



Birches First School
Believe, Grow, Succeed...
... to be the best 'me' I can be!



Birches First School

PE CURRICULUM DOCUMENT



Vision for PE

This curriculum document has been designed to give you an overview of how PE is taught at Birches First School.

The PE curriculum overview document shows the range of activities that pupils will be taught throughout each group. Although suggested timescales are given, they may be amended based on the physical the needs and interests of the pupils in that year group. Forest School will be taught from September 2022.

The subject and generic concept tables give details to some of the main areas of focus we are hoping to develop through the PE curriculum. The coverage tables detail which of the subject and generic concepts will be highlighted and focussed on during which unit throughout the year groups.

The progression of skills table gives a breakdown of the EYFS and National Curriculum objectives that pupils will be working on in each year group. Although teacher will use and adjust this as fits the needs and abilities of pupils in their class. This has then been broken down into each subject.

The subject specific vocabulary and resource pages in this document act as a reminder to staff of the resources available to help the planning and delivery of individual sessions. All of these resources can be found on the staff shared area.

PE Intent Statement

Birches First School's Physical Education (PE) curriculum has been designed with the intention to ensure pupils leave with the fundamental skills of PE and the ability to apply these in a range of activities. We believe that PE is the platform for developing crucial transferrable values, skills and attributes to promote long term, healthy lifestyles in the modern world. We aim to encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they develop a life-long interest in physical activity and sport. We support every child to have a secure understanding of health and fitness and the desire to continue these skills throughout their lives. We strive to ensure lessons are accessible for all children and are challenging yet enjoyable. Our children, whilst developing physical competence and confidence, experience a wide variety of sports and the chance to compete and make positive memories of PE, sport and physical activity. Moreover, Birches First School recognises the importance that PE has in our lives and we aim to develop and encourage the aims of the National Curriculum ensuring that children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives and understanding the importance of this.

PE Implementation Statement:

Through considering physical literacy from Early Years through to KS2 all staff will develop children's skills across a number of areas. PE is taught in 2 sessions across the week, totalling at least 2 hours led by teachers and qualified PE coaches from Progressive Sports. The broad and balanced PE curriculum which supports the emotional, spiritual, moral, intellectual, creative and physical development of the whole child includes:

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities (including Forest School November 2022 onwards)

The curriculum planning overview details the PE activities covered in each term during the key stage. This, however, can be adapted based on the assessment information we gather and may be adapted to meet the specific needs of the class at the time.

Planning is adapted from the Devon PEDPAS schemes of work and Progressive Sports planning which have been modelled with staff through team teaching sessions. Early Years planning is based upon the Sports Xplorers Scheme which incorporates storytelling through the characters of: Handy Harry, Skilful Sally,

Balancing Bella and Fast Freddie. Staff are supported by a PE Leader who is Level 5 trained. Staff complete a core task with pupils ahead within the first lesson of each subject to ensure they are directing learning towards the needs of the group. This ensures strengths and development needs of pupils are taken into consideration before planning for their specific needs. These core tasks are then reassessed at the end of the unit to ensure progress has been made for all pupils. There are a wide range of resources to support the teaching of PE across the school. Teachers have access to a wide range of resources, including; TOPs cards, LCP, AST plans, posters, AIR resource, Skills2Play sports, teaching cards and video clips to support their subject specific knowledge.

As a healthy school, we promote a wide range of activities for pupils of all ages. The school also plays regular fixtures against other local schools and participates in local area competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. Our annual sports day is also an excellent display of team and individual skills as well as demonstrating the

In addition to timetabled lessons, Birches First School offer the children lots of opportunities to take part in extra physical activities both throughout the school day and after school. We identify children who may need additional intervention to focus on physical literacy to complete sessions with Progressive Sports coaches to ensure each child is able to succeed. Additionally, lunchtime supervisors have been trained to encourage active play and are supported by play leaders from Year Four who offer their peers purposeful games and other activities. The whole school utilise our daily mile challenge around the track.

British Values:

- Teamwork
- Working with others
- Experience 'failure'
- Taking risks
- Respect for others
- Later life
- Respect for themselves and value own wellbeing and understanding the impact on good health on yourself, own people around them and society.

SMSC:

- Challenging themselves
- Teamwork

Impact:

Birches First School have achieved the Gold Games Sports Mark and are currently working towards platinum. This demonstrates the school's commitment to the development of competition across the school and community.

