**Inspiring Children to** **shine**



**‘Walk as children of light’**

**Physical Education at Hardwicke Parochial Primary Academy**

'We Inspire children to Shine.' This is rooted in the bible 'Walk as children of light.' (Ephesians 5:8) is the vision that underpins all that we strive to do at Hardwicke Parochial Primary Academy; it is embedded in our PE ethos and philosophy, shaping our spiritual growth.

**Purpose of study**

At Hardwicke, we recognise that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport, and other activities, build character and help to embed values such as fairness and respect.  PE, at Hardwicke, links with our school values by inspiring pupils to develop resilience and perseverance, whilst promoting children to SHINE through healthy competition.

For our children to grow, their physical and mental wellbeing must be at the heart of all aspects of school life, with physical activity being an integral part of this.

Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration, educational performance and learning, developing social skills, to boosting mood and reducing the risk of many lifestyle related diseases. Developing regular physical activity behaviours in childhood is crucial, as we know that children, who are active, are more likely to become active adults, and continue to reap the benefits of an active lifestyle through their life.

**Aims:**

Hardwicke Parochial Primary believe that PE should be at the heart of school life; this policy outlines how we are striving to become a strong, ‘Physically Active’ school.

The Chief Medical Officer recommends that all children, and young people, aged 5-18 years should engage in moderate to vigorous intensity physical activity, for at least 60 minutes a day, and across the week, of which education settings have a responsibility, for 30 minutes. Less than half the nation’s children achieve this, with 1:8 children having a diagnosable health disorder as a result of inactivity.

**Aims in Key Stage 1 and Key Stage 2**

 The national curriculum for physical education aims to ensure that all pupils:

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

**Aims in Early Years Foundation Stage**

Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year R** | **Functional Movement (Movement related to animals, transport etc – building strength in the legs)****Rugby** | **General Hand-eye Co-ordination** **Basketball/netball** | **Foot-eye Co-ordination** **Football****Gymnastics (Building on ABC’s)** | **Hand-eye Co-ordination** **Hockey****Dance (Related to Nursery Rhymes)** | **Hand-eye Co-ordination Hitting** **Cricket** **Tennis**  | **Athletics** |
| **Year 1** | **Rugby** | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance:** | **Cricket** **Tennis**  | **Athletics** |
| **Year 2** | **Rugby**  | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance** | **Cricket****Tennis**  | **Athletics** |
| **Year 3** | **Rugby**  | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance** | **Cricket****Tennis****Rounders**  | **Athletics** **Swimming** **Outdoor Ed** |
| **Year 4** | **Rugby**  | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance** | **Cricket****Tennis****Rounders**  | **Athletics** **Swimming** **Outdoor Ed** |
| **Year 5** | **Rugby**  | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance** | **Cricket****Tennis****Rounders**  | **Athletics** **Swimming** **Outdoor Ed** |
| **Year 6** | **Rugby**  | **Basketball/netball**  | **Football****Gymnastics** | **Hockey****Dance** | **Cricket****Tennis****Rounders** | **Athletics** **Swimming:** **Outdoor Ed** |

