



St Augustine's Catholic Academy
PE Advent 1 Intent



Y1	Advent 1	
Topic	Team Building	Ball Games (Hands 1- invasion-basketball)
National curriculum	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.	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 and co-operative physical activities, in a range of increasingly challenging situations. 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
Core knowledge	<ol style="list-style-type: none"> 1. Know the importance of inclusion and how to work as team. 2. Know what challenges/problems might be and how to solve them. 3. Know how to work as a team by communicating to enabling them to create simple strategies. 4. Know how to create simple strategies more confidently. 5. Know how to complete challenges showing inclusion and communication skills 6. Know how to apply all skills and strategies learnt to solve Team Challenges/Problems. 	<ol style="list-style-type: none"> 1. Know how to dribble a ball. Know some changes to the body when we exercise. 2. Know to look and concentrate on the ball and move into a space. 3. Know how to keep control and ways to pass. 4. Know strategies to stop a ball. 5. Know how to dribble the ball using power and speed. Know how to prevent pupils from passing the ball. 6. Know where to aim in a game. Know what moving into a good space means.
Wider Knowledge	<ul style="list-style-type: none"> • Know some changes to the body when we exercise. 	
Skills	<ol style="list-style-type: none"> 1. Show an understanding of inclusion and how to work as team. 2. Identify challenges/ problems and work out how to solve them. 3. Communicate in a team appropriately showing respect and understanding, enabling them to create simple strategies. 4. Create simple strategies to solve a problem. 5. Complete a challenge showing inclusion and communication skills 6. Use and apply all the prior learning, to solve problems. 	<ol style="list-style-type: none"> 1. Describe changes to the body when we exercise. Dribble a ball. 2. Dribble the ball with hands looking and concentrating whilst moving into a space. 3. Develop more control and pass the ball in different ways. 4. Pass the ball using hands with control and demonstrate some different ways of stopping a ball with hands. 5. Prevent others from passing the ball. 6. Start to aim with some accuracy using power and speed when sending a ball and use the space.



St Augustine's Catholic Academy
PE Advent 1 Intent



Diversity Links		Michael Jordan -work ethic and fearlessness drove him to greatness on and off the court, making him one of the greatest role models of all time. He helped disabled people play sports in the Special Olympics. Michael Jordan gave people a role model and inspired many people to play basketball.
Vocabulary	Team work, opponent, control, rules, team, cooperate, include, inclusion, communicate, solve, problems, body, exercise.	Throw, catch, pass, roll, bounce, stop, watch, describe, rules, team, cooperate, accuracy, power, speed, space.

Year 1/2	Advent 1	
Topic	Team Building	Ball Games (Hands 1- invasion-basketball)
National curriculum	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.	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. 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.



