We strive to deliver outstanding PE that allows pupils to be physically active, develop a broad range of fundamental movement skills by thriving in physical activities, engage in extra-curricular activities and competitive sports in a safe and challenging environment which develop the ‘whole child’ .and foster a love of physical exercise.

Our**intent** is for every pupil to:

* Thoroughly enjoy being physically active and have the confidence to participate in different sports and physical activities.
* Develop a multi-ability (holistic) approach developing their physical, social, personal, creative, cognitive and health and fitness abilities through physical exercise – developing the ‘whole’ child
* Develop their self-confidence and resilience and become life-long physical, healthy and active participants
* Experience and have opportunities to improve, be challenged and reach their full potential in PE and sports-based activities
* Practise skills in a range of activities and to have the highest of expectations of themselves when performing these individually, in small groups and as part of a team being co-operative and competitive
* Understand the importance of their health and well-being by leading a healthy lifestyle through regular exercise and healthy nutrition
* Be advocates of PE, confidently talking about their achievements

This is**implemented** by:

* Using the ‘Real PE’ programme, to deliver a consistent fundamental movement skills approach which is progressive, inclusive and challenging for all
* High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the ‘whole child’
* Teaching a progressive and interactive programme designed to include, challenge and support the development of Fundamental Movement Skills at all ages, stages and abilities.
* Daily ‘brain breaks’, physical activities/active learning through the use of initiatives such as The Daily Mile, Joe Wicks, Cosmic Yoga, mindfulness, Zumba, tagtiv8 and dance activities (Go Noodle).
* Using an effective Long Term Plan for teachers/staff to ensure pupils have access to broad range of physical activities
* High quality planning that ensures consistency in teaching throughout school and challenge for all
* Investing in the School Sports Partnership to allow all pupils to participate in competitions with local schools
* Investing in training and CPD to ensure that staff remained upskilled by providing them with a wealth of fun and innovative teaching ideas
* Providing opportunities for sporting professionals to visit the pupils and inspire them by sharing their achievements
* Sports Leaders promoting positive attitudes towards PE and motivating their peers
* Providing many opportunities for varied extra-curricular sports and activities, clubs and competitions

The **impact** of our PE approach is:

* Every child develops their social, personal, creative, physical, cognitive and health and fitness abilities and reaches their full potential in a holistic way
* Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
* Children can work independently and in teams, co-operatively and competitively showing resilience and confidence
* Children know how to be a positive team member as well as a leader
* Every child makes good or outstanding progress in PE and enjoy participating in sport
* Children develop an understanding of health and well-being, improved self-esteem and resilience and become life-long participants in sport and physical activity
* The profile of PE and sport is widely recognised and highly celebrated within school and across the local area
* Evidenced by termly tracking of standards across the curriculum using bespoke school assessments
* Teachers have increased confidence when delivering high quality PE lessons
* Pupils talk confidently about PE and their learning, setting their own targets and ways to improve

**Here's what our children say:**

*"I just love everything about PE.” Johnny, Year 6*

*“I love Gymnastics because it’s fun how we learnt to travel and stretch.” Katie, Year 4*

“I like the warm-ups we do especially in gymnastics. We got to do lots of different jumps onto the thick mat – tuck, straddle, 360 jumps, roly-poly and a backwards roll.” Finlay, Year 5

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| KS1 | **Autumn Term**  Me and My World | **Autumn Term**  Dragons | **Spring Term**  Space | **Spring Term** Amazing Animals | **Summer Term**  Plants | **Summer Term**  Going to the Seaside |
| **Y1** | **PE Focus –**  *Agility, Balance and Coordination*  Teacher: Yoga  HLTAs: Real PE and Gymnastics (Unit-D)  **Knowledge and Skills to be developed:**  ~ Stay on task with help.  ~ Follow instructions.  ~ Practise safely.  ~Work on simple tasks by myself.  ~ Hopping, skipping, bouncing, jumping high and low  ~ Travelling  ~ Landing from a jump  ~ Observing, recognising and copying shapes.  ~ Repeat patterns  ~ Differing directions  ~ Linking actions.  ~Transfer to apparatus.  ~ Describe actions and movements.  ~ Begin to develop an understanding of what yoga is.  ~ Show awareness of space when travelling.  ~ Develop movement with some control.  ~ Begin to show focus and concentration when completing breathing exercises  ~ Recognise how my body feels when still and when exercising.  ~ Begin to show signs of concentration.  ~ Try again with the help of others. | **PE Focus –**  *Agility, Balance and Coordination*  Teacher: Dance  HLTAs: Real PE and Gymnastics (Unit-E)  **Knowledge and Skills to be developed:**  ~ Follow simple instructions.  ~ Understand and follow simple rules.  ~ Travelling confidently and competently on different body parts.  ~ Identifying small and large body parts  ~ Balancing  ~ Holding  ~ Linking balances smoothly  ~ Partner work  ~ High and low  ~ Differing speeds.  ~ Transfer to apparatus.  ~ Explore basic body patterns and movements to music.  ~ Use a variety of moves, including travelling moves that change direction, speed and level.  ~ Practice taking off from different positions.  ~Recognise how my body feels when still and when exercising.  ~ Begin to show signs of concentration.  ~Try again with the help of others. | **PE Focus –**  *Master Basic Movements*  Teacher: Gymnastics (Unit -F)  HLTAs: Real PE and Zumba  **Knowledge and Skills to be developed:**  ~ Play with others with help.  ~ Take turns.  ~ Work sensibly with others.  ~ Sharing.  ~ Spinning, rocking, turning  ~ Sideways Rolling  ~ Forward Rolling  ~ Curling and stretching  ~ Differing directions  ~ Control  ~ Planning and linking movements together  ~ Working safely  ~ Awareness of others  ~ Different shaped jumps  ~ Apply, adapt and transfer to apparatus  ~ Explore basic body patterns and movements to music.  ~ Use a variety of moves, including travelling moves that change direction, speed and level.  ~ Practice taking off from different positions.  ~ Say what I liked about someone else’s dance. | **PE Focus –**  *Master Basic Movements*  Teacher: Yoga  HLTAs: Real PE and Athletics    **Knowledge and Skills to be developed:**  ~ Observe and copy others.  ~ Explore and describe different movements.  ~Use varying speeds when running.  ~ Explore footwork patterns.  ~ Explore arm mobility.  ~ Explore different methods of throwing.  ~ Practise short distance running.  ~ Begin to develop an understanding of what yoga is.  ~ Talk about ideas inspired by different stimuli.  ~ Work with others to create yoga poses.  ~ Remember, copy and repeat actions, linking poses together.  ~ Say what I liked about someone else’s flow.  ~ Begin to show focus and concentration when completing breathing exercises  ~ Recognise how my body feels when still and when exercising | **PE Focus –**  *Using and applying basic movements*  Teacher: Gymnastics (Unit -G)  HLTAs: Real PE and  Zumba  **Knowledge and Skills to be developed:**  ~ Travel and move confidently in different ways.  ~ Perform a single skill or movement with some control.  ~ Perform a small range of skills and link two movements together.  ~Stretched balances  ~Long, wide and narrow body shapes  ~ Curled-up balancing and travelling  ~ Understanding contrasts in level and shape  ~ Demonstrating contrasts  ~ Observing, copying and describing others  ~ Tucked jump  ~ Leaping  ~ Sequencing three different movements.  ~Transfer, adapt and apply skills to apparatus  ~ Explore basic body patterns and movements to music.  ~ Use a variety of moves, including travelling moves that change direction, speed and level.  ~ Say what I liked about someone else’s dance. | **PE Focus –**  *Sending and Receiving*  Teacher: Dance  HLTAs: Real PE and Team Games (Invasion)  **Knowledge and Skills to be developed:**  ~ Describe simple changes to the way I feel when I exercise.  ~ Explain why exercise is important for good health.  ~Throw underarm  ~ Bounce & catch ball by self & with partner  ~ Kick/stop a ball using a confident foot while static  ~ Run straight and on a curve and sidestep with correct technique  ~ Begin to follow some simple rules in invasion games (attacking and defending)  ~Talk about ideas inspired by different stimuli.  ~Work with others to create dance moves.  ~Remember, copy and repeat actions, linking moves together.  ~ Say what I liked about someone else’s dance. |
| **Vocabulary** | balance, action, movement, stretch, control, space, pattern, poses, copy, perform, breaths, relaxation, calm  copy, space, control, jumping, rolling, climbing, balance, movement, forwards, backwards, sideways, stretch, curl, small/tall, straight/curved, wide/narrow, land, straight, tuck, pointed  running, jumping, throwing, speed, direction, team game, team-mate, rules  running, jumping, throwing, catching, hitting, kicking, team game, team-mate, rules  fitness, healthy, exercise, heart, muscles, diet, fair | | | | | |