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| YREYFS | Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |
| GLD | Gross Motor Skills Children at the expected level of development will: - 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 |
| **Key Vocabulary** |  |
|  | **Gymnastic movement** | **Basic movement and Team Games** | **Dance** |
| National Curriculum | developing balance, agility and coordination and begin to apply these in a range of activities | master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending | perform dances using simple movement patterns |
| Year 1 | make body curled, tense, stretched and relaxedcontrol body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways | throw underarm throw and kick in different ways |  perform own dance moves  copy or make up a short dance  move safely in a space |
| **Key Vocabulary** |  |  |  |
| Year 2 | plan and perform a sequence of movementsimprove sequence based on feedback think of more than one way to create a sequence which follows some ‘rules’ | use hitting, kicking and/or rolling in a gamedecide the best space to be in during a game use a tactic in a game follow rules | change rhythm, speed, level and direction in dance make a sequence by linking sections together use dance to show a mood or feeling |
| **Key Vocabulary** |  |  |  |
|  | **Gymnastics** | **Competitive Games** | **Dance** |
| National Curriculum | develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | perform dances using a range of movement patterns |
| Year 3 | adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance | be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly | improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases |
| **Key Vocabulary** |  |  |  |
| Year 4 | move in a controlled way include change of speed and direction in a sequence work with a partner to create, repeat and improve a sequence with at least three phases | throw and catch accurately with one hand hit a ball accurately with control  vary tactics and adapt skills depending on what is happening in a game | take the lead when working with a partner or group  use dance to communicate an idea |
| **Key Vocabulary** |  |  |  |
| Year 5 | make complex extended sequences combine action, balance and shape perform consistently to different audiences | gain possession by working a team and pass in different ways choose a specific tactic for defending and attacking use a number of techniques to pass, dribble and shoot | compose own dances in a creative way  perform dance to an accompaniment  dance shows clarity, fluency, accuracy and consistency |
| **Key Vocabulary** |  |  |  |
| Year 6 | combine own work with that of others sequences to specific timings | agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises | develop sequences in a specific style choose own music and style |
| **Key Vocabulary** |  |  |  |
|  | **Athletics** | **Outdoor Adventures** | **Evaluate** |
| **National Curriculum** | use running, jumping, throwing and catching in isolation and in combination | Take part in outdoor and adventurous activity challenges both individually and within a team | Compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| Year 3 | run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do | follow a map in a familiar context use clues to follow a route follow a route safely | compare and contrast gymnastic sequences recognise own improvement in ball games |
| **Key Vocabulary** |  |
| Year 4 | sprint over a short distance and show stamina when running over a long distance  jump in different ways  throw in different ways and hit a target, when needed | follow a map in a (more demanding) familiar context  follow a route within a time limit provide support and advice to others in gymnastics and dance | provide support and advice to others in gymnastics and dance be prepared to listen to the ideas of others |
| **Key Vocabulary** |  |
| Year 5 | controlled when taking off and landing  throw with increasing accuracy  combine running and jumping | follow a map into an unknown location use clues and a compass to navigate a route change route to overcome a problem use new information to change route | pick up on something a partner does well and also on something that can be improved know why own performance was better or not as good as their las |
| **Key Vocabulary** |  |
| Year 6 | demonstrate stamina and increase strength | plan a route and a series of clues for someone else plan with others, taking account of safety and danger | know which sports they are good at and find out how to improve further |
| **Key Vocabulary** |  |

**EYFS**

**Physical Development:** **(All)**

**Gross Motor Skills**

* 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.

**Personal, Social and Emotional Development**: **(All)**

**Self-Regulation**:

* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**Managing Self:**

* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
* Explain the reasons for rules, know right from wrong and try to behave accordingly;
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices **(General Hand-Eye Co-ordination)**

**Building Relationships:**

* Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ needs.

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| **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Functional Movement and General Hand-Eye Co-ordination/Rugby:****Functional Movement:**Building ABC’s by moving like animals, people in certain jobs, relating speeds to technology – transport etc. Linked to ‘Understanding the World’ **General Hand-Eye Co-ordination:**Picking up and putting down static items – combining with movementLinked to ‘Personal, Social and Emotional Development’ and ‘Mathematics’**Rugby:**Running with ball in hands | **General Hand-Eye Co-ordination cont’d/Basketball/Netball**:Rolling – bigger balls, smaller balls.Rolling to targetsThrowing and catching balloons to self.Throwing and catching multi-skills balls, mini-red tennis balls with a bounce to self.Adding movement to airborne co-ordination **Basketball and Netball:**Just use multi-skills balls for activities above | **Foot-Eye Co-ordination/Football and Gymnastics:****Football:**Static tick-tocks – from foot to foot Basic dribble in a straight line How to stop a ball with the feet – basic wedge trapKick a static ball a short distance towards a target**Gymnastics:**Building on basic balance from Functional Movement on 1 leg and 2.Dynamic Balance - moving as quietly as possible on the toesBalancing objects whilst movingCombining balance with co-ordination – hand-eye and foot-eye  | **Hand-Eye Co-ordination -hitting (along the floor)/ Hockey and Dance:****Hockey:**Hitting static balls of different sizes along the floor with hands and tennis racketsDribbling balls of different sizes along the ground with hands and tennis racketsStopping balls of different sizes on the floor with tennis rackets**Dance:**Linked to Nursery Rhymes | **Hand-Eye Co-ordination - hitting (along the floor and airborne) – Cricket and Tennis:****Cricket:**Hitting static balls along the floor to targets with hands and tennis rackets**Tennis:**Airborne hitting. Hitting a balloon up to self with hands and adding movementHitting fairy liquid bubbles out of the air Balancing a mini-red tennis ball on the strings of the racket (Racket at waist height) and adding movement  | **Athletics:****Running:**Understand the difference between walking, jogging and running (sprinting)Build basic walking/jogging/running technique from soldierChallenges:* 30 second jog (endurance)
* 10 metre sprint