St Augustine's Catholic Academy

PE Advent 1 Intent



<p>Core knowledge</p>	<ol style="list-style-type: none"> 1. Know the importance of inclusion and how to work as team. 2. Know what challenges/problems might be and how to solve them. Show good communication & cooperation and inclusion skills when solving challenges. 3. Know how to work as a team by communicating to enabling them to create simple strategies. Know the importance of clear commands and trust when working in a team. 4. Know how to create simple strategies more confidently. 5. Know how to complete a challenge showing inclusion and communication skills. Know what makes an effective team, and when we need to work as a team. Know ways we communicate with our team and know the consequences of not working as a team 6. Know how to apply all skills and strategies learnt to solve team challenges/problems. Know how to use cooperation and communication skills to successfully complete increasingly more challenging games as a team. 	<ol style="list-style-type: none"> 1. Know how to dribble a ball. Know some changes to the body when we exercise. Know many changes to the body when we exercise and be able to explain why this happens. 2. Know to look and concentrate on the ball and move into a space. Know how to look and concentrate on the ball and move into a space effectively. 3. Know that they need to keep control and ways to pass the ball. Know that they need to keep control using different ways to pass whilst deciding the best space to be in during a game. 4. Know strategies to stop a ball. Know and use strategies to stop the ball and use at the correct time. 5. Know how to dribble the ball using power and speed. Know how to prevent pupils from passing the ball. Know how to prevent pupils from passing the ball at the correct time. 6. Know where to aim in a game. Know what moving into a good space means. Know they can throw, roll, dribble, bounce to pass and know which movements are necessary to demonstrate this. Know tactics to use in a simple game. Know the rules for simple games.
<p>Wider Knowledge</p>	<p>.</p>	<ul style="list-style-type: none"> • Know more changes to the body when we exercise. • Know which games use hands or feet to play with.
<p>Skills</p>	<ol style="list-style-type: none"> 1. Show an understanding of inclusion and how to work as team. Show good communication & cooperation and inclusion skills. 2. Identify challenges/ problems and work out how to solve them. 3. Communicate in a team appropriately showing respect and understanding, enabling them to create simple strategies. Give clear commands and trust when working in a team. 4. Create simple strategies to solve a problem. Create simple strategies to work out a task as a team using the skills learnt so far. 5. Complete a challenge showing inclusion and communication skills 	<ol style="list-style-type: none"> 1. Dribble a ball in different directions. Describe some changes to the body when we exercise. Describe many changes to the body when we exercise attempting to explain why this might be. 2. Dribble the ball with hands looking and concentrating whilst moving into a space. Dribble the ball with hands looking and concentrating whilst moving into a space using increasing power and speed. 3. Develop more control and pass the ball in different ways. With control pass the ball in different ways making sure they are in a space and passing when necessary. 4. Pass the ball using hands with control and know some different ways of stopping a ball with hands. Use strategies to stop the ball and use at the correct time.



St Augustine's Catholic Academy

PE Advent 1 Intent



	<p>Explain what makes an effective team, and identify when we need to work as a team. Use ways to communicate with a team and know the consequences of not working as a team.</p> <p>6. Use and apply all the prior learning, to solve problems. Use cooperation and communication skills to successfully complete increasingly more challenging games as a team.</p>	<p>5. Dribble the ball using power and speed. Prevent pupils from passing the ball. Know how to prevent pupils from passing the ball at the correct time.</p> <p>6. Aim in a game with accuracy moving into a good space, using power and speed. Throw, roll, dribble and bounce to pass. Use tactics in a simple game following the rules.</p> <p>5. Start to aim with accuracy using power and speed when sending a ball.</p> <p>6. Prevent other from passing the ball and know how to aim.</p>
Diversity Links		<p>Michael Jordan -work ethic and fearlessness drove him to greatness on and off the court, making him one of the greatest role models of all time. He helped disabled people play sports in the Special Olympics. Michael Jordan gave people a role model and inspired many people to play basketball.</p>
Vocabulary	<p>Team work, opponent, control rules, team, cooperate, include, feelings, inclusion, communication, listening, trust, sharing, strategy communicate, commands, qualities.</p>	<p>Throw, catch, pass, roll, bounce, stop, watch, describe, rules, team, cooperate, accuracy Dribbling, passing, space, hands, catch, throw, bounce, aim, shout, accuracy, possession, defender, attacker, chest pass, position</p>

Year 2	Advent 1	
Topic	Team Building 1	Ball Skills- Hands 1
National curriculum	<p>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.</p>	<p>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. 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.</p>
Core Knowledge	<p>1. Know the term teamwork and inclusion. Know the importance of including everyone when working as a team, and how it feels to be left out.</p>	<p>1. Know where and why we dribble. Know we need to control the ball and need to move into space. Know we need to keep the ball close to us. Know that we want to keep the ball away from the defenders and the consequence if the defender gains possession of the ball.</p>