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| KS1 | **Autumn Term**  Paddington Bear | **Autumn Term**  Space | **Spring**  **Term**  The Great Fire of London | **Spring Term**  Meerkat Mail | **Summer Term**  The Emperor’s Egg | **Summer Term**  The Lonely Beast |
| **Y2** | **PE Focus –** *Agility, Balance and Coordination*  Teacher: Yoga  HLTAs: Real PE and Gymnastics (Unit-H)  **Knowledge and Skills to be developed:**  ~ Follow instructions.  ~ Practise safely.  ~ Work on simple tasks by myself.  ~ Keep trying if at first I don’t succeed.  ~ Ask for help when appropriate.  ~ Travelling low to the ground.  ~ Travelling far away from the ground.  ~Identifying body parts to touch the ground  ~Taking weight on hands to lift the feet high.  ~Holding body parts high.  ~Contrasting shape and speed in balances.  ~Planning and Linking three movements smoothly.  ~ Control and coordination.  ~ Adapt, modify and transfer safely to apparatus.  ~ Know what yoga practice involves.  ~ Use clear shapes when performing poses.  ~ Copy, remember and repeat yoga flow.  ~ Say how my body feels when still, when exercising and when relaxing. | **PE Focus –**  *Agility, Balance and Coordination*  Teacher: Gymnastics (Unit -I)  HLTAs: Real PE and Zumba  **Knowledge and Skills to be developed:**  ~ Take turns.  ~ Work sensibly with others.  ~ Sharing.  ~ Help, praise and encourage others in their learning.  ~ Identifying pathways and directions  ~ Understanding and showing patterns and pathways  ~ Making large and small pathways  ~ Traveling with high and low movements  ~ Experimenting and linking different movements.  ~ Performing limited range of skills with a partner  ~ Apply knowledge, understanding, skills and linked movements to apparatus.  ~ Explore different levels and speeds of movement.  ~ Show contrasts in simple movements with good body shape and position  ~ Keep going even if I failed the first time.  ~ Understand the importance of warming up and cooling down. | **PE Focus –**  *Master Basic Movements*  Teacher: Dance  HLTAs: Real PE and  Athletics  **Knowledge and Skills to be developed:**  ~ Understand and follow simple rules.  ~ Name some things I am good at.  ~ Begin to order instructions, movements and skills.  ~ Recognise similarities and difference in performance and explain why someone is working or performing well.  ~ Run with agility and confidence.  ~ Learn the best jumping techniques for distance.  ~ Throw different objects in a variety of ways.  ~ Hurdle an obstacle and maintain effective running style.  ~ Run for distance  ~ Complete an obstacle course with control and agility.  ~ Choose moves to communicate a mood, feeling or idea.  ~ Work with others to create simple dances showing some control.  ~ Compose and perform simple dance phrases to music that show rhythm and control.  ~ Begin to provide feedback using key words | **PE Focus –**  *Master Basic Movements*  Teacher: Yoga  HLTAs: Real PE and Gymnastics (Unit-J)  **Knowledge and Skills to be developed:**  ~ Explore and describe different movements.  ~ Begin to compare movements and skills with those of others.  ~Select and link movements together to fit a theme.  ~ Turning jumps (quarter turn, half turn, three-quarter turn, full turn)  ~ Control and coordination  ~ Rolling in differing ways and directions  ~ Identifying body parts to spin on  ~ Turning in air, on the floor and on apparatus  ~Fixed body parts for twisting  ~Linking three movements showing contrasts in speed and level  ~Using knowledge to adapt work safely to apparatus  ~ Know what yoga practice involves  ~ Develop controlled movement and flexibility.  ~ Move from one pose to another thinking about my breath.  ~ Choose moves/poses to communicate a mood, feeling or idea.  ~ Work with others to create simple flows showing some control.  ~ Understand the importance of warming up and cooling down. | **PE Focus –**  *Sending and Receiving*  Teacher: Dance  HLTAs: Real PE and Team Games (striking and fielding)  **Knowledge and Skills to be developed:**  ~ Perform a range of skills with some control and consistency.  ~ Perform a sequence of movements with some change in level, direction or speed  ~Learn how to hold a bat/ stick/ racket appropriately.  ~ Position body to strike a ball.  ~ Develop catching skills  ~Learn skills and rules for playing striking and catching games.  ~Use fielding skills to play a game.  ~ Choose moves to communicate a mood, feeling or idea.  ~ Work with others to create simple dances showing some control.  ~ Compose and perform simple dance phrases to music that show rhythm and control.  ~ Begin to provide feedback using key words | **PE Focus –**  *Using and applying basic movements*  Teacher: Gymnastics  HLTAs: Real PE and Zumba  **Knowledge and Skills to be developed:**  ~ Explain why exercise is important for good health.  ~ Say how my body feels before, during and after exercise.  ~ Use equipment appropriately.  ~ Move and land safely.  ~Know how movement can be linked smoothly and continuously  ~ Planning sequences or patterns which they can remember and repeat  ~Recognising and using changes un level, speed and direction  ~Composing and performing simple sequences with a partner  ~Using knowledge to adapt work safely to apparatus  ~ Explore different levels and speeds of movement.  ~ Show contrasts in simple movements with good body shape and position  ~ Keep going even if I failed the first time.  ~ Understand the importance of warming up and cooling down.  ~ Begin to provide feedback using key words |
| **Vocabulary** | balance, action, movement, stretch, control, space, pattern, poses, copy, perform, breaths**,** relaxation, calm, **sequence, agility, coordination, flexibility**  copy, space, control, jumping, rolling, climbing, hanging, balance, movement, forwards, backwards, sideways, stretch, curl, small/tall, straight/curved, wide/narrow land, straight, tuck, pointed, **agility**  running, jumping, throwing, speed, direction, team game, team-mate, rules, **distance, height,** **challenges, competition,** **obstacles**  running, jumping, throwing, catching, hitting, kicking, team game, team-mate, rules, **opponent, coordination, agility, tactics, attacking, defending, leader, challenges, competition**  fitness, healthy, exercise, heart, muscles, diet, mindfulness, fairness, respect | | | | | |

