



St Chrysostom's PE Curriculum 2023/2024

Our Vision:

We aim to serve our community by providing an education of the highest quality that nurtures and inspires children to become lifelong learners as well as compassionate individuals.

We strive to create an inclusive and stimulating environment where love, community, hope, wisdom and dignity are the guiding Christian values embedded in everything we do.

With these values, we will equip our pupils with the knowledge, skills and character needed to thrive and make a positive impact in their community and the wider world.

All staff hold high expectations that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence.

Our cornerstones of city living; diversity; aspirations; and communication, language and literacy, underpin our rich and creative curriculum and place reading at the heart of children's learning.

Through our vision, we want all our children to feel safe, supported and encouraged to grow together academically, socially, emotionally and spiritually.

Together, with parents as partners, we are committed to nurturing well-rounded individuals who lead with love, strengthen their communities, foster hope, pursue wisdom and treat others with dignity.



Anything that is marked in **GOLD**, highlights how we intend, implement and monitor the impact of our school values and cornerstones throughout our curriculum, our core values are;

- Love
- Community
- Hope
- Wisdom
- Dignity

INTENT

All children will have access to a high quality, skills focused and game based PE curriculum that ensures all pupils become physically literate by developing their fundamental movement skills in a progressive and age, ability-appropriate environment and manner. To do this we will:

1. Develop every child's Head, Heart and Hands throughout their journey with us.
2. Teach all children lifelong physical habits that will promote to have and lead healthy active lifestyles.
3. Use highly skilled practitioners from LSC to lead PE lessons and assist our team of teachers with excellent CPD to enrich and develop our talent.
4. Offer a wide range of after school clubs that can be accessed by all over the academic year.
5. In everything we do have our vision, core values and cornerstones top of mind to develop our children.



EYFS & KEY STAGE 1

Our overarching aims for the EYFS and KS1 bracket is to develop the core fundamental movement skills that children are need to embed and master to be able to feel **safe** as a priority, moving then to develop functional skills that will give them a foundation to be **ready** to build and play sport competitively and within our **community**. Our intentions are to develop the children holistically; supporting the development of their heads, hearts and hands. We will develop the 'hands' as demonstrated below in the activity scoping. To develop the children's key attitudes and behaviours we will introduce and develop key values such as; **love, hope, dignity** and **confidence**. To support the children's development of their 'head' & 'heart' (**wisdom**) we will:

- Create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure and understanding basic tactics to gain an advantage over an opponent.
- Start and build on how to develop rhythm and patterns. Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development. Children will then start to piece together routines that are formed from basic creative movement and gymnastics activity.
- Ensure activities that are linked to Olympic events are focussed on fairness and the importance of why this is important (link to the British values.
- We will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events, in EYFS and Y1 they will do this through participation, by Y2 we will start to embed this a little more through effective questioning that gets them to understand on a deeper level. For example; In a sprinting activity, why is it important to start powerfully? How is this done?



KEY STAGE 2

Our overarching aims for Lower KS2 and Upper KS2 is to further develop and master the core fundamental movement skills, we will then introduce and develop functional skills that will give them key skills to play sport competitively. Our intentions are to develop the children holistically; supporting the development of their heads, hearts and hands. We will develop the 'hands' as demonstrated below in the curriculum map. To develop the children's key attitudes and behaviours we will further develop key values such as; love, hope, dignity and confidence. Introducing the British Values and using these to demonstrate children's understanding of them within our lessons which will become a thread throughout each lesson. To support the children's development of their 'head' & 'heart' (wisdom) we will:

- Create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure and understanding basic tactics to gain an advantage over an opponent.
- Create a level of challenge in our lessons that allows the children to think and come up with key game principles (attacking & defending) that need to be explored, applied and mastered in order to compete in competitions.
- Perform dances using a wide range of patterns. Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development. Children will then start to piece together routines that are formed from basic creative movement and gymnastics activity.
- ensure activities that are linked to Olympic events are focussed on fairness and the importance of why this is important (link to the British values)
- We will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events, in Y3 – Y6 they will do this through participation and effective questioning that can allow students to reflect, analyse and create solutions. For example; In an invasion game activity; why are key attacking game principles important? What impact do they have in how successful a team/individual can be? Who can show me on the whiteboard or with our markers a picture that illustrates the impact this has?



IMPLEMENTATION

PE is taught coherently and progressively, as shown in the skill progression document inside this document. Every child at St Chrysostom's is taught PE in line with the national curriculum (invasion games, net & wall, dance & gymnastics, athletics, OAA and swimming).