St Augustine's Catholic Academy

PE Advent 1 Intent



	<ol style="list-style-type: none"> 2. Know what makes an effective team, and when we need to work as a team. 3. Know ways we communicate with our team and know the consequences of not working as a team. 4. Know the importance of clear commands and trust when working in a team, showing respect to team members. 5. Know how to use simple strategies and problem-solving tactics and apply to a problem. 6. Know how to use cooperation and communication skills to successfully complete more challenging games as a team. 	<ol style="list-style-type: none"> 2. Know the importance of passing/ receiving in order to keep possession of the ball. Know it's important to be accurate when we pass and we need to look before passing. 3. Know what a chest pass is. Know where we pass, why we should pass. Know what the consequences in a game of an inaccurate pass is. 4. Know where to stand when we are attacking. Know that we should communicate when we pass. 5. Know we need to develop dribbling in order to keep possession and score a point. Know that we want to keep the ball away from the defenders. 6. Know how to play a mini game and score a point by combining dribbling, passing and receiving. Know to listen to their team members. Know to play by the rules and keep the score.
Wider Knowledge		<ul style="list-style-type: none"> • Recognise and describe how the body feels during and after different physical activities.
Skills	<ol style="list-style-type: none"> 1. Demonstrate an understanding of teamwork and inclusion. Include everyone when working as a team. 2. Apply team work and inclusion to make an effective team. 3. Communicate with our team clearly and respectfully. 4. Give clear commands and trust when working in a team. 5. Use simple strategies and problem-solving tactics and apply to a problem or challenge. 6. Use cooperation and communication skills to successfully complete more challenging games as a team. 	<ol style="list-style-type: none"> 1. Dribble to control the ball and move into space. Keep the ball close. Keep the ball away from the defenders. 2. Passing and receiving in order to keep possession of the ball. Be accurate when passing and look before passing. 3. Perform a chest pass and pass at the correct time. 4. Stand in the correct place when attacking, communicating when we pass. 5. Develop dribbling in order to keep possession and score a point. Keep the ball away from the defenders. 6. Apply learning into a mini game, score a point by combining dribbling, passing and receiving. Listen to their team members. Play by the rules and keep the score.
Diversity Links		
Vocabulary	Team work, skills, inclusion, include, feelings, listening, trust, sharing, strategy, communicate, commands, qualities, cooperate.	Dribbling, passing, space, hands, catch, throw, bounce, aim, shout, accuracy, possession, defender, attacker, chest pass, position.



St Augustine's Catholic Academy
PE Advent 1 Intent



Topic	Dance- Wild animals	Games- striking and fielding (rounders)
National curriculum	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement.	Play competitive games & apply basic principles suitable for attacking and defending
Core knowledge	<ol style="list-style-type: none"> 1. Know that 'Excellent dancers' interpret the music, perform with good timing & musicality, show expression and creativity and are able to choreograph. 2. Know ways to combine three movements together to creating a motif. 3. Know how to use unison and how to mirror a partner. 4. Know how to execute a wider variety of movements in extended sequences, with a partner. 5. Know how to create a performance which includes; stage presence, timing, rhythm and sustaining character. 6. Know how to collaborate effectively with their partners and support them to improve. Accurately assess each other's work Know how to give respectful effective feedback. 	<ol style="list-style-type: none"> 1. Know the difference between batting and fielding and the aim of them. Know how to throw over arm and underarm. 2. Know they must run around the bases as many times as they can. Know different ways of fielding i.e. catching, throwing, retrieving etc. Know that they need to return the ball. 3. Know they must run around the bases as many times as they can and they must do this before the fielders get the ball to base 4 via bases 1,2 and 3. 4. Know the importance of the role of the bowler/ back stop and base one. 5. Know what the risk is of hitting the ball high in the air (can be caught). Know to bat into a space. Know what they should do if they hit the ball backwards or miss the ball. 6. Know the need to work positively with their team members to find success. Know how to use knowledge to complete a level 1 game.
Wider Knowledge		
Skills	<ol style="list-style-type: none"> 1. Be able to explain that 'Excellent dancers' interpret the music, perform with good timing & musicality, show expression and creativity and are able to choreograph. Show how to respond to different stimuli adding drama, creativity, emotion and expression, actions. 2. Combine three movements together to creating a motif. 3. Use unison and mirroring with a partner. 4. Execute a wider variety of movements in extended sequences, with a partner. 5. Create a performance which includes; stage presence, timing, rhythm and sustaining character. 	<ol style="list-style-type: none"> 1. Explain the difference between batting and fielding and the aim of them. Throw overarm and underarm. 2. Use catching, throwing retrieving in order to return the ball. 3. Run around the bases as many times as they can and that they must do this before the fielders get the ball to base 4 via bases 1,2 and 3 Know the role of the bowler/ back stop and base one. 4. Avoid hitting the ball high in the. Bat the ball into a space. React if the ball rolls backwards or miss the ball. 5. Work positively with their team members Participate in a level 1 game, bringing together prior learning.