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| Lower KS2 | **Autumn Term**  Stone Age | **Spring Term**  Romans | **Summer Term**  North America |
| **Y3** | **PE Focus –** *Co-ordination and balance; Personal and Social*  Teacher: Real PE Unit 1, Real PE Unit 2  HLTAs: Dance and Games (Bench ball)  Swimming  Teacher: Fitness (extra)  **Knowledge and Skills to be developed:**  ~ Know where I am with my learning  ~ Begin to challenge myself  ~ Co-ordination – footwork  ~ Static balance on one leg  ~ Show patience and support others  ~ Listen well to them about our work.  ~ Dynamic balance – jumping and landing  ~ Static balance – seated  ~ Explore dance movements and create patterns of movement  ~ Develop precision of movement  ~ Work cooperatively with a partner and with a group to create a dance piece.  ~ Perform in front of others with confidence.  ~ Show body awareness  ~ Understand the importance of warming up and cooling down, both my body and mind.  ~ Use knowledge of dance to create a story in small groups.  ~ Perform a dance with rhythm and expression.  ~ Practise accuracy of throwing and consistent catching.  ~ Throw the ball back and forth to a partner over a small space  ~ Use throwing and catching skills in a game.  ~ Begin to throw a ball over a net  ~ Move from a ready position into an attacking/defending position quickly  ~ Play a game fairly and in a sporting manner  ~ Map colours and common basic symbols  ~ Use maps and diagrams to orientate themselves and successfully navigate around a simple course  ~ Undertake simple orienteering exercises both indoors and in the school grounds  ~ Apply the safety considerations required when participating in a particular activity  ~ Participate in a range of activities which involve working with and trusting others  ~ Respond to simple challenges and problem solving tasks in a familiar environment  ~ Listen and follow instructions and recognise what is needed to keep themselves safe  ~ Talk about what they and others have done using the appropriate key words.  ~ Make suggestions with guidance about how to improve performance  ~ Show an understanding of how the body is affected by exercise  ~ Understand the importance of warming up properly and cooling down  ~ Know that heart rate will be raised during physical activity and why this is important  ~ Practise activities to improve fitness  ~ Measure and record results  ~ Begin to evaluate improvement in fitness and technique linked to practice | **PE Focus –** *Co-ordination and balance; Cognitive and Creative*  Teacher: Real PE Unit 3 Real PE unit 4, HLTAs: Gymnastics (L) and Athletics  Swimming  **Knowledge and Skills to be developed:**  ~ Understand the simple tactics of attacking and defending.  ~ Explain what I am doing well  ~ Begin to identify areas for improvement  ~ Dynamic balance on a line  ~ Co-ordination – ball skills  ~ Make up my own rules and versions of activities.  ~ Respond differently to a variety of tasks or music  ~ Co-ordination – sending and receiving  ~ Counter balance – In pairs  ~ Travelling showing a range of stretched and curled shapes  ~ Joining together two or more actions  ~ Demonstrate stretched and curled balances on different body parts in high and low positions  ~ Compose a short sequence with a partner  ~ adapt and transfer skills onto apparatus  ~ Run in different directions and at different speeds, using a good technique.  ~ Improve throwing technique.  ~ Reinforce jumping techniques.  ~ Understand the relay and passing the baton.  ~ Choose and understand appropriate running techniques.  ~ Compete in a mini-competition, recording scores. | **PE Focus –** *Agility and Balance; Applying physical and Health and Fitness*  Teacher: Real PE Unit 5, Real PE Unit 6, HLTAs: Gymnastics (O) and Games (Kick it!)  Teacher: Yoga (Extra)  **Knowledge and Skills to be developed:**  ~Perform and repeat longer sequences with clear shapes and controlled movement.  ~ Agility, reaction and response  ~ Static balance – floor work  ~ Describe how and why my body feels during and after exercise.  ~ Explain why we need to warm up and cool down  ~ Agility – ball chasing  Static balance – Stance  ~ Identify ‘change of front’  ~ Demonstrate ¼, ½ and ¾ turning jumps  ~ Move in a variety of ways using different directions  ~ select movements to create a sequence showing change of front and direction  ~ transfer skills onto apparatus  ~ Build strength and flexibility in seated and standing yoga poses.  ~ Begin to show awareness of having a strong foundation for balanced poses.  ~ Notice how I am feeling when I follow a breathing exercise  ~ Work cooperatively with a partner and with a group to create a yoga flow / dance piece.  ~ Perform in front of others with confidence  ~ Understand the importance of being calm.  ~ Use knowledge of yoga to create a story in small groups.  ~ Perform a yoga flow with a greater number of poses.  ~ Develop different kicks  ~ Develop dribbling skills for control using inside and outside of foot  ~ Be aware of others when playing games.  ~ Choose the correct skills to meet a challenge. ~ Perform a range of actions, maintaining control of the ball.  ~ Consolidate and develop a range of skills in striking and fielding.  ~ Develop and investigate different ways of throwing (when fielding) and know when it is appropriate to use them.  ~ Practise the correct technique for catching a ball and use it in a game.  ~ Consolidate and develop a range of skills in striking and fielding.  ~ Practise the correct technique for fielding and use it in a game situation.  ~ Strike the ball with feet for distance |
|  | ~ Develop basic pool safety skills and confidence in water.  ~ Develop travel in vertical or horizontal position and introduce floats.  ~ Develop push and glides, any kick action on front and back with or without support aids.  ~ Develop entry and exit, travel further, float and submerge.  ~ Develop balance, link activities and travel further on whole stroke.  ~ Show breath control.  ~ Introduction to deeper water.  ~ Treading water.  ~ Use a range of strokes effectively (front crawl, backstroke & breaststroke).  ~ Swim competently, confidently and proficiently for at least 25m.  ~ Perform safe self-rescue in different water-based situations. | |  |
| **Real PE Vocabulary** | Cope well, persevere, improve, practice, challenge, persevere, cooperation, patience, support, praise and encourage, identify strengths and areas for improvement, spatial awareness, simple tactics, attacking and defending, order, instructions, movements and skills, actions, sequences, expression, challenge, movements, expression, compare, tension, flow, jumping, throwing, control, range of skills, control, consistency, changes in level, direction and speed, basic fitness, healthy, record and monitor | | |
| **Dance/Yoga**  **Vocabulary** | balance, action, direction, space, travel, movement, stretch, control, space, pattern, poses, copy, perform, breaths, relaxation, calm,  sequence, agility, coordination, flexibility, rhythm, expression  **plan, repeat, clear, fluent, expressive, refine, create, convey, speed, levels, suppleness, physical strength, practise** | | |
| **Gymnastics Vocabulary** | Travelling, stretched, curled, actions, rolling, jumping, cartwheel, contrasting, balances, body parts, patches, points, high, medium, low, face-to-face, side-by-side, passing over, short sequence, partner, performance, adapt  Change of front (using a jump to change the way you face), ¼, ½, ¾ turns, directions, forwards, backwards, sideways, diagonal, diagonally forward, diagonally backwards, change of direction, rolls, jumps, bunny-hop, extend, adapt | | |
| **Games Vocabulary** | running, jumping, throwing, catching, hitting, kicking, team game, team-mate, rules  opponent, coordination, agility, tactics, attacking, defending, leader, challenges, competition  throw, catch, control, accuracy, strike, field, tactics, opposition, rules, fair play, maintain, possession, pass, lead, respect  distance, height, challenges, competition, obstacles  **sprint, conserve energy, sustain performance, throwing techniques, under arm, over arm, shoulder pass, chest pass, bounce pass, accuracy, target, jump (one to one; one to two; two to one; two to two, one to opposite one), run up,** | | |
| **Swimming Vocabulary** | **Swim, unaided, stroke, coordinate breathing, coordinate movements, surface, under water 25 metres.**  **100 metres, range, breast stroke, front crawl, back stroke, breathing technique, swimming pattern, fluent, controlled strokes, turn efficient, lengths, self-rescue** | | |
| **Fitness/OAA**  **Vocabulary** | **Appropriate equipment, manage risks, lead, part of a team, team work, support, seek support, resilience, alternatives, thinking, initiative, maps, compasses, orientate, orientation, change, plans, conditions, symbols,**  **Warm up, cool down, competence, resilience, skills, strategy, effectiveness, personal best, improvement, confidence, effort, practise, heart rate** | | |

