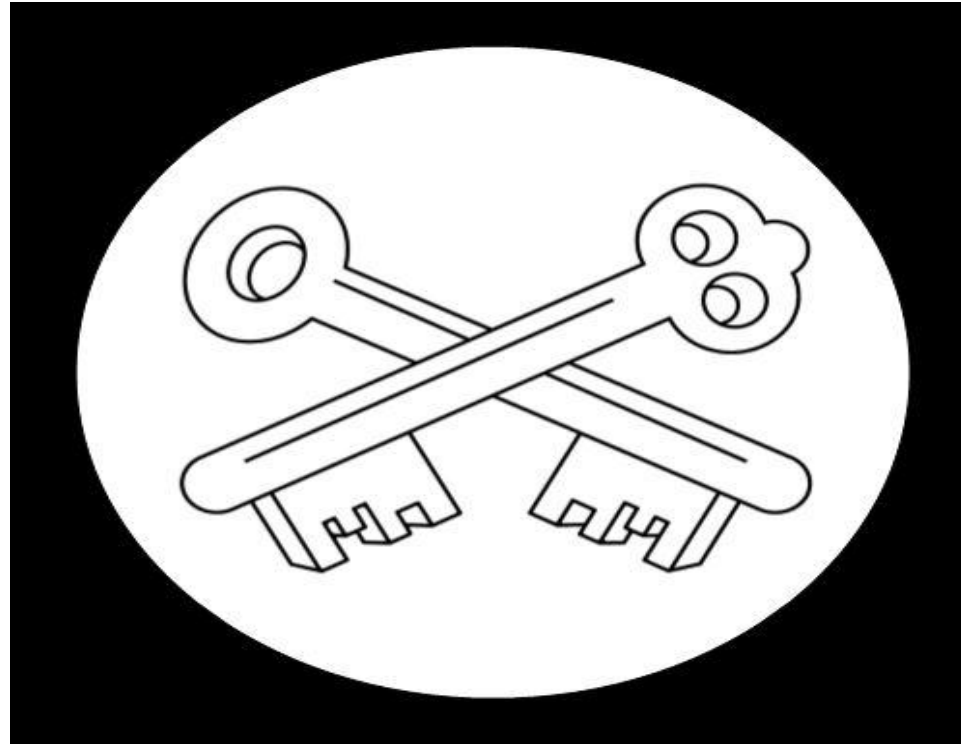


ST PETER'S C OF E JUNIOR SCHOOL



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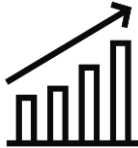
ST PETER'S CURRICULUM

In order for our pupils to truly flourish, we believe in providing an education for the head (academic excellence), heart (character and wellbeing) and hands (making a difference). As a result, our curriculum aims to bring together powerful and culturally-rich knowledge, real opportunities to shape the world alongside developing and growing our pupils as happy and virtuous individuals.

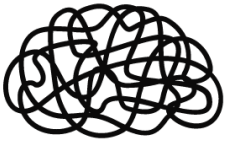


		
Head	Heart	Hands
We believe that knowledge and cultural literacy matters; creating a better world, starts with understanding this one. Our curriculum introduces the 'great conversations of humanity' - knowing who we are and where we have come from - our rich history, the foundations of scientific discovery, the great ideas of the past. However, we do not believe in simply passing on knowledge; it is also about empowering knowledge, making meaning of knowledge, using it, applying it and challenging it.	Heart is about ensuring our pupils are not only happy, but are able to fulfil one's potential. This requires the acquisition and development of virtues: the traits that sustain a well-rounded life and a thriving society. As a result, we aim to develop confident and compassionate students, who are effective contributors to society, successful learners, and responsible citizens.	The Hand is where pupils can do meaningful work. The world needs leaders who can change the world for the better. Our curriculum will empower and inspire our children to go out into the world and make a difference in their own life and to others. For if we want our young people to shape the world rather than just accept it the way it is, they need to be provided with problems to solve, projects to work on and learn how to be active citizens.