**Jumping:**Understand the difference between taking off/landing on 2 feet and 1 foot **Hurdle:** taking off 1 leg and landing on the other. Building from running. Challenge: Combining hurdling with running - Jumping a series of 3 cones. **Broad:** Developed from kangaroo using swinging arms for distanceChallenge: Longest jump**Throwing** (a **mini-red** tennis ball):Rolling like a 10-pin bowler! Lunge position, arm straight at the side of the body and release the ball in front towards the target - Challenges:* Rolling underarm – to targets
* Longest roll
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| **Linked Lessons:**Functional MovementGeneral Hand-Eye Co-ordinationRugby | **Linked Lessons:**General Hand-Eye Co-ordinationBasketballNetball | **Linked Lessons:**FootballGymnastics  | **Linked Lessons:**General Hand-Eye Co-ordinationHockeyDance (not featured) | **Linked Lessons:**General Hand-Eye Co-ordinationCricketTennis | **Linked Lessons:**Athletics |

**Year 1 Medium Term Planning**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and General Hand-Eye Co-ordination/Rugby:****Functional Movement:**Recap of using the legs to move at different speedsCombining the use of different muscles and movements through basic obstacles**General Hand-Eye Co-ordination:**Recap of combining movement with hand-eye co-ordination. **Rugby:**Picking up and putting down static balls of different shapes and sizes – including scoring tries Moving through basic obstacles with ball in hands **Invasion Games - Rugby:**In pairs, follow the leader and mirroring (1 v 1) – add rugby balls for both players to move with  | **General Hand-Eye Co-ordination cont’d/Basketball/Netball:**Rolling different size balls through basic obstaclesRolling and catching different size balls with a partnerDropping, bouncing and catching balls of different sizes whilst moving through basic obstaclesThrowing and catching a balloon with a partner Throwing and catching balls of different sizes with a bounce with a partner**Basketball and Netball:**Just use multi-skills balls for activities above**Invasion Games:**In pairs, follow the leader and mirroring (1 v 1) – add multi-skills balls for both players to roll, drop and catch with the hands | **Foot-Eye Co-ordination/****Football and Gymnastics:****Football:**Move through obstacles/gates (cones) dribbling the footballPassing and trapping in pairs: Passing technique – side of the foot. Trapping – wedge trap **(dominant foot)****Invasion Games - Football:**In pairs, follow the leader and mirroring (1 v 1) adding skill balls for both players to dribble with their feet**Gymnastics:**Balancing on the move – dynamic balanceCan they balance on 1, 2, 3, 4 body parts? Can they move across benches/through obstacles (cones) whilst balancing a cone/beanbag on their head?Progression: Combined with more advanced co-ordination – bounce-catch etcCan they create any letters with their body? For instance ‘I’, ‘T’ etc. | **Hand-Eye Co-ordination - hitting (along the floor)/****Hockey and Dance:****Hockey:**Hitting different sizes of balls along the floor to a partner with hands and tennis racketsDribbling different sizes of balls through basic obstacles with tennis rackets**Invasion Games - Hockey:**In pairs, follow the leader and mirroring (1 v 1) adding tennis rackets and balls for both players to dribble along the floor**Dance:**Perform own dance moves Copy or make up a short dance Move safely in a space  | **Hand-Eye Co-ordination - hitting (along the floor and airborne) – Cricket and Tennis:****Cricket:**Hitting different size balls with a tennis racket from a moving ball rolled by their partner **Tennis:**Hitting a balloon to a partner with handsHitting a multi-skills ball with their hand with a bounce to selfHitting a balloon up to self with a tennis racketIn pairs, passing a mini-red tennis ball from racket to racket – add movement.  | **Athletics:****Running:****Sprinting:** Continue development of action from soldier.Challenges:* 1-minute run (endurance)
* 10 metre sprint

**Endurance:** Shorter strides (lower knees etc – more economic).**Jumping:****Hurdle:**Developed from lunge/march/ballerina Challenge:* Race/time over 5 cones in a row?

