

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: PE

YEAR GROUPS: LKS2

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- show skills and abilities related to KS1

By the end of LKS2, children should be able to:

Acquiring and Developing Skills	Evaluating and Improving	Health and Fitness	Dance
• Select and use the most appropriate skills, actions or ideas • move and use actions with co-ordination and control • select and use the most appropriate skills, actions or ideas • they move and use actions with co-ordination and control • make up their own small-sided game	• explain how their work is similar and different from that of others • recognise how performances could be improved (with help) • use their comparison to improve their work	• explain why it is important to warm-up and cool-down • identify some muscle groups used in gymnastic activities • explain why keeping fit is good for their health	• improvise freely, translating ideas from a stimulus into movement • share and create phrases with a partner and in small groups • repeat, remember and perform these phrases in a dance • take the lead when working with a partner or group • use dance to communicate an idea • work on their movements and refine them • dance clearly and fluently
Games	Gymnastics	Athletics	Outdoor and Adventurous
• throw and catch with control when under limited pressure • aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills • catch with one hand • throw and catch accurately • hit a ball accurately and with control • keep possession of the ball • move to find a space when they are not in possession during a game • vary tactics and adapt skills according to what is happening	• use a greater number of their own ideas for movement in response to a task • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performances • compare and contrast gymnastic sequences, commenting on similarities and differences • work in a controlled way • include change of speed • follow a set of 'rules' to produce a sequence • work with a partner to create, repeat and improve a sequence with at least three phases	• run at fast, medium and slow speeds, changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of objects, changing their action for accuracy and distance • run over a long distance • spring over a short distance • throw in different ways • jump in different ways • hit a target	• follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow safely • follow a map in a more demanding familiar context • move from one location to another following a map • use clues to follow a route • follow a route accurately, safely and within a time limit

Year	Autumn Term		Spring Term		Summer Term	
A	Gymnastics: balance	Netball: attacking	Orienteering	Dance: imagination	Swimming	Swimming Athletics: track
	Rugby: ball handling	Fitness: anaerobic	Football: teamwork	Hockey: striking	Rounders: throwing/catching	Cricket: fielding
B	Gymnastics: movement	Netball: defending	Archery/Team Games	Dance: specific style	Swimming	Swimming Athletics: field
	Rugby: defending	Fitness: aerobic	Football: ball-control	Hockey: ball control	Rounders: striking	Cricket: underarm bowling

ASSESSMENT OPPORTUNITIES

Children will be able to demonstrate their learning through:

- intra- and inter-school competitions
- sports day – both competitive and non-competitive activities
- regular small-sided games within lessons

ENRICHMENT OPPORTUNITIES We will endeavour to include: • After school clubs, eg netball • External coaches: dance/archery/orienteering (Longtown)	SUBJECT-SPECIFIC VOCABULARY We will expect children to use these words and phrases: umpire, keeper, shooter, balance, pike, straddle, relay, landing foot, leap route, direction, symbols, inside foot, outside foot, follow through	CROSS-CURRICULAR LINKS This itinerary fits with our other learning through: • Maths: Time, scores, measuring • Science; heart rate, pulse rate • Geography; directions, NNE, SSE, NNW, SSW • PSHE; staying healthy, team work
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LEARNING BEHAVIOURS Children will be expected to:

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