In order to fulfil these curriculum aims, we have eight key principles that underpin the design of our curriculum:

			
Broad and Balanced	Big ideas	Clear progression	Meaningful
In order for all our pupils to flourish, the curriculum at St Peter's will promote intellectual, moral, spiritual, aesthetic, creative, emotional and physical development	Our curriculum will be designed to enable our pupils to begin developing an understanding of the big ideas and concepts which shape the world. There will be a subject specific	Each subject domain will be carefully planned out, structured and sequenced to ensure progression and clarity over what 'getting better' at the subject means. As a result, our	Our curriculum aims to be engaging, interesting and motivating for our pupils. We want our curriculum to get pupils interested in things they never knew they were

as equally important.	rationale for all content choices.	curriculum will become our progression model.	interested in.
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Memory in Mind	Vocabulary-rich	Empowering Knowledge
Our curriculum will take into account how children learn. To this end, we will place particular importance on ensuring that it supports pupils to retain core knowledge.	The brain does not make much of a distinction between reading about an experience and encountering it in real life; the same neurological regions are stimulated. As a result, a focus on reading and vocabulary is key to learning and remembering.	Our curriculum will be built around powerful, culturally-rich knowledge. However, it will not just focus on the passing on of this knowledge but will also be about making meaning of this knowledge, using it, applying it, and challenging it.

EDUCATION RECOVERY

Physical Education, Fitness and enjoyment of Sporting Activity have long been at the heart of what we strive to achieve at St. Peter's. COVID-19 has clearly had an impact on the successful delivery of these goals, but we feel we are well placed to ensure a quick, successful recovery in this area, both in terms of curricular and extra-curricular activity.

A full review of the PE curriculum was conducted in Summer 2021, where potential gaps in our provision across the entire school were considered and amendments made where felt to be appropriate. One of our criteria was to enhance the inclusion potential of our PE teaching in light of children not being able to fully access physical education for considerable time periods. We have boosted the presence of World Games to each year group, where its blend of games from across the world, encouraging a diverse range of skills was identified as being particularly effective at recovering children's enjoyment and engagement of Sport. It is therefore being taught in the Autumn term for all year groups.

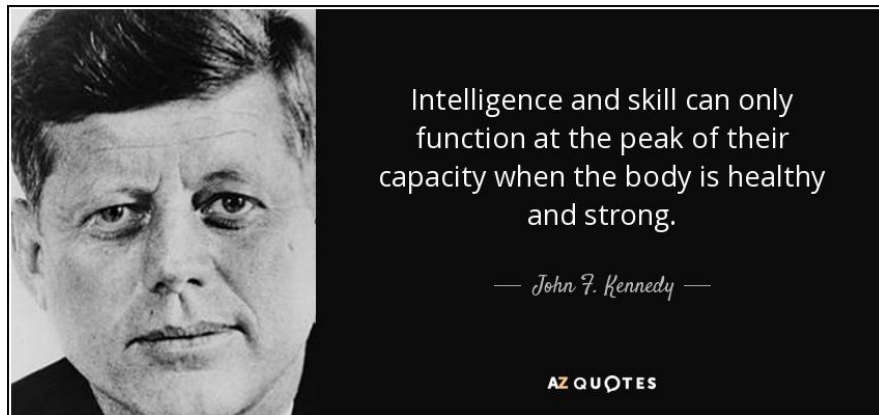
Another area of our provision, which is being developed is that of Outdoor Adventure, which covers a range of skills, not necessarily linked exclusively to Sport, but to the wider benefit of being active in the outdoors. This inclusive approach again helps provide children with the opportunity to regain some fitness. Building on our aspiration for a deeper inclusivity we trialed (in 2022), then fully integrated (2023) Drumba into our curriculum across the school, due to its broad appeal combining high levels of fitness training alongside a highly engaging musical element.

In relation to improving fitness and well-being, we used some of our Sports Premium funding for 2021 and 2022 to provide a fitness instructor who targeted less physically engaged pupils both in lesson times and in extracurricular activities. She also provided high energy, quick impact whole class sessions to get children up and moving, which had been widely proven to have a significant impact on children's receptiveness to their wider learning.