**Broad/Long jump:**Deeper bendinglike a frog and propelling up into the jump. Challenge* Longest jump

**Throwing:**In a half-lunge position, the under-arm throw comes from swinging a straight arm out at the side of the body and releasing the ball out in front towards the target. * Longest underarm throw
* To targets
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| **Linked Lessons:**Functional MovementGeneral Hand-Eye Co-ordinationRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**General Hand-Eye Co-ordinationHockey (Invasion)Dance (not featured) | **Linked Lessons:**General Hand-Eye Co-ordinationCricketTennis | **Linked Lessons:**Athletics |

 **Year 2 Medium Term Overview**

* master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities **(All)**
* participate in team games, developing simple tactics for attacking and defending **(Invasion Games – rugby, basketball, netball, football, hockey)**
* perform dances using simple movement patterns **(Dance)**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and General Hand-Eye Co-ordination/Rugby:****Functional Movement:**Moving through more physical and challenging obstacles – **ladders, hurdles** etc. Combining movements with learning about the body and what it needs to survive**General Hand-Eye Co-ordination:**Moving through more challenging obstacles – hurdles, ladders, rounders posts etc whilst moving with a ball and relating to everyday materials (bricks)**Rugby:**Moving through more challenging obstacles – hurdles, ladders, rounders posts etc whilst running with a rugby ballThrowing a rugby ball up and catching themselves - add movement.Throw and catch a rugby ball in pairs – add movement**Invasion Games - Rugby:**Still working in pairs. The situation becomes more of an ‘attack and defense’ scenario. There is 1 rugby ball between 2. The defender (without the ball) tries to tag the attacker (with the ball). The first 2 v 1 situation. ‘Piggy in the Middle’ passing. 2 attackers – trying to exchange passes and a defender in the middle trying to intercept.  | **General Hand-eye Co-ordination /Basketball/Netball:****General Hand-Eye Co-ordination:**Moving through more challenging obstacles – hurdles, ladders, rounders posts etc whilst dropping, bouncing and catching a multi-skills ball/mini-red tennis ball etc. Throwing different sizes/types of ball up and catching themselves without it bouncing - add movement. Exchanging throws and catches with a partner with a bounce in between whilst moving using different sizes of ball Throw and catch different sizes/types of ball in pairs without a bounce – add movementAlternate bounce/non-bounce with different sizes/types of ballThrowing and catching a tennis ball with a bounce on the spot with 1 hand **(dominant and non-dominant)** Alternate handsAdd movement**General Co-ordination/Basketball:**Bouncing a multi-skills ball with 1 hand on the spot **(dominant and non-dominant)**Alternate handsAdd movement**Invasion Games:**Still working in pairs. The situation becomes more of an ‘attack and defence’ scenario. There is 1 multi-skills ball between 2.**Basketball:** The defender (without the ball) tries to get it off the attacker (who is bouncing the ball) by touching it [the ball]**Netball:** The defender (without the ball) tries to get it off the attacker (who has the ball in 2 hands) who can’t move but can ‘pivot’. The defender gets the ball by touching it. **Basketball and Netball:** The first 2 v 1 situation. ‘Piggy in the Middle’ passing. 2 attackers – trying to exchange passes and a defender in the middle trying to intercept.  | **Foot-Eye Co-ordination/ Football and Gymnastics:**Dribbling through more challenging obstacles – hurdles, rounders posts etcCombine dribble with pass to partner at the endCushion trap technique – inside of the foot to cushion the ballPassing and ‘cushion trapping’ statically in pairs.Passing and trapping on the move. **Invasion Games - Football:**Still working in pairs. The situation becomes more of an ‘attack and defense’ scenario. There is 1 football between 2. The defender (without the ball) tries to get a touch on the ball or tries to take possession of it when the attacker is dribbling it [the football] – without tackling. The first 2 v 1 situation. ‘Piggy in the Middle’ passing. 2 attackers – trying to exchange passes and a defender in the middle trying to intercept the football. **Gymnastics:**Can they balance on more body parts: 5, 6, 7, 8?Can they combine with a partner to balance on however many body parts?Can they move through more advanced obstacles whilst balancing a cone/beanbag on their head?Can they create basic gymnastics shapes from letters? Pike (L), straddle (V), straight (I), star (X) and tuck (O)Can they remember the names and perform them when the teacher calls them out?Can they smoothly link together some basic shapes?Can they create other letters as a pair? For instance ‘W’Can they combine gymnastic shapes with co-ordination in pairs or larger groups? | **Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance:****Hockey:**Dribbling through more challenging obstacles – hurdles, rounders posts with tennis rackets and a mini-red tennis ballDribbling combined with a pass at the end in pairs Passing in pairs whilst moving **Invasion Games - Hockey:**Still working in pairs. The situation becomes more of an ‘attack and defence’ scenario. Both players have tennis rackets and a mini-red tennis ball between them. The defender (without the ball) tries to get a touch on the ball or tries to take possession of it when the attacker is dribbling it– without tackling. The first 2 v 1 situation. ‘Piggy in the Middle’ passing. 2 attackers – trying to exchange passes and a defender in the middle trying to intercept the mini-red tennis ball. **Dance:** Focus on change in rhythm, speed, level and direction in dance make a sequence by linking sections together use dance to show a mood or feeling | **Hand-Eye Co-ordination hitting (airborne) – Cricket and Tennis:****With Hands:**Hitting a multi-skills ball to partner with a bounce Hitting a mini-red ball up to self with a bounce **Cricket:**Underarm feed with a bounce and hit with a tennis racket Basic throwing and catching in pairs – rolling, underarm throw, overarm technique (built from athletics)**Tennis:**Hitting the ball up on the strings of the tennis racket – statically and then add movementHit-downs – bouncing the ball down with the tennis racket into the ground – statically and then add movementBasic forehand – 1 feeder, 1 hitter with a tennis racketHitting a balloon with tennis rackets in pairs | **Athletics:****Running:****Sprinting:** Shorter strides to start. Longer strides when up and running. Use of ladders to consolidate this. **Endurance:** Shorter strides (lower knees etc – more economic) for longer distance. Challenges:* a 20-metre sprint
* a 2 minute run