All children receive a broad and balanced PE curriculum. Every child will access the all the key areas of the subject. Teachers plan PE with clear progression of skills and knowledge. This ensures that all children access it at an age-appropriate level.

Children develop a keen interest in PE; they have a willingness to participate eagerly in lessons, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport. Children develop positive attitudes to healthy lifestyles and are able to talk about/ develop healthy habits for life.

Children gain an excellent understanding of good sportsmanship which links directly to our teaching of PSHEe and British Values.

PE Curriculum Overview

Rationale for curriculum

Playground games are taught in the Autumn term because we believe that this gives our pupils the skills and knowledge, they need to be able to be more physically active at lunchtimes through application of this knowledge. This therefore in turn supports them to meet the health recommendations of being active for at least an hour a day. This is repeated throughout the year to allow children to develop and apply previously acquired skills.

EYFS and KS1 - emphasis on ABCs, fundamental movement skills and team games.

KS2 – emphasis on application of fundamental movement skills in games, developing ABCs and evaluation of skills. Opportunities to improve personal best are offered throughout the year.

Our curriculum aims to develop subject specific concepts and generic concepts (see below).

Pupils have access to clubs outside of school, therefore we provide a range of different activities for them to access at all ages. These also link into and show them activities that they can continue individually outside of school e.g. skipping, running, dancing, orienteering etc. Activities are also timetabled to dovetail into competitions and events we will be entering and taking part in. Learning within lessons is therefore celebrated and put into practice at these events.



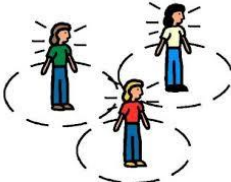



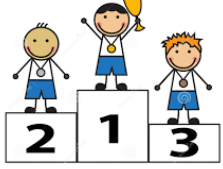
Our curriculum also includes enrichment days, and whole school PE/ Sport/ Health + Wellbeing initiatives (days or weeks as appropriate). This includes activities such as multi-skills, archery, fencing, Olympics celebrations, school sports day, mental health awareness day, sports relief etc.

Curriculum Coverage








Nursery	Rec	Year 1	Year 2	Year 3	Year 4
Spatial Awareness	Playground Games	Playground Games	Playground Games	Playground Games	Playground Games
Dance (Balancing Bella)	Dance (Balancing Bella)	Dance	Dance	Dance	Dance
Gymnastics (Balancing Bella)	Gymnastics (Balancing Bella)	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Fundamental movement skills (Handy Harry/ Skilful Sally/ Fast Freddie)	Fundamental movement skills (Handy Harry/ Skilful Sally/ Fast Freddie)	Athletics (Indoor & outdoor)	Athletics (Indoor & outdoor)	Athletics (Indoor & outdoor)	Athletics (Indoor & outdoor)
		Fundamental movement skills	Fundamental movement skills	Invasion Games (Football, netball, basketball, hockey, dodgeball, rugby)	Invasion Games (Football, netball, basketball, hockey, dodgeball, rugby)
				Striking & Fielding Games (Cricket & rounders)	Striking & Fielding Games (Cricket & rounders)
				Net & Wall Games (tennis)	Net & Wall Games (tennis)
Forest school activities	Forest school activities	Forest school activities	Forest school activities	Forest school activities	Forest school activities
Enrichment Days					
Dance – Diwali/ Queen’s Jubilee (Dance through decades)	To be arranged (possible World Cup Link		Commonwealth Games (2021-2022)		Outdoor & adventurous residential
Whole School PE, Sport, Health themed weeks or initiatives					
Mental Health awareness day		Sports Relief		School sports week	