- Children are taught a wide range of sports in their PE lessons, building upon skills learned previously. **Equipment is audited and refreshed annually** to ensure all children can access this offering.
- Our PE curriculum takes advantage of our **Federation cornerstones. City living** enables children to access world-class facilities in Manchester (Aquatics Centre, Velodrome, Etihad Campus).
- Children are offered a **wide diet of sport and physical activity during their break and lunch times**. Children are offered a broad range of sports including cricket, football, hockey, netball, skipping and other ball games.
- **Pupil voice plays a key part in what is offered to children during active play times** and afterschool clubs to increase physical activity and sporting engagement.
- **Intra-school competitions** allow children to experience competitive sport within the Federation. Schools compete in a sport that they have learnt in PE that term. Teams are mixed gender and ability so all children can experience success and competition.
- **Sports Leaders play a key role in sport during active break and lunch times**. Children enjoy, and take pride in, setting up games, running competitions and ensuring that equipment is evenly distributed. Sports leaders will play a more prominent part in PE lessons and leading warm up and cool downs.
- After school offering for **sports clubs was over-subscribed and well attended**. Children were offered **sports outside of the SJC curriculum (netball, tag rugby & yoga)** and coached by sports trained staff.
- Children in Year 4 have swimming as part of the PE diet at SJC. These children also receive weekly-taught physical education by class teachers who have team taught with specialised coaches.
- Physical **Education guidance and coaching offered to all ECT** as part of their on-going training at SJC.



- Fundamental Movement Skills(FMS) are prioritized in KS1 and continually built upon into KS2. These FMS are transferred to various sports e.g. throwing to a stationary/moving target.

EYFS & KEY STAGE 1

Using Fundamental Movement Activities, storytelling activities and Throwing and Catching Activities we will be looking to develop the basic movements and skills required for sports. The children will gain an understanding of how they need to react in different situations and use decision-making skills. These skills can be transferred to Handball and Basketball Activities to develop the skills and behaviours required for these sports. They will face challenges to check their understanding of the skills required and develop skills to outwit and beat their opponent. Children will have the opportunity to learn the rules of the games and implement them within the lesson.

Using Gymnastic activities the children will be developing their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions. They will learn why they need to do this and what it achieves. They will be challenged with using these skills independently and begin to combine them to create a routine. The children will learn to recognise how a routine is pieced together and implemented creatively.

Using Dance activities, Fundamental Movement activities and Athletics based activities the children will learn to master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. Children will also demonstrate how to sync movements with music and beats. The children will learn about winning and losing and deal with competition. They will also learn how to handle emotion in a competitive sport and the importance of personal best and respect. They will learn to work as individuals and within a team to achieve personal and group bests.



KEY STAGE 2

Using various invasion game activities we will be looking to develop Attacking and Defending Principles. Passing with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and playing in Competitive invasion games with pressure. The children will learn to use the functional skills required for the specific sport they are learning. They will be taught both attacking and defence principles within invasion games and be expected to apply these in the games they play. By Year 5 and 6 the children will learn to recognise when to use the skills learned to outwit the opponent and gain an upper hand. The children will gain knowledge both technically and tactically and be able to explain/demonstrate how these can be effective within the games. They will be expected to use their knowledge of the game to manage and referee their own games, allowing them to take ownership of their learning. Children will have opportunities to play underloaded and overloaded and understand how this impact decisions they make.

Using Gymnastic activities the children will be developing their travelling skills such as rolling, jumping, hopping, balancing and the ability to create basic shapes and positions. They will learn why they need to do this and what it achieves. They will be challenged with using these skills independently and combining them to create a routine. The children will learn how a routine is pieced together and implemented creatively. They will learn to combine various gymnastics skills so they flow creatively in a performance piece. They will learn to use apparatus safely and effectively within their gymnastics. They will learn what is required from a gymnastics piece in terms of technique and skill to achieve their personal best and by Year 5/6 be able to evaluate their own performances as well as their peers. Through striking and fielding (rounders and cricket) activities they will learn to master basic movements such as running & Jumping, Throwing & Catching, as well as developing balance, agility and coordination. The children will learn to apply these skills to outwit their opponents. They will learn the rules of the game and be expected to apply them within their decision making and by year 5/6 be able to manage and umpire their own games.

Through Athletics activities, the children will learn Jumping, Running, Throwing, Hopping, agility, coordination. Master basic movements such as running & Jumping, Throwing, as well as developing balance, agility and coordination. Hurdling events and cross-county is developed. learning to use hurdles for combinations is introduced. They will learn to improve their technique to achieve personal bests and compete against their peers. They will learn the rules of the events and why they are enforced within the events and be expected to follow them. They will learn the importance of sportsmanship and personal bests and look to improve theirs. They will learn how different events impact the body and how they need to manage and apply themselves for different



events. The children will evaluate performance and how they can improve to achieve new PBs. They will then apply these skills in a competitive environment (Sports Day).