**Jumping:****Hurdles:** Can theyjump **small hurdles?**Challenge:* Race/time over 5 small hurdles

**Broad/Long jump:** Moving towards a proper long jump – taking off 1 leg and landing on 2 – couple of steps run-up. Challenge: * How far can they jump with a couple of steps run up?

**Throwing:**Underarm throw over longer distance to targets**Overarm throw** adapted from ‘Nike tick’ position – working in pairs. Challenges:* How far can they throw?
* Add targets
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| **Linked Lessons:**Functional MovementGeneral Hand-Eye Co-ordinationRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**Hockey (Invasion)Dance (not featured) | **Linked Lessons:**General Hand-Eye Co-ordinationCricketTennis | **Linked Lessons:**Athletics |

**Key Stage 2: Year 3**

**P****hysical Education:**

* use running, jumping, throwing and catching in isolation and in combination **(All)**
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **(Invasion Games, Hand-Eye Co-ordination - hitting)**
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **(Functional Movement, Gymnastics, Athletics)**
* perform dances using a range of movement patterns **(Dance)**
* take part in outdoor and adventurous activity challenges both individually and within a team **(Outdoor Education)**
* compare their performances with previous ones and demonstrate improvement to achieve their personal best **(All)**

**Swimming and water safety** (starting out)

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and Rugby:****Functional Movement:**The terminology of exercises – ‘squat’, ‘lunge’ etc and making sure the quality (technique) of these exercises is correct What a muscle does Specific leg muscles and how to build themDifferent elements that make up a diet**Rugby:**Recap passing and moving (no real technique as yet)**Invasion Games - Rugby:**3 players in a space – 2 players keep the ball off the ‘Piggy’. The Piggy has to intercept the ball. All players allowed to move within the area. The Piggy can ‘tag’ the person with the ball. Directional Play 2 v 1. The 2 attackers have to get from 1 side of the grid to the other and score a try. They can pass or run with the ball | **General Hand-Eye Co-ordination cont’d:****General Co-ordination/Basketball/Netball:****General Hand-Eye Co-ordination:**Throw and catch with a bounce using 1 hand with a partner with a mini-red tennis ball **(dominant and non-dominant)**Throw up and catch (a mini-red tennis ball) in 1 hand and then the other statically with no bounce – add movementWork in pairs exchanging 1 handed catches without a bounce **(dominant and non-dominant)** **General Co-ordination/Basketball:**Bouncing a mini-red ball with 1 hand on the spot **(dominant and non-dominant)**Alternate hands – add movementBouncing a multi-skills ball through obstaclesBounce Challenges –Bouncing a multi-skills ball whilst kneeling, sitting and lying down. **Basketball:** Recap Bouncing and passing on the move **Netball:** Moving only without the ball in netball**Invasion Games:** **Basketball:** 3 players in a space – 2 players keep the ball off the ‘Piggy’. They can move with the ball as long as they keep bouncing it. The Piggy has to intercept the ball. Directional Play 2 v 1. The 2 attackers have to get from 1 side of the grid to the other and catch the ball over the defender’s line to score. They can move with the ball as long as they bounce it – they can pass it too. The defender tries to intercept the ball. **Netball:** 3 players in a space – 2 players keep the ball off the ‘Piggy’. The Piggy has to intercept the ball. All players allowed to move within the area but CANNOT move when they have the ball. Directional Play 2 v 1. The 2 attackers have to get from 1 side of the grid to the other and catch the ball over the defender’s line to score. They cannot move with the ball. The defender tries to intercept the ball.  | **Foot-Eye Co-ordination/Football and Gymnastics:****Football:**Non-dominant foot dribbling and trappingNon-dominant foot passing Passing and trapping both feet Passing and trapping alternate feet**Invasion Games - Football:** 3 players in a space – 2 players keep the ball off the ‘Piggy’. They can dribble or pass the ball. The Piggy has to intercept the ball. Directional Play 2 v 1. The 2 attackers have to get from 1 side of the grid to the other and trap the ball over the defender’s line to score. They can dribble and pass it too. The defender tries to intercept the ball. **Gymnastics:**Basic rolls that go with the shapes learnt so far – pencil roll, egg roll, circle roll.Where our abdominal muscles are and what they doExercises to build abdominal strength – be aware of timings with ‘plank’ etc. (They do as much as they can manage but don’t force to do more)Fun games involving building strength in the abdominals with variations of the plank position – combining with co-ordination and balancing objects\*Please note – if press-up/plank position cannot be managed – adjust it– putting knees on the floor etc. Built from abdominal work in functional movement. Further gymnastic exercises requiring use of abdominals dish, arch, front support, back support etc.Army exercises through gymnastic shapesCombining shapes and basic rolls | **Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance:** **Hockey:**Dribbling with a plastic hockey stickPassing with a plastic hockey stickTrapping technique with hockey stickPassing and trapping on the move**Invasion Games - Hockey:** 3 players in a space – 2 players keep the mini-red tennis ball off the ‘Piggy’. They can dribble (with plastic sticks) or pass the ball. The Piggy has to intercept the ball. Directional Play 2 v 1. The 2 attackers have to get from 1 side of the grid to the other and trap the mini-red tennis ball over the defender’s line to score. They can dribble (with plastic sticks) and pass it too. The defender tries to intercept the ball. **Dance:**improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases | **Hand-Eye Co-ordination – hitting (airborne):** **Cricket/Tennis/Rounders:****Hand-Eye Co-ordination – hitting with hands:**Hitting a mini-red ball to partner with a bounce**Cricket** (with a tennis racket):Hitting without a bounceFielding - Throwing and catching in pairs using 1 hand – with and without a bounceFielding - Overarm throw distance and accuracy**Tennis:**Both players have rackets – forehand rallyBasic forehand volley technique – no bounce, no swing 1 feeder – 1 volleyer**Rounders** (with a tennis racket):Underarm throw and volley with a tennis racket back to the hands but from the side (almost like a forehand without the ball bouncing)Recap throwing and catching from cricket – rolling, underarm, overarm.  | **Athletics, Swimming and Outdoor Education:****Athletics:****Running:** Introduce the ‘2 point starting position’ on both the sprint and endurance**Sprinting:** Can they sprint over a longer distance with short strides at the startprogressing into longer strides?**Endurance:** Can they ‘pace’ themselves for longer distance running?Challenges:* 40 metre sprint
* run for 3 minutes