Naturally our teaching of skills, such as teamwork, perseverance, resilience, evaluation remain at the core of PE at St. Peter's and we have ensured that our rich curriculum, including football, hockey, netball, cricket, rounders, dance, gymnastics, athletics as well as a resumption of

swimming in Y4 amongst many others is protected. Children often have a rich reservoir of experience in sport already, as well as a natural curiosity of new activities and we will use this to build back fitness, skill and enjoyment in Physical Education.

PURPOSE AND RATIONALE



The Intent, implementation and Impact of our Curriculum – PE.

PE at St. Peter's aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

Intent

It is our intent at St. Peter's to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to

cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. Our aim is to encourage as many children as possible to participate in and enjoy sporting activity, regardless of talent or experience, in both competitive and non-competitive situations, alongside exploring how children can 'give back' through sport. Over the course of a child's time at St. Peter's, we wish to ensure that 'motor competence' is developed for all children and that the five basic motor skills of mobility, coordination, endurance, strength and speed are increasingly established in all pupils.

Implementation

Pupils at St. Peter's participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to festival (non- competitive) and competitive sporting events. We are particularly proud of achieving the Gold Standard in the School Games Mark initially in 2019, having offered 546 places to pupils in that year and again in 2024, where the introduction of a Sports Leadership scheme had a genuine impact on physical activity around the school. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at St. Peter's, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Unit	Why this and why here?
World Games (Y3)	Introduced here as we are a school of significant proportion of white British families and this unit helps children to explore other cultures through the medium of sport.
Football (Y3)	This game is played throughout KS2 (as it is a major national sport) and these entry level sessions provide a solid grounding for enhanced skills further up the school. KS1 skills of knowing how to strike a ball are built upon here.
Gymnastics (Y3)	Builds on learning from KS1 where children copy and recall actions, including forward roll, jumping and balancing.

Hockey (Y3)	This game is played throughout KS2 and these entry level sessions provide a solid grounding for enhanced skills further up the school. It has an added advantage of being playable outside during winter months
Dance (Y3)	Builds on learning from KS1 where children copy and recall moves and positions, communicate feelings or ideas and start to link basic moves.
Tag Rugby (Y3)	This game is played throughout KS2 and these entry level sessions provide a solid grounding for enhanced skills further up the school. Throwing and catching skills from KS1 are used as a starting point
Drumba (Y3)	This is key to the mental and physical well-being of all children, so this is started at the beginning of KS2 and taught throughout pupils' time at St. Peter's. It introduces a fitness scheme linked to rhythm, with the aim of engaging more children in PE through music.
Netball (Y3)	This is introduced early in KS2 as children build on KS1 skills of throwing and catching a ball with growing accuracy. Similar to Basketball, Netball offers an introduction into how space can be used in a game.

Athletics (Y3)	Builds on learning from KS1, running at different speeds and basic throwing skills
Outdoor Adventure (Y3)	Introduced in Y3 to introduce the benefits of working as a team to solve problems, using an outdoor setting. An element of competition and fitness work well here.
Tennis (Y3)	Played throughout KS2, core striking, throwing and catching skills from KS1 are used as a starting point.
Rounders (Y3)	Played throughout KS2, core striking, throwing and catching skills from KS1 are used as a starting point.
World Games (Y4)	Explored further here in Y4, noting the cultural enrichment opportunities and the developing skills of the children.

