.</p> <p>5. Know where they should stand when they are attacking. Know how to create space, pass and move and communicate. Know that they need to apply Know the meaning of 'The triple threat' (it involves a player asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill).</p> <p>6. Know how to bring the sequence of learning into a mini game. Know where they shoot from on the court in order to increase their chances of scoring. Know what team mates be doing while someone is shooting. (Position themselves under the basket ready for a rebound).</p>	<p>symmetrical and asymmetrical way. Know that when we perform asymmetrical balances how can we make them more interesting (different levels and different connection points. Know how to move over or under their partner's bridge balance.</p> <p>4. Know how to change the line of symmetry to asymmetrical. Know that they can re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. Know how to change the line of symmetry to asymmetrical. Know that they can re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. Know how to add a bridge into the sequence.</p> <p>5. Know how to add flow to the movements out of the balances. Know how to add flow to the movements out of the balances. Move with accuracy and fluidity under or over their partner bridge balance.</p> <p>6. Know how to suggest making improvements to our partner pairs work, identifying strengths and weaknesses, and know to do this in a respectful way.</p>
Wider Knowledge	<ul style="list-style-type: none">• Recognise and describe the effects of exercise on the body.• Know the importance of strength and flexibility for physical activity.• Explain why it is important to warm up and cool down.	
Skills	<p>1. Concentrate on attackers when they are dribbling, focusing on ball.</p> <p>2. Keep control when changing direction, dribbling with alternate hands and need to change direction at speed.</p> <p>3. Attempt to maintain possession to beat an opponent. Move and receive</p>	<p>1. Apply the concept of 'Excellent gymnastics. Travel in a variety of ways. Know what symmetry is and know how can we move our bodies in a symmetrical way. Know how to create matching and contrasting balances and use symmetry.</p> <p>2. Apply extension to our movements / balances. Make symmetrical balances more interesting (different levels and</p>



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	<p>the ball/ where and when they should.</p> <p>4. Use a range of passes (chest and bounce) to keep possession. Show an understanding of the consequence of an inaccurate pass. Use a range of passes (chest and bounce) to keep possession. Show an understanding of the consequence of an inaccurate pass. Use the correct technique when shooting (with the ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend knees and straighten during shot).</p> <p>5. Stand in the correct place when attacking. Create space, pass, move and communicate. Stand in the correct place when attacking. Create space, pass, move and communicate. Apply the 'The triple threat' concept. Apply an understanding of dribbling passing and moving to score points against another team.</p> <p>6. Take part in level 1 tournament using the sequence of learning.</p>	<p>different connection points). Incorporate a bridge with our bodies.</p> <p>3. Demonstrate asymmetry and ways we can we move our bodies in a symmetrical and asymmetrical way. Make the asymmetrical balances more interesting (different levels and different connection points). Know how to move over or under their partner's bridge balance.</p> <p>4. Change the line of symmetry to asymmetrical. Re-create symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence. Know how to add a bridge into the sequence.</p> <p>5. Add flow to the movements out of the balances. Move with accuracy and fluidity under or over their partner bridge balance.</p> <p>6. Suggest improvements to partner pair work, identifying strengths and weaknesses, and know to do this in a respectful way. Give pairs feedback explaining why movements / balances are excellent.</p>
Diversity Links	Kawi Leonard (USA) Anthony Leonard born June 29, 1991) is an American professional basketball player	
Vocabulary	Chest, bounce, overhead and shoulder pass, dribble, footwork, possession, role, travelling, triple threat, technique	Flow, explore, create, matching, Interesting, asymmetry, symmetry, control contrasting, balance sequence, connection points, apparatus, bridge

Year 4	Lent 1	
Topic	Dance- Space	Games- Invasion- Basketball
National Curriculum	Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending



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Core knowledge	<ol style="list-style-type: none">1. Know an excellent dancer can interpret the music, perform with good timing and musicality, show expression and creativity and be able to choreograph. Know the meaning of creativity/expression. Know how to create 3 movements.2. Know how to link 3 movements and perform the movements in unison and make them match.3. Know what canon is and how to apply a canon into their movements when performing as a character reacting to a discovery. Know how to use apparatus to enhance the sequence.4. Know how to add drama and emotion to the dance. Know how to create a sequence of 6 movements with a partner, performing the movements in unison and making them match.5. Know how to bring the whole performance together ensuring flow.6. Know the importance of giving clear and accurate feedback to others, showing respect to other pupils when they are performing. Know how to accurately assess and suggest improvements to another pair's work.	<ol style="list-style-type: none">1. Know to concentrate on attackers when they are dribbling, focusing on ball.2. Know that they need to keep control when changing direction, dribbling with alternate hands and need to change direction at speed.3. Know that they need to keep possession to beat an opponent. Know how to move and receive the ball/ where and when they should dribble.4. Know that they need to use a range of passes (chest and bounce) to keep possession, and when to use them. Know the consequence of an inaccurate pass. the correct technique when shooting with the ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend knees and straighten during shot.5. Know where they should stand when they are attacking. Know how to create space, pass and move and communicate. Know that they need to apply Know the meaning of 'The triple threat' (it involves a player asking themselves; can I shoot, if not can I pass, if not can I dribble before making and applying a skill).6. Know how to bring the sequence of learning into a mini game. Know where they shoot from on the court in order to increase their chances of scoring. Know what team mates be doing while someone is shooting. (Position themselves under the basket ready for a rebound).
Wider Knowledge		
Skills	<ol style="list-style-type: none">1. Recall how to be an excellent dancer. Create 3 movements.2. Link 3 movements and perform the movements in unison and make them match.3. Apply a canon into their movements when performing as a character reacting to a discovery. Use apparatus to enhance the sequence.	<ol style="list-style-type: none">1. Concentrate on attackers when they are dribbling, focusing on ball.2. Keep control when changing direction, dribbling with alternate hands and need to change direction at speed.3. Attempt to maintain possession to beat an opponent. Move and receive the ball/ where and when they should.4. Use a range of passes (chest and bounce) to keep possession. Show an understanding of the consequence of



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	<ol style="list-style-type: none">4. Add drama and emotion to the dance. Create a sequence of 6 movements with a partner, performing the movements in unison and making them match.5. Bring the whole performance together ensuring flow.6. Perform final performance. Give clear and accurate feedback to others, showing respect to other pupils when they are performing. Accurately assess and suggest improvements to another pair's work.	<p>an inaccurate pass. Use the correct technique when shooting with the ball under control, palm of shooting hand under the ball, fingers pointing upwards, support hand at the side of the ball, balanced stance, bend knees and straighten during shot.</p> <ol style="list-style-type: none">5. Stand in the correct place when attacking. Create space, pass, move and communicate. Apply the 'The triple threat' concept. Apply an understanding of dribbling passing and moving to score points against another team.6. Take part in level 1 tournament using the sequence of learning.
Diversity Links		
Vocabulary	Action, sequence, performance, cannon improvisation, unison matching, apparatus, flow, Characters, drama, emotion, expression, assess, peer	Control, footwork, travelling, possession, attacking, defending, target, position, opposition, collaborate, marking

Year 5	Lent 1
Topic	Swimming
(National Curriculum)	Swim competently, confidently and proficiently over a distance of at least 15m. Know how to be safe around water.
Core Knowledge	<ol style="list-style-type: none">1. Know how to stay safe in and around water. Know how to enter the water safely.2. Know how to perform front crawl, breaststroke and backstroke.3. Know how to breath effectively when swimming.4. Know how to use different strokes & swimming skills for different outcomes5. Know how to tread water.6. Swim competently, confidently & proficiently 15m in range of strokes breast stroke and be able to perform them.
Wider Knowledge	<ul style="list-style-type: none">• Know the dangers of water- standing on ice in winter.
Skills	<ol style="list-style-type: none">1. Demonstrate being safe in and around water and enter the water safely.2. Perform front crawl, breaststroke and backstroke.3. Breath effectively when swimming.4. Use different strokes & swimming skills for different outcomes.5. Thread water.6. Swim competently, confidently & proficiently 15m in range of strokes breast stroke and be able to perform them.
Diversity Links	