Through OAA we will use Archery, Golf and Orienteering to teach children new skills. By year 6 they will be expected to take full ownership for their learning being able to manage and run their own tournaments. Various roles will be required for this (Referees, Scorekeeping, fixture management etc.)



CURRICULUM MAP

Physical Education LONG TERM PLANNING 23/24						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	To move around the environment safely.	To begin playing ring games.	Hopping, skipping and jumping.	Moving in different ways, changing direction and speed.	Balancing, throwing, kicking and catching.	Showing some control and coordination.
Reception	To move around the environment safely.	To begin playing ring games.	Hopping, skipping and jumping.	Moving in different ways, changing direction and speed.	Balancing, throwing, kicking and catching.	Showing some control and coordination.
YEAR 1	Autumn		Spring		Summer	
	Fundamentals through storytelling	Throwing and catching	Dance and Gymnastics	Racket skills	Introduction to team games	Athletics and OAA



YEAR 2	Autumn		Spring		Summer	
	Fundamentals through storytelling	Throwing and catching	Dance and Gymnastics	Racket skills	Introduction to team games	Athletics and OAA
YEAR 3	Autumn		Spring		Summer	
	Invasion games (Basketball and handball)	Invasion games (Hockey)	Dance and Gymnastics	Net and Wall (Tennis)	Striking and Fielding (Cricket)	Athletics and OAA
YEAR 4	Autumn		Spring		Summer	
	Swimming	Swimming	Swimming	Swimming + Striking and Fielding (Cricket)	Swimming + Net and Wall (Tennis)	Swimming + Athletics and OAA
YEAR 5	Autumn		Spring		Summer	
	Invasion games (Basketball and handball)	Invasion games (Hockey)	Dance and Gymnastics	Net and Wall (Tennis)	Striking and Fielding (Cricket)	Athletics and OAA
YEAR 6	Autumn		Spring		Summer	
	Invasion games (Basketball and handball)	Invasion games (Hockey)	Dance and Gymnastics	Net and Wall (Tennis)	Striking and Fielding (Cricket)	Athletics and OAA



Our Skills Progression Map (medium term focus areas)

Key Stage	National Curriculum Coverage	Autumn	Spring	Summer
Nursery	Development Matters.	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>		



		Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Reception	Development Matters (How the skill can be achieved).	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p>



	<p>Early Learning Goals (what the skill is to be achieved)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • To negotiate space and obstacles safely with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
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Key Stage 1		Autumn		Spring		Summer	
Year 1	National Curriculum content summary of skills	<p><u>Fundamentals through storytelling</u></p> <p>Using basic running, chase and racing games to work on fundamental movement, spatial awareness and understanding instructions.</p>	<p><u>Throwing and catching</u></p> <p>Use fielding games to improve throwing and catching, simple tactics in competitive games.</p>	<p><u>Dance and Gymnastics</u></p> <p>Using simple examples of each gymnastic aspect (travel & balance) each week. Using floor and apparatus</p>	<p><u>Racket Skills</u></p> <p>Develop coordination, striking with equipment, throwing and catching skills though use of games which involve targets and specific areas separated by a net or other equipment.</p>	<p><u>Team games</u></p> <p>Use a range of games to teach simple tactics for attacking and defending by themselves or in pairs as well as continued mastery of fundamentals.</p>	<p><u>Athletics & OAA</u></p> <p>Working on isolated fundamental skills and recording and comparing against themselves and others.</p>



<p style="text-align: center;">Year 2</p>	<p style="text-align: center;">National Curriculum content summary of skills</p>	<p style="text-align: center;"><u>Fundamentals through storytelling</u></p> <p>Using running, chase and racing games to build on fundamental movement and spatial awareness skills. Introducing concepts such as find space away from a defender and attacking/defending space for simple tactics.</p>	<p style="text-align: center;"><u>Throwing and catching</u></p> <p>Use more complex fielding games to improve throwing and catching, simple tactics in competitive games.</p> <p>Using skills such as manipulating the ball, stopping and moving a ball with hands to develop hand-eye coordination and balance.</p>	<p style="text-align: center;"><u>Dance and Gymnastics</u></p> <p>Using more complex examples of each gymnastic aspect (roll, jump & turn) each week.</p> <p>Using floor and apparatus to create sequences.</p> <p>Using their own ideas to create short dances with 4 or 5 movements in a simple pattern to music.</p>	<p style="text-align: center;"><u>Racket Skills</u></p> <p>Further develop coordination, striking with equipment, throwing and catching skills though use of games which involve targets and specific areas separated by a net or other equipment.</p> <p>Use more specific techniques and smaller targets/ different equipment.</p>	<p style="text-align: center;"><u>Team games</u></p> <p>Use a range of games to teach simple tactics for attacking and defending in small teams and larger groups as well as continued mastery of fundamentals</p>	<p style="text-align: center;"><u>Athletics & OAA</u></p> <p>To run using agility and confidence. To be able to complete an obstacle course with increasing control and agility.</p> <p>When throwing, children can throw in a variety of ways.</p>