Football (Y4)	Played in Y4 as it is a major national sport. Builds on prior learning in Y3, with enhanced skills now taught, focussing on possession and varying tactics.
Gymnastics (Y4)	Builds on learning from Y3, with the element of control and linking of movements together is introduced.
Hockey (Y4)	Accuracy, possession and core tactics are introduced here. It has an added advantage of being playable outside during winter months.
Dance (Y4)	Progressing from the development of dance phrases in Y3, children now get to control the direction of a sequence
Tag Rugby (Y4)	Building from Y3 with increased focus on accuracy and confidence with the ball

Drumba (Y4)	This is key to the mental and physical well-being of all children, so this continues in Y4. Improving and understanding performance is an important element here as well as facilitating an improvement in stamina. The fitness focus linked to rhythm continues, alongside the aim of engaging more children in PE through music.
Netball (Y4)	Developing from Y3 skills, with possession, one handed catching and tactics becoming more important.
Athletics (Y4)	Developing from Y3 achievements, children will investigate different ways of running, jumping and throwing. Different equipment could be introduced and children could begin to measure and compare their performances
Swimming (Y4)	Unit taught at Rushcliffe Leisure Centre by outside providers
Tennis (Y4)	Builds on learning from Y3 with focus on accuracy, movement around a space and tactics.

Rounders (Y4)	Played throughout KS2, a range of rounders skills will be further developed in a competitive context. Tactics in a practice situation as well as in a game will be introduced, alongside developing an understanding of the use of area and different roles.
World Games (Y5)	This unit is taught here as it combines a range of skills already taught in early KS2 and introduces new games with an increasing level of complexity. This unit continues with the cultural enrichment opportunities.
Basketball (Y5)	Building upon the skills taught in Lower School Netball teaching, this unit develops those skills more widely with new skills and strategies
Gymnastics (Y5)	Builds on learning from Y4, with more extended combinations of movement.
Football (Y5)	Played in Y5 as it is a major national sport. Progressing from Y4, with increased focus on teamwork to both attack and defend.

Dance (Y5)	After initial creative ideas in Y4, there is enhanced focus on 'composing' and 'fluency' of movement.
Hockey (Y5)	After Y4, the focus turns to teamplay and enhanced techniques to defend and attack. It has an added advantage of being playable outside during winter months.
Drumba (Y5)	This is key to the mental and physical well-being of all children, so this is now developed to encourage children to think about the wider benefits of physical activity. Improving and understanding performance is an important element here, as well as facilitating a continued improvement in stamina. The complexity of the routines increases and length and variety of the sequences in approaching double that of Y3.
Tag Rugby (Y5)	Progressing from Y4, looking now at teamplay and enhanced techniques
Athletics (Y5)	Builds on learning from Y3, introducing further field events such as javelin and triple jump

Outdoor Adventure (Y5)	Taught in Y5 to build on outdoor learning from Y3, focusing on teamwork and collaboration but developing a competitive and fitness element.
Cricket (Y5)	After Y4, the focus moves onto refining tactics and skills and how performance can be improved as a team.
Rounders (Y5)	Following from Y3 and other units in Y4, further batting skills and bowling skills are developed.
World Games (Y6)	Builds on learning from Y5 with increasing level of challenge and continues with the cultural enrichment opportunities. Ultimate Frisbee is now introduced with its inclusive but increased required skill level.
Basketball (Y6)	Building from Y5 and earlier lessons in netball this unit progresses with an increased focus on teamplay and leadership in Y6

Gymnastics (Y6)	Builds on learning from Y5 with a focus on building onto the contribution of others.
Football (Y6)	Played in Y6 as it is a major national sport. Building from Y5, there is now an increased focus on leadership and an element of refereeing
Dance (Y6)	Builds on learning from Y5 with children developing their own individual style and choice of music.
Hockey (Y6)	Focus turns into leadership and decision making. It has an added advantage of being playable outside during winter months.
Drumba (Y6)	This is key to the mental and physical well-being of all children, so this is now refined to encourage children to think about the wider benefits of physical activity as well maintaining stamina over longer periods. Improving and understanding performance is an important element here, with children now being encouraged to create their own routines (or adaptations). The complexity of the routines increases and length and variety of the sequences in is double that of Y3.

Tag Rugby (Y6)	Similar to Y5, but with the added element of leadership and refereeing in the context of a game.
Athletics (Y6)	Now refining and adapting skills learnt previously, becoming expert and identifying successes as well areas for improvement in self and others.
Outdoor Adventure (Y6)	Taught in Y6 to build on the teamwork, collaboration and fitness element. A compass could now be introduced as well as following a map in an unknown location/ changing the route to overcome a problem.
Cricket (Y6)	Builds on learning from Y5 with enhanced focus on leadership and rules, alongside umpiring.
Rounders (Y6)	In Y6 with an emphasis on leadership and teamplay as well as umpiring.