St Augustine's Catholic Academy
PE Advent 1 Intent



	6. Collaborate effectively with their partners and support them to improve. Accurately assess each others' work. Know how to give respectful and effective feedback.	
Diversity Links		
Vocabulary	Sequence, performance, cannon, motifs, characterisation, stimuli, volcanic eruption creativity, expression emotion, link, motif unison, mirror, unison	Bat, bowl, bowler, fielder, out/dismissed, runs, rounder. long barrier, batters, power, distance, accuracy, position.

Year 3 /4	Advent 1	
Topic	Dance- Wild animals	Games- striking and fielding (rounders)
National curriculum	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones & demonstrate improvement	Play competitive games & apply basic principles suitable for attacking and defending
Core knowledge	<p>1 Know that 'Excellent dancers' interpret the music, perform with good timing & musicality, show expression and creativity and are able to choreograph. Know how to respond to different stimuli adding drama, creativity, emotion and expression, actions.</p> <p>2 Know ways to combine three movements together to creating a motif. Know ways to combine three movements together to creating a motif, adding flow.</p> <p>3 Know how to use unison and how to mirror a partner. Know how to use unison, mirroring and how to include a cannon.</p> <p>4 Know how to execute a wider variety of movements in extended sequences, with a partner. Know how to add complex interacting movements, actions and incorporate apparatus whilst sustaining their characters to add drama and emotion to their dances.</p> <p>5 Know how to create a performance which includes; stage presence, timing, rhythm and sustaining character. Know how to interconnect with their</p>	<p>1. Know the difference between batting and fielding and the aim of them. Know how to throw over arm and underarm. Know the need to accurately throw underarm or overarm to return the ball quickly to their team member's target.</p> <p>2. Know they must run around the bases as many times as they can. Know different ways of fielding i.e. catching, throwing, retrieving etc. Know that they need to return the ball. Know ways to get the batter out. Know what the outfielders can do to make their job quicker and more accurate (positioning, type of throw).</p> <p>3. Know they must run around the bases as many times as they can and they must do this before the fielders get the ball to base 4 via bases 1,2 and 3.</p> <p>4. Know the importance of the role of the bowler/ back stop and base one. Know how to bowl a 'good' ball. Know when pupils umpire, they need to see if the ball is bowled fairly.</p> <p>5. Know what the risk is of hitting the ball high in the air (can be caught). Know to bat into a space. Know what they should do if they hit the ball backwards or miss the ball. Stop the ball going past them when they are back stop.</p>