Key Stage 2		Autumn		Spring		Summer	
Year 3	National Curriculum content summary of skills	<p><u>Invasion games</u></p> <p>Throwing (chest pass) and catching skills, simple footwork (not moving with ball) and shoot into a lowered net. Some basic tactical skills.</p>	<p><u>Invasion games</u></p> <p>Basic ball manipulation with a stick, moving and stopping the ball, passing to a static target and 1v1 and 2v2 skills.</p> <p>Good knowledge of rules around area, fouls and goals.</p>	<p><u>Dance and Gymnastics</u></p> <p>Using their own ideas to create short dances with 5 or 6 movements in a range of patterns to music using words and phrases from a theme.</p> <p>Using the gymnastic aspects to create sequences using the floor and apparatus.</p>	<p><u>Net and wall</u></p> <p>Being able to hit a ball from their own hand into an area and begin to direct the ball into the area they are aiming for using mostly forehand.</p> <p>May be able to begin to have rallies of shots.</p>	<p><u>Striking and Fielding</u></p> <p>Simple striking and fielding games to introduce cricket.</p> <p>Striking a ball consistently and good aim when bowling. Some knowledge of fielding tactics.</p> <p>Simple games with modified rules to earn points.</p>	<p><u>Athletics & OAA</u></p> <p>Working on isolated fundamental skills and recording and comparing against themselves and others.</p> <p>Including comparing against activities done in previous year to see own long term development.</p>



<p style="text-align: center;">Year 4</p>	<p style="text-align: center;">National Curriculum content summary of skills</p>	<p style="text-align: center;"><u>Swimming</u></p> <p>Mastering different strokes and working towards 'swimming proficiency'. Mastering water recovery and lifesaving procedures.</p>	<p style="text-align: center;">Dance and Gymnastics</p> <p>Using their own ideas to create short dances with 5 or 6 movements in a range of patterns to music using words and phrases from a theme.</p> <p>Using the gymnastic aspects to create sequences using the floor and apparatus.</p>	<p style="text-align: center;">Net and wall</p> <p>Begin to use and understand why to use a mixture of backhand and forehand to hit a ball and showing good control. Not preferring one swing technique over the other.</p> <p>To have rallies of shots using correct techniques some of the time. Introduction to moving toward and away from the net and centre of court.</p>	<p style="text-align: center;">Striking and fielding</p> <p>Striking and bowling games, complex fielding games trying to get an individual out at a time. Good knowledge of all rules and following consistently.</p> <p>To begin to play varied/supported cricket games assisted by adult.</p>	<p style="text-align: center;">Athletics & OAA</p> <p>Working on isolated fundamental skills and recording and comparing against themselves and others.</p> <p>Including comparing against activities done in previous year to see own long term development.</p> <p>Introduction to OAA skills (may not have been previously taught).</p>



Year 5	National Curriculum content summary of skills	<u>Invasion games</u>	<u>Invasion games</u>	<u>Dance and Gymnastics</u>	<u>Net and wall</u>	<u>Striking and fielding</u>	<u>Athletics & OAA</u>
		<p>Range of throwing and catching skills, knowledge of all positions on a basketball court, more complex tactics and knowledge of all rules. Able to officiate games for others.</p>	<p>Use a range of hockey skills manipulating the ball using the stick. Knowledge of how to dribble and push pass to a static target.</p> <p>Apply and select skills in a game situation confidently. Play effectively in different positions on the pitch including attack and defence.</p>	<p>Recapping what the gymnastics aspects are and find creative ways to adapt them. Using the apparatus and floor to create fluid sequences.</p> <p>Introducing counterbalance, mirroring and matching to partner work using the aspects on the floor and apparatus.</p>	<p>Using backhand and forehand to hit a ball and showing good control. Not preferring one swing technique over the other.</p> <p>Able to have rallies of shots using correct techniques some of the time. Beginning to understand tactics of moving toward and away from the net and centre of court.</p> <p>Understanding of most rules and able to officiate for others.</p>	<p>Striking and bowling games, complex fielding games trying to get an individual out at a time. Good knowledge of all rules and following consistently.</p> <p>Able to play full cricket games assisted by adult.</p>	<p>Working on isolated fundamental skills and recording and comparing against themselves and others.</p> <p>Including comparing against activities done in previous year to see own long term development. (building upon skills learnt in year 4.)</p>