	AUTUMN A	AUTUMN B		SPRING A		SPRING B		SUMMER A		SUMMER B	
NUR/ REC	Playground Games	Fast Freddie		Playground Games	Balancing Bella	Handy Harry		Playground/ Field Games	Skilful Sally		
	Playground Games - Use of markings Ball Skills (e.g. throwing/ catching, rolling, bouncing, dribbling)	Fundamental Movement Skills		Skipping, Ball games, Parachute, running, jumping, catching and throwing.				Sports Day Related Athletics/ Games		Athletics Based Games	
YEAR 1	Playground Games	Dance		Playground Games x2	Gymnastics – Floor Work & Apparatus			Playground/ Field Games	Games/ Sports day related activities	Health and Fitness - Skipping	
	Games Fundamental Movement Skills		Games/ Fundamental Movement Skills (including team building games if appropriate)					Athletics			
YEAR 2	Playground Games	Dance		Playground Games x2	Gymnastics – Floor Work & Apparatus			Playground/ Field Games	Games/ Sports day related activities	Dance/ Athletics	
	Games Fundamental Movement Skills		Games/ Fundamental Movement Skills (including team building games if appropriate)					Athletics			
YEAR 3	Fundamental Movement Skills	Invasion Games			Net and wall games			Athletics		Striking and fielding games	
	Playground Games	Dance		Playground Games x2	Gymnastics – Floor Work and Apparatus			Playground/ Field Games	Athletics/ Sports day related activities	Playground/ Field Games	Dance/ Athletics
YEAR 4	Athletics	Invasion Games			Net and wall games			Athletics		Striking and fielding games	
	Playground Games PLAY LEADERS	Dance		Playground Games x2	Gymnastics – Floor Work and Apparatus			Playground/ Field Games	Athletics/ Sports day related activities	Dance/ Athletics	

Subject Concepts

Subject concept		Definition
	<p style="text-align: center;">Movement</p>	<p>Fundamental movement skills are the various gross motor skills such as running, jumping, balancing, throwing, catching, kicking etc. These skills are the basis for all physical activity that we do in sports, dance, gymnastics and other physical activities. It is important that these skills are learnt so that children feel confident in accessing all forms of sport and exercise.</p>
	<p style="text-align: center;">Fitness & Health</p>	<p>Health means a person has good physical health, no injuries, diseases or issues, and good mental health and well being.</p> <p>Fitness is a state or condition of being physically active. Fitness is a result of general nutrition and proper conditioning, and fitness is a state of general physical and mental well-being.</p>
	<p style="text-align: center;">Body & Spatial Awareness</p>	<p>Body awareness is the ability to understand where our bodies are in space and how our bodies move. Spatial awareness is the ability to be aware of oneself in space. It is an organised knowledge of objects in relation to oneself in that given space. Spatial awareness also involves understanding the relationship of these objects when there is a change of position.</p>
	<p style="text-align: center;">Control</p>	<p>Object control skills can be defined as those abilities that an athlete displays that move or receive an item with accuracy and control. Manipulative skills are related and can be defined as the ability to move an object with the feet, hands, or even the body. The two terms are often referred to synonymously.</p>
	<p style="text-align: center;">Sequencing</p>	<p>The combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus. Being able to sequence in a multi-step task or activity performance to achieve a well-defined result.</p>
	<p style="text-align: center;">Health & Safety</p>	<p>Health and safety refers to guidelines and procedures that protect the safety, welfare and health of any person engaged in work or employment. Pupils should understand and be actively involved in the health and safety procedures for PE. Ensuring these are followed correctly so they can help to prevent accidents and reduce the risk of injury and illness.</p>
	<p style="text-align: center;">Competition, performance & pathways</p>	<p>Pupils should have the opportunity to take part in a variety of events and competitions which allow them to understand and follow rules, experience the concept of winning and losing, being part of a team and trying their best. They should also have the opportunity to perform to an audience. They should also understand the pathways to further their performance and interest through clubs and other outside agencies.</p>

Generic Concepts

Generic concept		Definition
	Teamwork	Teamwork is the combined action and efforts of a group to make them effective and efficient. Pupils should experience being part of a team and playing their part in working towards a variety of goals and achievements.
	Communication	Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Pupils should be able to understand the importance of good communication to achieve desired outcomes.
	Resilience	Resilience is the capacity to recover quickly from difficulties. Pupils should learn to persevere when problem solving, when trying to achieve a difficult goal or when faced with adversity.
	Organisation (Independence)	Organisation means to arrange systematically, to order, to make arrangements or preparations for (an event or activity). Pupils should learn to be able to organise themselves for the events and activities they are going to take part in. They should also have knowledge of organising equipment and materials necessary to undertake the activities.
	Co-operation	Co-operation is the action or process of working together to the same end. Pupils should be able to co-operate in various ways on different tasks and activities.
	Fairness (Honesty)	Fairness is the ability to be impartial and just in the treatment or behaviour towards others without favouritism or discrimination. Pupils should learn to involve everyone in activities, to encourage each other and to keep to any rules of games.
	Respect	Respect is showing due regard for the feelings, wishes, or rights of others. Pupils should show respect for themselves, each other and adults and demonstrate this in the activities they are part of.