St Augustine's Catholic Academy

PE Advent 1 Intent

	<p>partners using apparatus to create our movements.</p> <p>6 Know how to collaborate effectively with their partners and support them to improve. Accurately assess each others' work Know how to give respectful effective feedback.</p>	<p>6. Know the need to work positively with their team members to find success. Know how to use knowledge to complete a level 1 game.</p>
Wider Knowledge		
Skills	<p>1 Be able to recall that 'Excellent dancers' interpret the music, perform with good timing & musicality, show expression and creativity and are able to choreograph. Respond to different stimuli adding drama, creativity, emotion and expression, actions.</p> <p>2 Combine three movements together to create a motif.</p> <p>3 Combine three movements together to creating a motif, adding flow.</p> <p>4 Create a sequence using unison and mirroring. Create a sequence using unison, mirroring and a cannon.</p> <p>5 Execute a wider variety of movements in extended sequences, with a partner. Create a performance which includes; stage presence, timing, rhythm and sustaining character. Add. complex interacting movements, actions and incorporate apparatus whilst sustaining their characters to add drama and emotion to their dances. Interconnect with their partners using apparatus to create our movements.</p> <p>6. Know how to collaborate effectively with their partners and support them to improve. Accurately assess each others' work Know how to give respectful effective feedback.</p>	<p>1. Explain the difference between batting and fielding and the aim of them. Throw overarm and underarm. Throw underarm or overarm to return the ball quickly to their team member's target.</p> <p>2. Know they must run around the bases as many times as they can. Use catching, throwing retrieving in order to return the ball. Use techniques to ways to get the batter out. Use more accurate positioning, type of throw as an outfielder.</p> <p>3. Run around the bases as many times as they can and attempt to do this before the fielders get the ball to base 4 via bases 1,2 and 3.</p> <p>4. Know the role of the bowler/ back stop and base one. Stop the ball by applying the long barrier. Bowl a 'good' ball.</p> <p>5. Avoid hitting the ball high in the. Bat the ball into a space. React if the ball rolls backwards or miss the ball. Stop the ball going past them when they are back stop.</p> <p>6. Work positively with their team members Participate in a level 1 game, bringing together prior learning.</p>
Diversity Links		
Vocabulary	Sequence, performance, cannon, motifs, characterisation, stimuli, volcanic eruption creativity, expression emotion, link, motif unison, mirror, unison.	Bat, bowl, bowler, fielder, out/dismissed, runs, rounder. long barrier, batters , power, distance, accuracy, position, long barrier, back stop.

Year 4	Advent 1	
Topic	Dance- Cats	Games- Striking and fielding (rounders)



St Augustine's Catholic Academy

PE Advent 1 Intent



National Curriculum	Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	They should enjoy communicating, collaborating and competing with each other. Apply basic principles suitable for attacking and defending. Use running, throwing and catching in isolation and in combination. Play competitive games, and apply basic principles suitable for attacking and defending.
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 the need to accurately throw underarm or overarm to return the ball quickly to their team member's target. 2.. Know they must run around the bases as many times as they can. Know ways to get the batter out. Know what the outfielders can do to make their job quicker and more accurate (positioning, type of throw). 3. Know they must run around the bases as many times as they can and to do this before the fielders get the ball to base 4 via bases 1,2 and 3. 4. Know the importance of the role of the bowler/ back stop and base one. 5. Know what the risk is of hitting the ball high in the air (can be caught). Know to bat into a space. Stop the ball going past them when they are back stop. 6. Know the need to work positively with their team members to find success. Know how to use knowledge to complete a level 1 game.
Wider Knowledge		
Skills	<ol style="list-style-type: none"> 1. Perform with good timing and musicality, show expression and creativity and be able to choreograph 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 	<ol style="list-style-type: none"> 1. Throw underarm or overarm to return the ball quickly to their team member's target. 2. Use techniques to get the batter out. Use more accurate positioning, type of throw as an outfielder. 3. Run around the bases as many times as they can and attempt to do this before



St Augustine's Catholic Academy

PE Advent 1 Intent

	<p>reacting to a discovery. Use apparatus to enhance the sequence.</p> <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>the fielders get the ball to base 4 via bases 1,2 and 3.</p> <ol style="list-style-type: none"> 4. Stop the ball by applying the long barrier. Bowl a 'good' ball. 5. Avoid hitting the ball high. Bat the ball into a space. Stop the ball going past them when they are back stop. 6. Work positively with their team members participate in a level 1 game, bringing together prior learning.
Diversity Links		
Vocabulary	Action, sequence, performance, cannon improvisation, unison matching, apparatus, flow, characters, drama, emotion, expression, assess, peer.	overarm and underarm throw, close fielding, back stop, bowler, batter, deep field, 1 st base,