PE CURRICULUM OVERVIEW

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3 (Indoor)	Gymnastics (KJ)	World Games (KJ)	Dance (KJ)	Drumba (KJ)	Tennis (KJ)	Athletics (KJ)
Year 3 (Outdoor)	Football	Hockey	Tag Rugby	Netball	Outdoor Adventure	Rounders
Year 4 (Indoor)	Gymnastics (KJ)	World Games (KJ)	Dance (KJ)	Drumba (KJ)	Tennis (KJ)	Athletics (KJ)
Year 4 (Outdoor)	Football	Hockey	Tag Rugby	Netball	Swimming	Rounders
Year 5 (Indoor)	Gymnastics (KJ)	World Games (KJ)	Dance (KJ)	Drumba (KJ)	Cricket (KJ)	Athletics (KJ)

Year 5 (Outdoor)	Football	Basketball	Hockey	Tag Rugby	Outdoor Adventure	Rounders
Year 6 (Indoor)	Gymnastics (KJ)	World Games (KJ)	Dance (KJ)	Drumba (KJ)	Cricket (KJ)	Athletics (KJ)
Year 6 (Outdoor)	Basketball	Football	Hockey	Tag Rugby	Outdoor Adventure	Rounders

BIG IDEAS AND KEY CONCEPTS

Practice

Conditioning

Performance and evaluation

Teamwork

Strategy

PROGRESSION IN PE

Basketball			
Year 3	Year 4	Year 5	Year 6
		I can throw and catch with control I can shoot with increasing accuracy I am aware of space and use it to support team-mates and to challenge the opposition I know and use rules fairly I can communicate effectively with my team	I can throw and catch accurately I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game. I can play to agreed rules and explain those rules I can referee I can lead others in a game situation.

Cricket

Year 3	Year 4	Year 5	Year 6
To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in isolation and in a competitive context To use basic skills with more consistency including striking a bowled ball	To develop the range of Cricket skills they can apply in a competitive context To choose and use a range of simple tactics in isolation and in a game context To consolidate existing skills and apply with consistency	To link together a range of skills and use in combination To collaborate as a team to choose, use and adapt rules in games To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance	To apply with consistency standard cricket rules in a variety of different styles of games To attempt a small range of recognised shots in isolation and in competitive scenarios To use a range of tactics for attacking and defending in role of bowler, batter and fielder

Football

Year 3	Year 4	Year 5	Year 6
To be able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football.	To introduce some defensive skills To dribble in different directions using different parts of their feet To Pass for distance To Evaluate skills to aid improvement	To play effectively in a variety of positions and formations on the pitch To relate a greater number of attacking and defensive tactics to game play To become more skilful when performing movements at speed	To choose and implement a range of strategies to attack and defend To perform a wider range of more complex skills To recognise and describe good individual and team performances To suggest, plan and lead simple drills for given skills

Hockey

Year 3	Year 4	Year 5	Year 6
To develop ability to hold hockey stick appropriately To begin to dribble and pass with accuracy To learn and follow some basic skills in hockey	To be able to consistently perform basic hockey skills such as dribbling and push pass To implement the basic rules of hockey To develop tactics and apply them in competitive situations To increase speed and endurance during game play	To be able to be able to combine basic hockey skills such as dribbling and push pass To be able to confidently select and apply skills in a game situation To begin to play effectively in different positions on the pitch including in defence To increase power and strength of passes, moving the ball over longer distances	To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at great speed To recognise and describe good individual and team performances To suggest, plan and lead a warm up as a small group