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Vocabulary	Front crawl, Backcrawl, Breast stroke, Float, Glide, Life-saving, Sculling, Float, glide, technique
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Year 5/6	Lent I	
Topic	Dance- The Greeks	Games- invasion Hockey
(National Curriculum)	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Use running, jumping, throwing and catching in competitive games. Apply basic principles suitable for attacking and defending
Core Knowledge	<ol style="list-style-type: none">1. Know how to create a sequence of three movements that depicts the character of their chosen god. Know they need to move with creativity and expression focussing on the music. Know how to create a sequence of three movements that depicts the character of their chosen god. Know they need to move with creativity and expression focussing on the music. Know to include clarity, fluency, accuracy and consistency.2. Know how to show a change of level, include a change of speed and show big, clear and exaggerated movements. Know how to show a change of level, include a change of speed and show big, clear and exaggerated movements. Know how to include expression and creativity /emotion.3. Know how to add a motif to partners and perform them both with flow4. Know how to perform in canon, unison, matching and mirroring.5. Know how to move like a Greek warrior and stay in character and perfect a sequence of 3 different actions that include a reaction, showing a change of level and speed, with big, clear and exaggerated movements6. Know to include a start and finish, with balanced positions that clearly portrays the athlete. Know to include a start and finish, with balanced positions that clearly	<ol style="list-style-type: none">1. Know where, when and why do we dribble. Know how to dribble accurately and consistently. Know they need to look up when we are dribbling. Know where, when and why do we dribble. Know how to dribble accurately and consistently. Know they need to look up when we are dribbling. Know to try and keep possession for a sustained length of time2. Know how to pass (long and short) accurately keeping possession. Receive the ball at pace in space. Pass accurately and consistently. Know when to pass and dribble using the correct techniques,3. Know how to combine passing and dribbling to create a shooting opportunity. Know the importance of dribble at speed keeping control. Know factors that make us decide whether to dribble or pass. Know passing can create suitable shooting opportunities.4. Know they need to create space when we are attacking. Know when to use "man-to-man," Know the term, "goal-side" and how to defend as a team. Know they need to reduce space when defending. Know attackers need to create space to create a shooting opportunity. Know to change tactics depending on the game.5. Know the difference between blocking and tackling. Know when, where and why do we tackle/block. Know how to score/techniques for shooting (where hands go on the stick, good place to shoot from). Know they can create suitable shooting opportunities applying their prior knowledge of passing, dribbling and creating space. Know they need to attack



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	<p>portrays the athlete Know to perform a planned routine that includes: stage presence, timing, rhythm and sustaining character.</p> <p>7. Know how to make effective evaluations of an individual or pairs' strengths and weaknesses. Know how to make improvements to another pupils' work.</p>	<p>quickly to create shooting opportunities once they have regained possession</p> <p>6. Know the rules governing hockey and that we need to officiate the games fairly.. Know how to work as a team to create opportunities to score.</p>
Wider Knowledge		<ul style="list-style-type: none">• Know some safety principles when preparing for and during exercise.• Know and understand the reasons for warming up and cooling down
Skills	<p>1. Create a sequence of three movements that depicts the character of their chosen god. Apply expression focussing on the music, moving with fluency, consistency, accuracy and clarity create the sequence.</p> <p>2. Show a change of level, include a change of speed and show big, clear and exaggerated movements. Show a change of level, including a change of speed, big, clear and exaggerated movements which include expression and emotion,</p> <p>3. Add motif to partner's and perform them both with flow</p> <p>4. Perform in canon, unison, matching and mirroring.</p> <p>5. Move like a Greek warrior and stay in character and perfect a sequence of 3 different actions that include a reaction, showing a change of level and speed, with big, clear and exaggerated movements.</p> <p>6. Start and finish, with balanced positions that clearly portrays the athlete. Have clear, bold, start and finish positions. Perform as part of a big group. Stay positive and support each other. Produce a well-planned routine that includes: stage presence, timing, rhythm and sustaining character.</p> <p>7. Make effective evaluations of an individual or pairs' strengths and weaknesses. Make improvements to another pupils' work</p>	<p>1. Dribble accurately and consistently, looking up. Dribble accurately and consistently, looking up, for a sustained length of time.</p> <p>2. Pass (long and short) accurately keeping possession. Receive the ball at pace in space. Pass accurately keeping possession. Receive the ball at pace in space. Pass consistently knowing when to pass and dribble using the correct techniques.</p> <p>3. Combine passing and dribbling to create a shooting opportunity. Decide whether it is better to dribble or pass. Dribble at speed keeping control. Combine passing and dribbling to create a shooting opportunity. Decide whether it is better to dribble or pass. Dribble at speed keeping control Pass to create suitable shooting opportunities</p> <p>4. Create space when they are attacking. Marking at the right time. Defend as a team reducing space. When attacking, creating space to create a shooting opportunity. Change tactics depending on the game.</p> <p>5. Block the ball, tackle safely and intercept the ball. Use blocking and tackling. Use scoring techniques for shooting placing hands correctly on the stick. Produce an attack and create a successful shooting opportunity. Create suitable shooting opportunities applying their prior knowledge of passing, dribbling and creating space. Attack quickly to create shooting opportunities once they have regained possession.</p>



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		6. Play a level I tournament following the rules governing hockey. Work as a team to create opportunities to score. Show fluidity in movements and accuracy in their application
Diversity Links	Pearl Primus Born in Trinidad in 1919 and raised in New York City, studied biology and intended to become a medical researcher until she was unable to find employment in a laboratory due to racial discrimination. studied modern dance and performed many solo performances as well as on Broadway. Primus was influential in bringing African dance to American audiences, which in turn changed American modern dance as genre	Grant Fuhr has been described as the best black hockey player. He has always been described by Wayne Gretzky as the greatest goaltender ever. He was the first black player to be inducted into the Hall of Fame. He serves as a role model to young hockey players of any colour.
Vocabulary	Olympian, Gods, Goddesses Aphrodite, Ares, Artemis and Apollo, unison cannon fluency, levels sequence reaction balance exaggerated movements timing rhythm stage presence characterisation,	Stop, control, dribble, push pass, drive pass, defend, attack long, short pass, man to man officiate, blocking, tackling, goal side,