Year 5	Advent 1	
Topic	Dance- The Greek	Games- Invasion- Handball
(National Curriculum)	Develop flexibility, strength, technique, control and balance. Can perform dances using a range of movement patterns.	Use running, throwing and catching in combination play & 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. 2. Know how to show a change of level, include a change of speed and show big, clear and exaggerated movements. 3. Know how to add a motif to partners and perform them both with flow. Know how to perform in canon, unison, matching and mirroring. 4. 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 movements 	<ol style="list-style-type: none"> 1. Know (consolidate) passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity. Know to receive the ball at pace in space, pass and move accurately and consistently. Know to pupils keep possession for sustained periods of time. 2. Know where and why other passing styles will be effective (for example the bounce pass). Know where and why other passing styles will be effective and the need to keep possession and create an attack using a variety of these passes. 3. Know the role changes (defender) as soon as they lose possession of the ball. Know to apply their prior learning of passing and moving, to move the ball



St Augustine's Catholic Academy

PE Advent 1 Intent

	<ol style="list-style-type: none"> 5. Know to include a start and finish, with balanced positions that clearly portrays the athlete. 6. Know how to make effective evaluations of an individual or pairs' strengths and weaknesses. Know how to make improvements to another pupils' work. 	<p style="color: red;">up the court. Know when in possession to react instantly when they lose possession which is transition into defence. Know the role changes (defender) as soon as they lose possession of the ball. Know to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot. Know when in possession to react instantly when they lose possession which is transition into defence.</p> <ol style="list-style-type: none"> 4. Know the understanding of the rules of the game and how they can apply this knowledge to play in mini games. 5. Know to move the ball up the court, creating an attack that results in a successful shooting opportunity. Know not just how they shoot but where, when and why to increase their chances of scoring. 6. Know how to bring together the suggested sequence of learning into a level 1 tournament.
Wider Knowledge		
Skills	<ol style="list-style-type: none"> 1. Create a sequence of three movements that depicts the character of their chosen god. 2. Show a change of level, include a change of speed and show big, clear and exaggerated movements. 3. Add motif to partner's and perform them both with flow. Perform in canon, unison, matching and mirroring. 4. 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. 5. Start and finish, with balanced positions that clearly portrays the athlete. 6. Make effective evaluations of an individual or pairs' strengths and weaknesses. Make improvements to another pupils' work. 	<ol style="list-style-type: none"> 1. Use passing and receiving skills to move the ball up the court to create a successful shooting opportunity. Receive the ball at pace in space, pass and move accurately and consistently. Keep possession for sustained periods of time. 2. Pass using styles that will be effective (for example the bounce pass). Use passing styles that are effective, using these to keep possession and create an attack using a variety of these passes. 3. Apply their prior learning of passing and moving, to move the ball up the court. When in possession react instantly and when they lose possession transition into defence. Apply role changes (defender) as soon as they lose possession of the ball. Apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot. When in possession react instantly and when they lose possession transition into defence.



St Augustine's Catholic Academy

PE Advent 1 Intent



		<p>4. Explain the rules of the game and apply this knowledge into play in mini games.</p> <p>5. Move the ball up the court, creating an attack that results in a successful shooting opportunity. Know not just how they shoot but where, when and why to increase their chances of scoring.</p> <p>6. Know how to bring together the suggested sequence of learning into a level 1 tournament.</p>
Diversity Links	<p>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</p>	
Vocabulary	<p>Olympian, Gods, Goddesses Aphrodite, Ares, Artemis and Apollo, unison cannon fluency, levels sequence reaction balance exaggerated movements timing rhythm stage presence characterisation.</p>	<p>Jump shot, overhead, possession, pressure, block, semi-circle, mark, dodge, dribble.</p>

Year 5/6	Advent 1	
Topic	Dance- The Greeks	Games – Invasion- Dodgeball
(National Curriculum)	<p>Develop flexibility, strength, technique, control and balance. Can perform dances using a range of movement patterns.</p>	<p>Use running, throwing and catching in combination play & competitive games. Apply basic principles suitable for attacking and defending.</p>
Core Knowledge	<ol style="list-style-type: none"> 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 moving including clarity, fluency, accuracy and consistency. 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, 	<ol style="list-style-type: none"> Know (consolidate) passing and receiving skills, using them to move the ball up the court to create a successful shooting opportunity. Know to receive the ball at pace in space, pass and move accurately and consistently. Know to pupils keep possession for sustained periods of time. Know where and why other passing styles will be effective (for example the bounce pass). Know where and why other passing styles will be effective and the need to keep possession and