Netball

Year 3	Year 4	Year 5	Year 6
To be able to perform basic netball skills such as passing and catching using recognized throws To use space effectively to build attacking play To implement the basic rules of netball	To acquire and apply basic shooting techniques To develop netball skill such as marking and footwork To be able to use specific netball skills in games for example: pivoting, dodging, bounce pass and previously learnt skills To begin to play effectively in different positions on the pitch in both attack and defence To increase power and strength of passes, moving the ball over longer distances		

Rounders

Year 3	Year 4	Year 5	Year 6
To develop and use simple rounders skills such as throwing and catching To be able to play simple rounders games To apply some rules to games	To develop the range of rounders skills that can apply in a competitive context To throw overarm with increased accuracy To choose and use a range of simple tactics in isolation and in a game context To identify different positions in rounders and the roles of those positions	To link together a range of skills and use in combination. To throw overarm with accuracy To catch with one hand To collaborate as a team to choose, use and adapt rules in games. To recognise how some aspects of fitness apply to rounders e.g. power, flexibility and cardiovascular endurance	To apply consistently rounders rules in conditioned games To play small sided games using standard rounders pitch layout To use a range of tactics for attacking and defending in role of bowler, batter and fielder

Tag Rugby

Year 3	Year 4	Year 5	Year 6
To develop basic tag rugby skills To understand and follow rules competitive situations To increase speed and develop endurance during game play	To perform basic tag rugby skills To implement rules and develop tactics in competitive situations To further increase speed and develop endurance during game play	To combine basic tag rugby skills such as catching and quickly passing in one movement To be able to select and implement appropriate skills in a game situation To begin to play effectively when attacking and defending To increase the power of passes so the ball can be moved quickly over greater distance	To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at speed To observe, analyse and recognise good individual and team performances To suggest, plan and lead a warm up as a small group

Tennis

Year 3

To identify and describe some rules of tennis.

To serve to begin a game

To explore forehand hitting

To understand positions in a game

Year 4

To explore different shots (forehand, backhand)

To apply new shots into game situations such as volley shots, overhead shots and lobs

To play with others to score and defend points in competitive games

Year 5

Year 6

Athletics

Year 3	Year 4	Year 5	Year 6
To run at varying speeds, changing pace and direction To take part in a relay, knowing their role in the team To control movements and body actions in response to specific instructions To demonstrate agility and speed To jump for height and distance with control and balance To throw with speed and power and apply appropriate force	To modify running, jumping and throwing techniques for improved performance To carry out an effective sprint finish To focus on baton changeover during relay races To compare and evaluate the effectiveness of different styles of runs, jumps and throws To use a variety of equipment	To refine running style with focus on posture, arms and legs To sustain pace over short and longer distances such as running 100m and running for 2 minutes To develop control when taking off and landing. To combine running and jumping To perform a range of jumps and throws demonstrating increasing power and accuracy To begin to compare performances with previous ones	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish and accelerate to pass other competitor Demonstrate endurance and stamina Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. To apply strength and flexibility to a broad range of throwing, running and jumping activities

To have an awareness of personal best	To be aware of own performance and make suggestions for improving personal best	and demonstrate improvement to achieve personal best.	To modify techniques to achieve personal best
Dance			
Year 3	Year 4	Year 5	Year 6
To practise different sections of a dance aiming to put together a performance To perform using facial expressions To perform with a prop	To work to include freeze frames in routines To practise and perform a variety of different formations in dance To develop a dance to perform as a group with a set starting position	To perform different styles of dance fluently and clearly To refine & improve dances adapting them to include use of space rhythm & expression To work collaboratively in groups to compose simple dances	To work collaboratively to include more complex compositional ideas To develop motifs and incorporate into self composed dances as individuals, pairs & groups

To improvise freely and translate ideas from a stimulus into movement To share and create phrases with a partner and small group To repeat, remember and perform phrases	To take the lead when working with a partner or group To use dance to communicate an idea	To recognise and comment on dances suggesting ideas for improvement -I can compose my own dances in a creative way • To perform to an accompaniment	To talk about different styles of dance with understanding, using appropriate language & terminology To develop sequences in a specific style To choose my own music and style
Gymnastics			
Year 3	Year 4	Year 5	Year 6
To modify actions independently using different pathways, directions and shapes	To become increasingly competent and confident to perform skills more consistently, changing speed and direction To be able to perform and improve in time with a partner	To create longer and more complex sequences and adapt performances To take the lead in a group when preparing a sequence	To link sequences to specific timings