***Links to Birches Values leading to 'Success'**

Coverage of Subject & Generic Concepts

Nursery

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	cooperation	fairness	respect

Fundamental Movement Skills

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	cooperation	fairness	respect

Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	cooperation	fairness	respect

Reception

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Fundamental Movement Skills

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Year 1

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Fundamental Movement Skills/ Games/ Athletics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Year 2

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Fundamental Movement Skills/ Games/ Athletics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Outdoor and Adventurous/ Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Year 3

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Athletics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Invasion/ Net & Wall/ Striking & Fielding Games

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Outdoor and Adventurous/ Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Year 4

Dance

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Gymnastics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Athletics

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Invasion/ Net & Wall/ Striking & Fielding Games

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Outdoor and Adventurous/ Forest School Activities

movement	fitness& health	awareness	control	sequencing	health& safety	comp/ perform
teamwork	communication	resilience	organisation	Cooperation	fairness	respect

Progression of skills

(See overview for individual progression of skills per unit)

Year group	Key Skills	National Curriculum
Nursery	<ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<p><u>Early Learning Goals</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Reception	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<p>Work and play cooperatively and take turns with others.</p>

Year 1	<ul style="list-style-type: none"> • Manage space safely showing good awareness of each other. • Perform basic gymnastics actions including travelling, rolling, jumping, climbing and balancing. • Copy and explore basic body actions and movement patterns. • Show some control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. • Describe own and others performance • React to a range of stimuli • Sustain effort throughout lesson • Respectful of each other and equipment • Engaged and on task throughout lessons 	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>
Year 2	<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. • Show a good awareness of others in running, chasing and avoiding games. • Know how to score and keep to rules of simple games. • Sustain energy levels • Compare performances 	<p>Perform dances using simple movement patterns.</p>
Year 3	<ul style="list-style-type: none"> • Show control, accuracy and fluency of movement when performing actions on their own and with a partner on both floor and apparatus. • Perform short dances whilst working with a partner or small group, incorporating different qualities and dynamics into their movements. • Pass receive and dribble the ball keeping control of possession. • Strike a ball with intent and throw it more accurately when bowling or fielding. • Are familiar with and use set rules and play fairly within these. • 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. • OAA Understand the purpose of the activity and plan actions to solve the problems they are set. • Compare performances • Assist in leading small groups in activities • Respond to a range stimuli • Sustain energy levels • Be determined to improve performance 	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
Year 4	<ul style="list-style-type: none"> • Combine travelling, rolling, jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus. • Use different compositional ideas such as unison, canon (same action performed one after each other), opposition when creating longer, more complex dance phrases. • Continue to pass receive and dribble the ball keeping control of possession with greater accuracy. • Choose and use batting and throwing skills to make the game hard for their opponents. 	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p>

	<ul style="list-style-type: none"> • Work well as a team to make it hard for the batter beginning to think about tactics to work as a team. • Swimming – see standards. • Run consistently and smoothly at different speeds, demonstrating different combinations of jumps, showing control and co-ordination. • Recognise that there are different styles of running, jumping and throwing and select the best for a particular challenge. • Throw a range of implements into a target. • Work with determination and sustain effort and energy levels • Describe and evaluate the effectiveness and quality of performance • Recognise aspects of performance that require improving 	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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Physical Education Development Overview



Fundamental Movement Skills

Walk, Run, Jump, Hop, Skip, Dodge, Throw, Catch, Strike with hands/ feet/ an implement, Balance, Land, Rotate

Overarching Principles

Fitness & Health, Body awareness, Spatial awareness, Control, Sequencing, Health & Safety, Competition/Performance