Year 6	Lent I	
Topic	Dance- Titanic	Games- Invasion (handball)
(National Curriculum)	Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance	Use running and jumping, throwing in combination in competitive games. Apply basic principles suitable for attacking and defending.
Core Knowledge	<ol style="list-style-type: none">1. Know how to create a sequence that shows passengers boarding The Titanic using clarity, fluency, accuracy and consistency.2. Know how to create movements that represent the different social classes on board performing with expression and creativity /emotion.3. Know how to perform the Irish dancing steps.4. Know how to perform reflecting the emotion of the passenger's after an iceberg has hit the ship including a change of speed.5. Know how to create 2/3 movements that represent the	<ol style="list-style-type: none">1. Know how to use passing and moving skills to keep possession and score.2. Know they need to pass to move the ball up the court, creating an attack that results in a successful shot. Know that players cannot hold onto the ball longer than 3 seconds and can only take a maximum of 3 steps whilst holding the ball. Know if these rules are broken the opposition restart with a free pass3. Know that they are defending as soon as they lose possession of the ball. Know to react instantly when they lose possession and explore which defensive tactic works best for their team.



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	<p>sequence of events once an iceberg hits The Titanic.</p> <p>6. Know how to perform final dance: showing clarity, fluency, accuracy, expression, creativity, consistency, stage presence, timing, rhythm and sustaining character with a change of speed. Know how to accurately assess other pupils'.</p>	<p>4. Know how to apply their tactics and decision making when defending in different game scenarios.</p> <p>5. Know how to apply effective attacking and defending skills in set ability teams (level 1 tournament).</p> <p>6. Know how to apply effective attacking and defending skills in mixed ability teams (level 1 tournament). Know how to Collaborate and work together in teams.</p>
Wider Knowledge	<ul style="list-style-type: none">• Know the Titanic was a ship, and understand it's structure, the materials used and the sheer size of the ship given the time in history• Know that different social classes existed in 1912 and how each social class lived and how were they viewed in society.• Know the impact that The Titanic had when it arrived at the dock-causing great excitement.• Know the lower class would entertain themselves with Irish dancing and playing musical instruments in a room at the bottom of the ship.• Know that the passengers and crew on board The Titanic were unaware of the ship approaching an Iceberg.• Know that there were only enough lifeboats for 1/3 of the ship's passengers and that the lifeboats were reserved for women and children.	
Skills	<ol style="list-style-type: none">1. In groups of 6, 3 pupils perform a balance that represents The Titanic, whilst the other 3 pupils are passengers on the ship using clarity, fluency, accuracy and consistency.2. Create movements that represent the different social classes on board performing with expression and creativity /emotion.3. Perform Irish dancing steps4. Create a movement reflecting the emotion of the passenger's after	<ol style="list-style-type: none">1. Use passing and moving skills to keep possession and score. Pass to move the ball up the court, creating an attack that results in a successful shot.2. React instantly when they lose possession and explore which defensive tactic works best for their team.3. Know how to apply their tactics and decision making when defending in different game scenarios.4. Apply their tactics and decision making when defending in different game scenarios. follow an opponent's movements keeping close to them.



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	<p>an iceberg has hit the ship including a change of speed.</p> <p>5. Create 2/3 movements that represent the sequence of events once an iceberg hits The Titanic.</p> <p>6. Perform well planned routine final dance: showing clarity, fluency, accuracy, expression, creativity, consistency, stage presence, timing, rhythm and sustaining character with a change of speed. Know how to accurately assess other pupils'.</p>	<p>Demonstrate good pressure by marking the player with the ball preventing them from making a pass</p> <p>5. Apply effective attacking and defending skills in set ability teams (level 1 tournament).</p> <p>6. Apply effective attacking and defending skills in mixed ability teams (level 1 tournament Collaborate and work together in teams. Encourage others even when they make a mistake.</p>
Diversity Links	<p>Raissa de Oliveira- 26-year-old journalism student and a samba dancer. She represents Beija-Flor and was chosen as their Queen of the Drummers when she was just 12-years-old.</p>	
Vocabulary	<p>Social class, titanic, expression, fluency, clarity, accuracy, emotion, creativity</p>	<p>Footwork, shooting, change of pace/direction, defend, attach, man to man marking, obstruction, penalty pass, travelling, possession, tactics, contact, shooting.</p>