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| Lower KS2 | **Autumn Term**  Anglo-Saxons and Vikings | **Spring Term**  Ancient Greeks | **Summer Term**  Yorkshire |
| **Y4** | **PE Focus –**  *Co-ordination and balance; Personal and Social*  Teacher:: Real PE Unit 1, Real PE Unit 2  HLTAs: Dance Games (Net/wall – Volleyball)  **Knowledge and Skills to be developed:**  ~ Know where I am with my learning  ~ Begin to challenge myself  ~ Co-ordination – footwork  ~ Static balance on one leg  ~ Show patience and support others  ~ Listen well to them about our work.  ~ Show and tell my ideas  ~ Dynamic balance – jumping and landing  ~ Static balance – seated  ~ Identify and practice the patterns and actions of a chosen dance style  ~ Using a range of movement patterns, show an awareness of the music’s rhythm and phrasing  ~ Create partnered and small group dances that reflect the dancing style and apply the key components of dance.  ~ Recognise my thoughts and begin to understand some of my feelings.  ~ Talk about new experiences with others.  ~ Respond imaginatively to stimuli related to character/music/ story.  ~ Perform clear and fluent flows / dances that reflect the stimuli/chosen dance style.  ~ Evaluate my own and others’ work.  ~ Identify and apply techniques for hitting a volley ball.  ~ Develop the techniques for strokes and volleys.  ~ Develop the basic skills in volleyball – passing, serving, digging and spiking (blocking and setting)  ~ Practise all techniques.  ~ Use the scoring system and court for volleyball.  ~ Play a volleyball game using a serve and the correct selections of shots. | **PE Focus –**  *Co-ordination and balance; Cognitive and Creative*  Teacher: Real PE Unit 3, Real PE unit 4 HLTAs: Gymnastics (Q) OAA  **Knowledge and Skills to be developed:**  ~ Understand the simple tactics of attacking and defending.  ~ Explain what I am doing well  ~ Identify areas for improvement  ~ Dynamic balance on a line  ~ Co-ordination – ball skills  ~ Make up my own rules and versions of activities.  ~ Respond differently to a variety of tasks or music  ~ Recognise similarities and differences in movements and expression  ~ Co-ordination – sending and receiving  ~ Counter balance – In pairs  ~ Show a variety of travelling, jumping, rolling and balancing skills  ~ Understand how different body parts are capable of receiving body weight  ~ Use skills which transfer weight from hands to feet and back to feet again  ~ Move smoothly into and from a balance  ~ Link balances with travelling and rolling actions  ~ Show different levels, shapes and speeds  ~ Create a side-by-side sequence with a partner  ~ Transfer ideas and skills onto apparatus, extending and adapting as appropriate  ~ Read a map using more complex keys and symbols to complete a variety of orienteering exercises  ~ Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc.  ~ Construct a basic shelter in a safe environment  ~ Respond to more varied challenges in different environments  ~ Recognise what is needed to keep themselves and others safe  ~ The need for and correct use of specialist equipment  ~ Describe what they and others have done using an increasing range of vocabulary in order to improve their performances  ~ Make use of ICT to view performances | **PE Focus –**  *Agility and Balance; Applying physical and Health and Fitness*  Teacher: Real PE Unit 5, Real PE Unit 6  HLTAs: Yoga Fitness  **Knowledge and Skills to be developed:**  ~Perform and repeat longer sequences with clear shapes and controlled movement.  ~ Select and apply a range of skills with  good control and consistency  ~ Agility, reaction and response  ~ Static balance – floor work  ~ Describe how and why my body feels during and after exercise.  ~ Explain why we need to warm up and cool down  ~ Agility – ball chasing  Static balance – Stance  ~ Keep a strong foundation when performing balances.  ~ Strengthen body in standing, seated and balanced poses and forwards and backward bends  ~ Know how breathing techniques can help me to feel calmer  ~ Create and sequence paired yoga poses that reflect the theme of the session.  ~ Understand the value of relaxation on both my body and mind.  ~ Respond imaginatively to stimuli related to character/music/ story.  ~ Evaluate my own and others’ work.  ~ Understand the importance of warming up and cooling down properly (preparing body and preventing injury)  ~ Learn fitness skills during circuit training  ~ Practise and improve fitness skills  ~ Measure and record results  ~ Begin to measure their pulse rate accurately  ~ Begin to evaluate the effect of fitness activity on pulse rate |
| **Real PE Vocabulary** | Cope well, react positively, persevere, improve, regular practice, challenge, persevere, cooperation, give feedback, patience, support, praise and encourage, judge performance, identify strengths and areas for improvement, spatial awareness, simple tactics, attacking and defending, order, instructions, movements and skills, link actions, develop sequences, expression, challenge, movements, expression, compare, tension, flow,  Jumping, throwing, control, range of skills, good control, consistency, changes in level, direction and speed, basic fitness, healthy, record and monitor | | |
| **Dance/Yoga**  **Vocabulary** | Travel, stillness, freeze, statue, gallop, skip, hop, bounce, spring, turn, spin, direction, forwards, backwards, sideways, space, sequence, body parts, levels, speed, space, dynamics, repetition, action and reaction, pattern, moods, feelings,  Poses, balances, standing, seated, paired, relaxation, imagination, create, sequence, reflect, respond, breathing techniques, evaluate | | |
| **Gymnastics Vocabulary** | Travel, jump, roll, balance, balance, actions, body parts, patches, points, receive, transfer, smooth movements, fluent, levels, shapes, speeds, direction, side-by-side, extend, adapt, sequence, partner, plan, perform, repeat, clear, refine, variety of ways, flight, placement, alignment | | |
| **Games Vocabulary** | Technique, net, volley, serve, pass, dig, spike, block, set, footwork, position, rules, scoring, create space, attack, defend, tactics, problem solving, solutions, rally, umpire, | | |
| **Fitness/OAA**  **Vocabulary** | Orienteering, north, east, south, west, map skills, compass, symbols, communication, confidence, self-esteem, balance, co-ordination, team work, perseverance, determination, barriers, strength, agility, risk-taking, problem solving,  Resilience, technique, competence, self-motivation, effectiveness, personal best, personal improvement, circuit training, measure, record, pulse rate, practise, perseverance | | |