St Augustine's Catholic Academy

PE Advent 1 Intent

	<p>include a change of speed and show big, clear and exaggerated movements including expression, creativity and emotion.</p> <ol style="list-style-type: none"> 3. Know how to add a motif to partners and perform them both with flow. Know how to perform in canon, unison, matching and mirroring. 4. 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 movements 5. 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 portrays the athlete in a planned routine that includes: stage presence, timing, rhythm and sustaining character. 6. Know how to make effective evaluations of an individual or pairs' strengths and weaknesses. Know how to make improvements to another pupils' work 	<p>create an attack using a variety of these passes.</p> <ol style="list-style-type: none"> 3. Know the role changes (defender) as soon as they lose possession of the ball. Know to apply their prior learning of passing and moving, to move the ball up the court. Know when in possession to react instantly when they lose possession which is transition into defence. Know the role changes (defender) as soon as they lose possession of the ball. Know to apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot. Know when in possession to react instantly when they lose possession which is transition into defence. 4. Know the understanding of the rules of the game and how they can apply this knowledge to play in mini games. 5. Know to move the ball up the court, creating an attack that results in a successful shooting opportunity. Know not just how they shoot but where, when and why to increase their chances of scoring. 6. Know how to bring together the suggested sequence of learning into a level 1 tournament.
Wider Knowledge		
Skills	<ol style="list-style-type: none"> 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. 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. 3. Add motif to partner's and perform them both with flow. Perform in canon, unison, matching and mirroring. 4. Move like a Greek warrior and stay in character and perfect a sequence of 3 different actions that include a 	<ol style="list-style-type: none"> 1. Use passing and receiving skills to move the ball up the court to create a successful shooting opportunity. Receive the ball at pace in space, pass and move accurately and consistently. Keep possession for sustained periods of time. 2. Pass using styles that will be effective (for example the bounce pass). Use passing styles that are effective, using these to keep possession and create an attack using a variety of these passes. 3. Apply their prior learning of passing and moving, to move the ball up the court. When in possession react instantly and when they lose possession transition into defence. Apply role changes (defender) as soon as they lose possession of the ball.



St Augustine's Catholic Academy

PE Advent 1 Intent



	<p>reaction, showing a change of level and speed, with big, clear and exaggerated movements.</p> <p>5. 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>6. Make effective evaluations of an individual or pairs' strengths and weaknesses. Make improvements to another pupils' work.</p>	<p>Apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot. When in possession react instantly and when they lose possession transition into defence.</p> <p>4. Explain the rules of the game and apply this knowledge into play in mini games.</p> <p>5. Move the ball up the court, creating an attack that results in a successful shooting opportunity. Know not just how they shoot but where, when and why to increase their chances of scoring.</p> <p>6. Know how to bring together the suggested sequence of learning into a level 1 tournament.</p>
Diversity Links	<p>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 a genre.</p>	
Vocabulary	<p>Olympian, Gods, Goddesses Aphrodite, Ares, Artemis and Apollo, unison cannon fluency, levels sequence reaction balance exaggerated movements timing rhythm stage presence characterisation.</p>	<p>Jump shot, overhead, possession, pressure, block, semi-circle, mark, dodge, dribble.</p>

Year 6	Advent 1
Topic	Swimming
(National Curriculum)	Swim competently, confidently and proficiently over a distance of at least 25m. 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 outcomes 5. 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	



St Augustine's Catholic Academy
PE Advent 1 Intent



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 backstroke3. Breathe effectively when swimming.4. Use different strokes & swimming skills for different outcomes5. Tread water.6. Swim competently, confidently & proficiently 15m in range of strokes breast stroke and be able to perform them.
Diversity Links	Simone Manuel -the first Black American woman to win an individual Olympic gold in swimming and set an Olympic record and an American record.
Vocabulary	Front crawl, Backcrawl. Breast stroke. Float, Glide, Life-saving, Sculling, Float, glide, tread.

St Augustine's