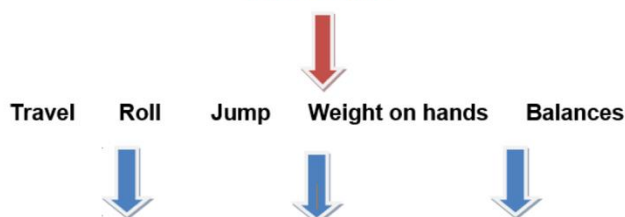
Gymnastics	Dance	Athletics	Games	Swimming	Fitness
Core Shapes	Actions, Space, Dynamics, Relationships	Run, Jump, Throw	Early sending/ Early sending & receiving	Water confidence and safety	Agility, Balance, co-ordination
Travel, Roll, Jump, Weight on hands, Balance	Motif development, Choreography	Speed, distance, accuracy	Invasion, Net & Wall, Striking & Fielding	Stroke development	Strength, Speed, Skills Suppleness & Stamina
Change: Shape, Level, Direction & Speed	Creating dances & performance	Personal best & Competition	Attack, Defend, Tactics, Formation	Self safe rescue	Importance of how to stay healthy including physical and emotional health
Create sequences, Work with a partner.					

OAA – Teamwork, Communication, Resilience, Organisation, Co-operation, Fairness, Respect

Subject Specific Vocabulary

Gymnastics

Core Shapes



Put into sequences of an increasing number of actions and added complexity.



This happens by adding changes of:

Speed level direction shape

Working in pairs / groups adding symmetry and asymmetry

Dance

Dance Vocabulary

What? - Action

Travel	Run, skip, hop, crawl etc
Stillness	Freeze; as still as a statue
Jump	Forwards, low, change of shape, leaps, etc
Turn	Half, full, quarter, spin, spiral etc
Gesture	Stamp, punch, reach, lean wave etc.
Change of Weight	Leaning, tilting, stretching.

Where? - Space

Levels	High, middle, low.
Directions	Forwards, backwards, up, down, pathways - circular, zig zag
Shape	Wide, straight, tucked, symmetrical, Asymmetrical
Space	personal, shared, general

How? - Dynamics

Time	Fast, slow, sudden, sustained
Force	Weight and flow. Strong, light, heavy, delicate, firm etc, free -without restriction bound - restricted

With Whom? - Relationship


Individual	solo
Group	Duo, trio, 4+ etc
Stimulus	Music, poem, sculpture etc
Prop	Chair, scarf, umbrella etc.
Music	Relationship to music and beat
Audience	Relationship and interaction with audience

Choreography

Motif	A simple movement, action or sequence of movements, which communicates a specific idea or theme and contains an element that is capable of being developed.
Unison	Everybody does the same action at the same time
Mirroring	Both partners reflects each others movements exactly - in a mirror image
Canon	Dancer A completes or starts a sequence then Dancer B then repeats the same sequence, then dancer C, D, E etc. E.g. a mexican wave - dancers do the same actions at different times.
Contrasting	At basic level this could be complete opposites e.g. high/ low front/back or more complicated where dancers do distinctly different shapes. e.g. Dancer A does a high straight shape, Dancer B a medium curved shape.
Complementing	Movements are different from one another but blend together like a jigsaw they are interlinked. This may or may not involve body contact.
Question and Answer/ Call and Response	Dancer A completes their sequences of moves and then stops then Dancer B answers this with their own sequences of moves.
Action and Reaction	Dancer A and B work together reacting and responding to each others moves and sequences.
Formation	Circular, lines, squares, star, cross, mixed, facing different directions, facing each other etc.


Useful Resources to Support Delivery

Subject Specific Vocabulary Posters, teaching cards and challenge cards:


ATHLETICS

Jumping


Combination jumping



Key teaching points:


Use your arms to help movement into the jump and then again to balance throughout the combination of jumps

Try to maintain an even rhythm using a bounce action as you combine the jumps


GYMNASTICS


Rolling

Rolling Backwards and Forwards in Tuck




Key teaching points:

- Head tucked in
- Chin on chest
- Keep knees and feet together
- Toes pointed
- Keep a rounded back


AIR Gymnastics Challenge!

Change speed whilst travelling


AIR Gymnastics Challenge!

Change levels - Start low and then end high



Throwing and catching- Bounce pass


Key teaching points:

Hold ball with both hands at chest height
Fingers spread


Step forward and push ball forwards and downwards aiming to bounce the ball two thirds of the way to the receiver

Ball should be received at chest height






AIR Athletics Challenge!

See how far you can run in 3 seconds. Mark this with a cone and then try and improve on your distance.


AIR Athletics Challenge!

See how far you can jump from 2 feet to 2 feet marking your distance with a cone and then trying to improve on your score.


GAMES