Year 6	National Curriculum content summary of skills	<u>Invasion games</u>	<u>Invasion games</u>	<u>Dance and Gymnastics</u>	<u>Net and wall</u>	<u>Striking and fielding</u>	<u>Athletics & OAA</u>
		<p>Range of throwing and catching skills with an emphasis on speed and weight of passes at different ranges.</p> <p>Good tactical and rules knowledge. Able to officiate their own games fairly</p>	<p>Use a range of hockey skills manipulating the ball using the stick. Knowledge of how to dribble and push pass to a static target.</p> <p>Apply and select skills in a game situation confidently.</p> <p>Play effectively in different positions on the pitch including attack and defence.</p>	<p>Concentrating on high quality sequences that are fluid, varied and encompass all gymnastics aspects.</p> <p>Using specific impetus to create sequences with a partner which follow complex sequences set out by teacher.</p> <p>Using their own ideas from a theme to create a whole class composition which will be built upon throughout the term. Music and a theme should be used.</p>	<p>Using backhand and forehand to hit a ball showing good control and technique. Understanding of more complex shots such as drop shots and lob.</p> <p>Able to have rallies using correct technique most of the time. Begin to move towards and away from net and centre of court. Officiate own games.</p>	<p>Striking and bowling games, complex fielding games trying to get an multiple people out. Good knowledge of all rules and following consistently.</p> <p>Able to play full rounders games officiated by themselves.</p>	<p>Working on isolated fundamental skills and recording and comparing against themselves and others.</p> <p>Including comparing against activities done in previous year to see own long term development.</p>



IMPACT

EYFS & KEY STAGE 1

Starting in EYFS, the children will have learned how to use basic movements and have been introduced to functional skills that are **required** for sports with the expectation that by the end of Key Stage 1 the children will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively. They will understand the importance of fairness within athletics and sports in general. They will know what competition looks like as an individual and within a group and the importance of personal best.

The children will have a better understanding of key values such as; **love, hope, dignity** and **confidence**. They will begin to have an understanding of dealing with pressure and have introduced how to use basic tactics to gain an advantage over an opponent. This will help them when they go into the more sport-specific games in future years, they will know how to keep themselves **safe**.

In Gymnastics the children will have developed their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions. This gives them the functional skills required to perform competitively within a performance environment. The children will now be able to recognise gymnastic and dance skills and start to notice patterns and begin to piece together routines on a basic level whilst keeping themselves **safe**.

KEY STAGE 2

By the end of Key Stage 2 the children will have learnt how to pass with feet/Hands, Sending & Receiving with feet/hands, shooting with feet/hands and play in Competitive invasion games with pressure. They will have learnt and gathered an understanding of Attacking and Defending principles and be able to apply them in-game situations to outwit the opponent. They will understand and apply the **British values** within sport and activity. The children will have gained knowledge both technically and tactically and be able to apply them in-game situations. They will **understand the rules of the sports** they have done and are able **adhere and manage** their games using this knowledge.



The children will have developed their travelling skills such as rolling, jumping, Hopping, Balancing and the ability to create basic shapes and positions. They will be able to combine and form patterns of shapes. Develop strength, flexibility, technique, Control & Balance Use running, Jumping in isolation and combination. Perform Dances using a range of movement patterns. Upper KS2 will be able to perform with a partner using counter-balances and counter tension, be able to use synchronisation and canon within their routines and use more ways of travelling such as cartwheels. They will be able to **compare** and **contrast performances** and techniques to achieve **personal best** and **safely** get apparatus out use it in the correct way and put it back. They will also have mastered basic movements such as running & Jumping, Throwing & Catching and the techniques **required** for this. They will be able to use equipment to strike the ball and improve their hand-eye coordination and technique. They will understand the rules of these games and be able to **follow** and **enforce these rules without guidance**.

The children leaving Lostock Hall (at the end of Year 6) will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively. They will understand the importance of **fairness** within athletics and sports in general. All children will be able to take full **ownership** for their learning and are able to manage and run their own tournaments. They will have new skills through OAA including Archery, Golf and Orienteering. They will have a greater understanding of tournaments and competition and the importance of **personal best** within athletics and sports in general. They will be able to **analyse** this and **seek improvement**. Finally our pupils at St Chrysostom's through all of this will have **become role model citizens of our community**.