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| Upper KS2 | **Autumn Term**  Beside the Seaside | **Spring Term**  Egypt | **Summer Term**  Local area - York |
| **Y5** | **PE Focus –** *Co-ordination, static balance, agility, reaction and response; Cognitive and Creative*  Teacher: Real PE Unit 1, Real PE Unit 2  HLTAs: Gymnastics (T) and Games (Invasion – netball)  Swimming (top up)  Teacher: Fitness /Yoga(extra)  **Knowledge and Skills to be developed:**  ~ Have a clear idea of how to develop my own and others’ work  ~ Recognise and suggest patterns of play which will increase chances of success  ~ Begin to develop methods to outwit opponents  ~ Co-ordination – ball skills  ~ Agility, reaction and response  ~ Respond imaginatively to different situations,  ~ Adapt and adjust my skills, movements or tactics  ~ Static balance – seated  ~ Static balance – floor work  ~ Show a range of bridges  ~ Create a sequence joining movements of bridges and rolls  ~ Travel in different directions  ~ Move smoothly into and from bridges  ~ Create a balanced sequence using a variety of levels, speeds and directions  ~ Transfer and extend onto apparatus  ~ Demonstrate basic passing and receiving skills using a netball.  ~ Develop an understanding and knowledge of the basic footwork rule of netball.  ~ Use good hand/eye co-ordination to pass and receive a ball successfully.  ~ Develop skills in the range of passes – chest pass, overhead pass, bounce pass and understand which pass to use depending on the distance the ball needs to travel.  ~ Understand the importance of ‘getting free’ in order to receive a pass.  ~ Understand how to make space by moving away and coming back and by dodging.  ~ Be able to demonstrate a range of defending skills and understand how to mark an opponent. ~ To understand how to intercept a pass.  ~ Learn how to shoot.  ~ Understand the different positions in a netball team (five-a-side).  ~ Recognise which positions are attacking and which are defending  ~ Use and refine the following skills: flexibility, strength, balance, power and mental focus.  ~ Use breathing techniques as a tool for controlling feelings such as anxiety or anger.  ~ Listen to others and share ideas with about how to make improvements.  ~ Begin to take encouragement and advice from others.  ~ ‘Tune out’ distractions and direct my attention to the present moment.  ~ Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears.  ~ Explore my own feelings and the feelings of others.  ~ Improve my concentration and mood through relaxation techniques.  ~ Perform yoga sequence that includes a variety of poses including standing, seated and balanced postures.  ~ Know exercise affects the body in the short-term and long term  ~ Warm up and prepare appropriately for different activities.  ~ Explain why physical activity is good for health and well-being.  ~ Understand that wearing appropriate clothing and being hygienic is good for health and safety.  ~ Consolidate existing skills and gain new ones.  ~ Perform actions and skills with more consistent control and quality.  ~ Measure effects of exercise on pulse rate over time  ~ Evaluate the effect of differing fitness activity on pulse rate | **PE Focus –** *Dynamic, static and counter balance; Social and applying physical*  Teacher: Real PE Unit 3, Real PE unit 4, HLTAs: Dance and Athletics  Swimming (top-up)  **Knowledge and Skills to be developed:**  ~ Give and receive sensitive feedback to improve myself and others.  ~ Begin to negotiate and collaborate appropriately  ~ Dynamic balance – on a line  ~ Counter balance in pairs  ~ Use combinations of skills confidently in sport specific contexts.  ~ Perform a range of skills in practice situations  ~ Static balance - 1 leg  ~ Dynamic balance – jumping and landing  ~ Show fluency and control when practising the patterns and actions of a chosen dance style  ~ Show awareness of the music’s rhythm and phrasing when improvising  ~ Listen to others and share ideas with about how to make improvements.  ~ Begin to take encouragement and advice from others.  ~ Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears.  ~ Show enthusiasm for the ideas of others.  ~ Perform fluent dances that vary in direction, space and rhythm and show characteristics of the different styles, eras and cultures.  ~ Select and maintain a running pace for different distances.  ~ Practise throwing with power and accuracy.  ~ Throw safely and with understanding.  ~ Demonstrate good running technique in a competitive situation.  ~ Explore different footwork patterns.  ~ Understand which technique is most effective when jumping for distance.  ~ Utilise all the skills learned in a competition. | **PE Focus –** *Co-ordination, agility and static balance; Health and fitness and personal*  Teacher: Real PE Unit 5, Real PE Unit 6, HLTAs: Gymnastics (U) and Games (Striking and fielding – rounders)  Teacher: OAA (extra)  **Knowledge and Skills to be developed:**  ~ With others, select and perform appropriate warm up and cool down activities.  ~ Begin to identify possible dangers when planning an activity  ~ Static balance – Stance  ~ Co-ordination - footwork  ~ See all new challenges as opportunities to learn and develop.  ~ Recognise my strengths and weaknesses and can set myself appropriate targets  ~ Agility – ball chasing  ~ Co-ordination – sending and receiving  ~ Identify 5 basic jumps  ~ Take off and land safely in different directions  ~ Create a sequence joining three different jumps or a jump and a roll, showing variation in pathway  ~ Spring from feet to hands and back to feet again  ~ Partner work – a controlled jump and roll showing contrasting body shapes  ~ Compose a sequence showing 2 different jumps, landings and rolls, plus 1 action of flight  ~ Transfer skills safely to apparatus  ~ Develop and investigate different ways of throwing, and to know when each is appropriate.  ~ Use ABC (agility, balance, co-ordination) to field a ball well.  ~ Use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.  ~ Use hand-eye coordination to strike a moving and a stationary ball.  ~ Develop fielding skills and understand their importance when playing a game.  ~ Learn the different fielding roles and their importance in the game (i.e. backstop, bowler, 1st post, 4th post, deep fielders)  ~ Play in a competitive situation, and to demonstrate sporting behaviour (rounders).  ~ Plan and organise a simple orienteering trail using a variety of map reading and compass skills ~ Make more complex route choices  ~ Develop skills in unfamiliar and varying terrain  ~ Apply the skills and safety requirements for survival in an outdoor environment  ~ Devise appropriate responses to challenges and tasks and adapt to changing circumstances  ~ Accept responsibility for personal and group safety  ~ Make informed judgements about their own and others performances and use this to improve the quality and variety of their own work using an increasingly wider range of subject vocabulary  ~ Record, view and evaluate their own performances independently |
|  | ~ Develop basic pool safety skills and confidence in water.  ~ Develop travel in vertical or horizontal position and introduce floats.  ~ Develop push and glides, any kick action on front and back with or without support aids.  ~ Develop entry and exit, travel further, float and submerge.  ~ Develop balance, link activities and travel further on whole stroke.  ~ Show breath control.  ~ Introduction to deeper water.  ~ Treading water.  ~ Use a range of strokes effectively (front crawl, backstroke & breaststroke).  ~ Swim competently, confidently and proficiently for at least 25m.  ~ Perform safe self-rescue in different water-based situations. | |  |
| **Real PE Vocabulary** | Develop, recognise and suggest, success, develop methods, outwit opponents, judge performance, identify strength and weaknesses, awareness of space, good decisions, tactics, adapting and adjusting skills, movements or tactics, different from, in contrast, link actions and develop sequences of movements, express ideas, change tactics, rules or tasks, fun, challenge, perform better, sensitive feedback, negotiate and collaborate, cooperate, organise, guide, competitive situations, combinations of skills, perform fluently and accurately, good body tension, running, jumping and throwing activities, different types and levels of fitness, self-select, perform, warm up and cool down, dangers, safety, health and fitness, expectations, record and monitor, new challenges, strengths and weaknesses, appropriate targets, react positively, persevere, improve, regular practice | | |
| **Dance/Yoga**  **Vocabulary** | compose, create, original, imaginative, expressive, precise, strong, body posture, complex, high energy, slow grace, combine, strength, stamina, maintain, patterns, actions, rhythm, phrasing, encourage, fluent, perform, direction, space,  flexibility, strength, power, balance, mental focus, refine, resilience, perseverance, sequences, concentration, poses, standing, seated, balanced, co-ordination, inhale, exhale, breathing techniques | | |
| **Gymnastics Vocabulary** | Range, bridges, sequence, joining movements, roll, travel, different directions, fluency, smooth movements, balanced sequence, levels, speeds, directions, extend; jumps (1 to 1 foot; 1 to other foot; 1 to 2 feet; 2 to 2 feet; 2 feet to 1 foot), roll, clear body shapes, take off, landing, safely, different directions, pathway, sequence, variation, spring, controlled, contrasting, flight, partner | | |
| **Games Vocabulary** | **choose, combine, technique, passing, catching, sending, receiving, throwing, possession, space, area, dodge, footwork, score, shoot, block, mark, positions (GA, GS, C etc.), court, distance, off-side, tactics, points, possession, isolation (alone), team work, strike, bowled, backstop, fielding, defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, attacking, defending, communication, positions (bowler, backstop, posts, deep fielders)**  **sprint, hurdle, choose, throw accurately, power, refine performance, analyse technique, body shape, control, take offs, landings, compete, track, personal best, set targets, improve,** | | |
| **Swimming Vocabulary** | **Swim, unaided, stroke, coordinate breathing, coordinate movements, surface, under water 25 metres.**  **100 metres, range, breast stroke, front crawl, back stroke, breathing technique, swimming pattern, fluent, controlled strokes, turn efficient, lengths, self-rescue** | | |
| **Fitness/OAA**  **Vocabulary** | **select equipment, identify and manage risks, ask for and listen to advice, commitment, respect, teamwork, empathise, support (without being asked), positivity, challenging circumstances, assess and adapt, safety ensured, map skills, symbols, compass points, contouring, north-east, north-west, south-east, south-west, communication, perseverance, determination, personal barriers, risk-taking**  resilience, competence, previous goals, perseverance, skills, strategy, self-motivation, determination, goals, practice, personal best, refine technique, improve, effectiveness, hygiene, appropriate clothing and equipment, pulse rate, heart rate, breathing, effects, short-term, long term, consistency, control, quality | | |