To consolidate and improve quality of movements and gymnastics actions To relate strength and flexibility to the actions and movements they are performing To use basic compositional ideas to improve sequence work—unison To identify similarities and differences in sequences To develop body management over a range of floor exercises To attempt to bring explosive moves in to floor work through jumps and leaps To show increasing flexibility in shapes and balances To explain how strength and suppleness affect performance	and group, with a sequence of at least three phases To use compositional ideas in sequences such as changes in height, speed and direction To develop an increased range of body actions and shapes to include in a sequence To define muscles groups needed to support the core of their body To refine taking weight on small and large body parts, for example hand and shoulder	To develop symmetry individually, as a pair and in a small group To compare performances and judge strengths and areas for improvement To select a component for improvement. Eg timing or flow To take responsibility in own warm up including remembering and repeating a variety of stretches To perform more complex actions, shapes and balances with consistency To use information given by others to improve performance To remember and repeat longer sequences with more difficult actions	To lead group warm up showing understanding of need for strength and flexibility To demonstrate accuracy, consistency and clarity of movement To work independently and in small groups to make up own sequences To arrange own apparatus to enhance work and vary compositional ideas To experience flight on and off of high apparatus To perform increasingly complex sequences To compose and practise actions and relate to music To show a desire to improve competency across a broad range of gymnastics actions
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Outdoor and adventure

Year 3	Year 4	Year 5	Year 6
To follow a map in a familiar context To use clues to follow a route To follow a route safely. To work with others to solve problems To describe their work and use different strategies to solve problems To lead others and be led To differentiate between when a task is competitive and when it is collaborative.		To follow a map in a (more demanding) familiar context To follow a route within a time limit and in an unknown location To use clues and a compass to navigate a route To change my route to overcome a problem and when using new information To work well in a team or group within defined and understood roles To plan and refine strategies to solve problems To identify the relevance of and use maps, compass and symbols To identify what they do well and suggest what they could do to improve	To plan a route and a series of clues for someone else To use information given by others to complete tasks and work collaboratively, taking account of safety and danger To undertake more complex tasks To take responsibility for a role in a task To use knowledge of PE and physical activities to suggest design ideas & amendments to games

Swimming

Year 3	Year 4	Year 5	Year 6
N/A	-Swim competently, confidently and proficiently using a range of strokes effectively -Perform safe self-rescue in different water-based situation -Swim competently, confidently and proficiently over a distance of at least 25 metres	Follow up sessions provided for children who have not attained the 3 swimming targets in Y4	Children need to have achieved the 3 competencies on leaving St. Peter's

Drumba

Year 3	Year 4	Year 5	Year 6
<u>Introduce</u> the Musical Basics of: Pulse & Time Song Structure Grip of Drumstick/ Striking of Drum Rudiments of Drumming To break down individual moves from a track. To follow a routine at a slower pace to build coordination and confidence To repeat routines until most move together in time	<u>Review & Apply</u> the Musical Basics of: Pulse & Time Song Structure Grip of Drumstick/ Striking of Drum Rudiments of Drumming To commit to a move and stick to it until the next section of a track. (It's better to be moving, rather than standing still trying to recall the full routine	<u>Develop</u> the Musical Basics of: Pulse & Time Song Structure Grip of Drumstick/ Striking of Drum Rudiments of Drumming To follow Musical Tracks with higher intensity introduced (see Unit Planner). To introduce the tracking of timing and stamina To begin to introduce tracks with challenging moves.	<u>Refine</u> the Musical Basics of: Pulse & Time Song Structure Grip of Drumstick/ Striking of Drum Rudiments of Drumming To follow Musical Tracks which raise the heart rate and which also condition the body (see Unit Planner). To further establish the tracking of timing and stamina To build further on tracks with challenging moves.