**Physical Education @MANDEVILLE**

**PE is My energy**

| Physical Education at Mandeville provides opportunities for pupils to become physically confident in a way which supports their health and fitness. It inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Through sport and dance children our aim is to build character and help to embed values such as fairness and respect whilst having fun. | |
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| **Year 6 Curriculum** | **KPI** |
| Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. | Use physical and teamwork skills well in a variety of different challenges |
| **Pupils should be taught to:** | |
| Perfect running, jumping, throwing and catching in isolation and in combination. | |
| Play competitive games, modified where appropriate [trampolining, football, netball], and apply basic principles suitable for attacking and defending | Choose when to pass or dribble, so that they keep possession and make progress towards the goal |
| Perfect strength, technique, control and balance [for example, through athletics and gymnastics] as well as dodging and feinting. | |
| Perform dances using an increased fluency of complex range of movement patterns. | Explain how a sequence is formed, using appropriate terminology to describe technique and composition |
| Take part in outdoor and adventurous activity challenges both individually and within a team. | Read a variety of maps and plans accurately, recognising symbols and features. |
| Watch and comment on the quality of movements, shapes and balances. Identifying which aspects were performed accurately, fluently and clearly. | Explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship |
| Suggest improvements to speed, direction and level in composition. | Identify what they need to improve in their performance and suggest how they could do this |
| Swim competently, confidently and proficiently o in a range of strokes over a distance of 25 metres. | |
| Perfect a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. | |
| Perform safe self-rescue in different water-based situations. | |

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| Progression of vocabulary |
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| Year 1<br>jump, roll, travel, climb, still, roll, throw, strike, kick, team, exercise<br><br>Year 2<br>teamwork , attack, defend, pattern, repeat, leap, hop, gallop, slide<br><br>Year 3<br>Warm-up, cool down, nutrition, flexibility, strength, possession, sequence, balance, travel, shape<br><br>Year 4<br>Stamina, collaboration, heart rate, skills,<br><br>Year 5<br>tactics, lactic acid, agility, pulse, coach, endurance<br><br>Year 6<br>Dynamics, composition, evaluate, reflect, adapt, facilitate, intensity. |

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