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| Upper KS2 | **Autumn Term**  World War 2 | **Spring Term**  Rainforests | **Summer Term**  London |
| **Y6** | **PE Focus –**  *Co-ordination, static balance, agility, reaction and response; Cognitive and Creative*  Teacher: Real PE Unit 1, Real PE Unit 2  HLTAs: Gymnastics (X) and Games (invasion –Rugby)  Teacher: Fitness (extra)  **Knowledge and Skills to be developed:**  ~ Share clear ideas of how to develop my own and others’ work  ~ Recognise and suggest patterns of play which will increase chances of success  ~ Develop methods to outwit opponents  ~ Co-ordination – ball skills  ~ Agility, reaction and response  ~ Respond imaginatively to different situations,  ~ Adapt and adjust my skills, movements or tactics so they are different from or in contrast to others  ~ Static balance – seated  ~ Static balance – floor work  ~ Spatial relationships  ~ Compose an individual sequence comprising of travel, jump, roll and balance  ~ Teach sequence to a partner and perform together  ~ Use matching movements with partner precisely (same arm, same leg, same time)  ~ Use mirroring movements with a partner (same actions but opposite limbs)  ~ Show matching, mirroring, symmetrical and asymmetrical balances and shapes  ~ Create a sequence linking 4 balances with travelling, jumping and turning, showing varied speed, level and direction  ~ Adapt and transfer skills from floor to apparatus  ~ Practise technique to hold and pass a Rugby ball (sideways and back).  ~ Practise technique to catch and receive a Rugby ball  ~ Pass and carry a ball using balance and coordination.  ~ Work as a team, using ball-handling skills.  ~ Understand the basic rules of tag rugby.  ~ Use skills learned to play a game of tag rugby.  ~ Apply rules and skills learned to a game.  ~ Play in a mini tag rugby competition.  ~ Select appropriate warm ups and cool downs to prepare/recover for/from different activities  ~ Use the correct technique in a variety of circuit exercises  ~ Understand the core muscles of the body and their importance  ~ Use the correct techniques in a range of exercise aimed to strengthen the core muscles  ~ Understand the muscles in the arms and legs and their importance  ~ Use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs  ~ Understand the importance of cardiovascular training  ~ Use the correct technique in a variety of circuit exercises and improve on previous results | **PE Focus –**  *Dynamic, static and counter balance; Social and applying physical*  Teacher: Real PE Unit 3, Real PE unit 4, HLTAs: Dance and Games (net/wall – tennis/badminton)  **Knowledge and Skills to be developed:**  ~ Give and receive sensitive feedback to improve myself and others.  ~ Negotiate and collaborate appropriately  ~ Dynamic balance – on a line  ~ Counter balance in pairs  ~ Use combinations of skills confidently in sport specific contexts.  ~ Perform a range of skills fluently and accurately in practice situations  ~ Static balance - 1 leg  ~ Dynamic balance – jumping and landing  ~ Demonstrate flexibility, strength, technique, control and balance in dance performances.  ~ Show awareness of and use musical structure, rhythm and mood, and can dance accordingly  ~ Adapt and refine (in pairs/group) dances to ensure they reflect the chosen dance style.  ~ Reflect on how effort leads to success and begin to encourage others to work hard.  ~ Show resilience and the ability to stick at an activity and find alternative ways if the first attempt doesn’t work.  ~ Enjoy new experiences and talk about these with others.  ~ Create and perform dances in a variety of styles consistently.  ~ Use appropriate criteria and terminology to evaluate strengths and weaknesses in own and others’ performances.  ~ Become familiar with balls/shuttles and rackets.  ~ Demonstrate and use the correct grip of the racket  ~ Learn how to get the ball/shuttle into play.  ~ Use good hand/eye co-ordination to be able to contact the shuttle/ball with the face of the racket.  ~ Accurately serve  ~ Build up a rally (increasing accuracy of strokes).  ~ Develop the techniques for different shots and strokes  ~ Use the scoring system and court for singles tennis or badminton.  ~ Play a variety of shots in a game situation and to explore when different shots should be played. .  ~ Play a game using correct serves and the correct selections of shots.  ~ Understand how to use different shots to outwit an opponent in a game.  ~ Develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used | **PE Focus –**  *Co-ordination, agility and static balance; Health and fitness and personal*  Teacher: Real PE Unit 5, Real PE Unit 6, HLTAs: Gymnastics (AA) and Games (striking and fielding – cricket)  Teacher: OAA /Yoga (extra)  **Knowledge and Skills to be developed:**  ~ Self-select and perform appropriate warm up and cool down activities.  ~ Identify possible dangers when planning an activity  ~ Static balance – Stance  ~ Co-ordination - footwork  ~ See all new challenges as opportunities to learn and develop.  ~ Recognise my strengths and weaknesses  ~ Set myself appropriate targets  ~ Agility – ball chasing  ~ Co-ordination – sending and receiving  ~ Counter-balance and counter-tension  ~ Show counter-balance and counter-tension balances in twos or threes  ~ Variations developed through body shape, different levels and pushing/pulling on different body parts  ~ Varied methods of moving into and away from balances  ~ Link four combined balances with movements showing variations in level, speed and direction  ~ Adapt and transfer skills, principles and sequences onto appropriate apparatus  ~ Develop skills in batting and fielding.  ~ Use fielding skills to stop the ball effectively.  ~ Throw and catch under pressure.  ~ Choose fielding techniques.  ~ Run between the wickets.  ~ Run, throw and catch with confidence and accuracy.  ~ Develop a safe and effective overarm throw.  ~ Learn batting control.  ~ Learn the rules for cricket.  ~ Learn the role of wicket keeper.  ~ Play in a tournament and work as team, using tactics and all the skills learned in order to beat another team.  ~ Use and refine the following skills: flexibility, strength, balance, power and mental focus.  ~ Apply knowledge of breathing exercises to help manage emotions across everyday life.  ~ Adapt and refine (in pairs/group) flows to ensure they reflect the chosen yoga theme.  ~ Reflect on how effort leads to success and begin to encourage others to work hard.  ~ Show the resilience and ability to stick at an activity and find alternative ways if the first attempt doesn’t work.  ~ Enjoy new experiences and talk about these with others.  ~ Apply mindfulness and relaxation skills to everyday life, both at home and at school.  ~ Construct and perform yoga flows using balances and transitional movements.  ~ Use appropriate criteria and terminology to evaluate strengths and weaknesses in my own and others’ performances.  ~ Show increasing control when performing more advanced survival skills  ~ Plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings  ~ Plan and undertake a journey in the outdoors  ~ Participate in the different types of orienteering courses in preparation for competition and participating in the sport of orienteering  ~ Plan and respond to more complex challenges in different environments and in unfamiliar circumstances  ~ Work with others to identify potential hazards and devise strategies to ensure that safe working practices and followed  ~ View and appraise their own and others performances with confidence using range of appropriate language |
| **Real PE Vocabulary** | Review, analyse and evaluate, strengths and weaknesses, read and react, different game situations, develop, recognise and suggest, success, develop methods, outwit opponents, judge performance, identify strength and weaknesses, awareness of space, good decisions, tactics, effectively disguise, respond imaginatively, adapting and adjusting skills, movements or tactics, different from, in contrast, link actions and develop sequences of movements, express ideas, change tactics, rules or tasks, fun, challenge, involve and motivate, perform better, sensitive feedback, negotiate and collaborate, cooperate, organise, guide, transfer skills and movements, consistent and effective, competitive situations, combinations of skills, perform fluently and accurately, good body tension, running, jumping and throwing activities, different types and levels of fitness, plan, basic fitness programme, self-select, perform, warm up and cool down, dangers, safety, health and fitness, expectations, record and monitor, create plans, critical feedback, new challenges, strengths and weaknesses, appropriate targets, react positively, persevere, improve, regular practice | | |
| **Dance/Yoga**  **Vocabulary** | Travel, stillness, direction, flexibility, strength, control, balance, adapt, refine, technique, pattern, sequence, rhythm, mood, variation, unison, canon, action, reaction, effort, success, resilience, create, perform, consistency, evaluate, strengths, weaknesses, improve, refine,  Flexibility, strength, balance, power, mental focus, adapt, refine, improve, breathing, perseverance, resilience, determination, construct, perform, flow, transitional movements, language and terminology, | | |
| **Gymnastics Vocabulary** | Spatial awareness, compose, individual, sequence, travel, roll, jump, balance, turn, teach, perform, partner, match, mirror, precise, asymmetrical, symmetrical, shapes, link, speed, level, direction, varied, adapt, transfer  Counter-balance, counter-tension, balances, body shape, pushing, pulling, body parts, principles complex, well-executed, range of movements, swing, springing, vault, inversions, upright, rotate, bend, stretch, twist, gestures, hold, strong, fluent, expressive, set pieces, linking elements, body rotation, floor performances, practise, techniques, kinaesthetic awareness, well-rehearsed | | |
| **Games Vocabulary** | **Tag, goal line, touchline, ‘try’, scoring, free pass, pass back, knock on, offside, attack, defend, tactics, choose, combine, technique, passing, points, possession, isolation (alone), pitch, team work, volleyed, forehand, backhand, technique, serve (over arm/underarm), tennis court, areas, defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, bat, ball, stumps, wickets, batting, fielding, underarm throw/bowl, over arm throw/bowl, scores, runs, pitch, strike, bowl, body behind the ball, fielding, batting, tactics** | | |
| **Fitness/OAA**  **Vocabulary** | Orienteering, map skills, compass, symbols, contours, grid, reference, co-ordinates, communication, confidence, self-esteem, team work, strength, agility, personal barriers, perseverance, determination, risk-taking,  competence, excellence, competition, collaborate, compete, competent, confident, proficient, physical activity, tactics, team work, develop, compare, demonstrate, improve, communicate, evaluate, principles, heart rate, breathing patterns, warm up, cool down, skills, technique, improve, refine technique, improvement, personal best, skills, strategy, beat previous goals, set new goals, challenge themselves, core, muscles, strengthen, cardiovascular, | | |