**Jumping****Hurdles:** Adding a 2-point start and jumping higher (medium) hurdlesChallenge:* Race/time over 5 medium hurdles

**Long Jump:** Add a proper run-up before they take off to get some momentum through the jump.Challenge:* Distance of jump

**Throwing:**Add a few steps run-up before they release the ball with an overarm throw. Throwing different equipment – mini-howler. More realistic to actual throwing eventsChallenges:* How far can they throw a mini-howler?
* Add targets

**Swimming:**Treading waterBreaststroke technique**Outdoor Education:**Orienteering linked to Numeracy and literacy Follow a map to find letters and numbers around the school site – when all collected – solve the word or sum |
| **Linked Lessons:**Functional MovementRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**Hockey (Invasion)Dance  | **Linked Lessons:**General Hand-Eye Co-ordinationCricketTennisRounders | **Linked Lessons:**AthleticsSwimming Outdoor Ed  |

**Year 4**

**P****hysical Education:**

* use running, jumping, throwing and catching in isolation and in combination **(All)**
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **(Invasion Games, Hand-Eye Co-ordination - hitting)**
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **(Functional Movement, Gymnastics, Athletics)**
* perform dances using a range of movement patterns **(Dance)**
* take part in outdoor and adventurous activity challenges both individually and within a team **(Outdoor Education)**
* compare their performances with previous ones and demonstrate improvement to achieve their personal best **(All)**

**Swimming and water safety**

* swim competently, confidently and proficiently over a distance of at least 25 metres

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and Rugby:****Functional Movement:**More complex and intense exercises – still concentrating on building strength in the legs as well as fitness for example; squat thrusts and burpees.Combining leg muscles to perform movements through, over and round more challenging obstaclesHow different elements that the body requires are taken in – for instance oxygen, water, food etc. Bringing leg muscle work together into a ‘leg-based running circuit’. Combining leg muscles to perform movements that are used in playground games and sports situations together with hand-eye co-ordination – for instance tagging. **Rugby:** Technique of rugby pass and catching a rugby ball in pairs. ‘Tilted vase’ at the side to pass – hands in a ‘W’ at chest height to receive passIntroduction of ‘tag-belts’ instead of ‘touch’ to make it more realistic to the game of ‘tag-rugby’.**Invasion Games - Rugby:**Tagging in rugby (using tag-belts) – Build up from 1 v 1 scenarios in channels Passing in small teams (6) on the move – any directionLarger games 4 (attackers) v 2 (defenders). Keep the ball. The attackers try and make 5 passes without getting tagged to score a pointDirectional play – trying to score over the defenders’ line by touching the ball down or scoring a ‘try’.  | **General Hand-Eye Co-ordination cont’d/Basketball/ Netball:****General Hand-Eye Co-ordination/Basketball:**Bounce Challenges –Bouncing a mini-red tennis ball whilst kneeling, sitting and lying down. **Basketball and Netball:**Chest and Bounce pass technique - add movement**Invasion Games:****Basketball:** Steal (tackling) in basketball – build up from 1 v 1 scenarios in channels Passing in small teams (6) on the move combined with bouncingLarger games 4 (attackers) v 2 (defenders). Keep the ball. The attackers try and make 5 passes without the ball being intercepted to score a point. The attackers must bounce the ball if they want to move with it.Directional play – trying to score over the defenders’ line by catching the ball over the line. The attackers must bounce the ball if they want to move with it.**Netball:**Passing in small teams (6) on the move without moving with the ballLarger games 4 (attackers) v 2 (defenders). Keep the ball. The attackers try and make 5 passes without the ball being intercepted to score a point. The attackers cannot move with the ballDirectional play – trying to score over the defenders’ line by catching the ball over the line. The attackers cannot move with the ball | **Foot-Eye Co-ordination/ Football and Gymnastics:****Football:**Passing ‘first time’ in pairs statically without trapping the ball – add movementBasic tackle ‘no backlift’ with leg/foot**Invasion Games - Football:**Tackling – build up from 1 v 1 scenarios in channels Passing in small teams (6) on the move combined with dribblingLarger games 4 (attackers) v 2 (defenders). Keep the ball. The attackers try and make 5 passes without the ball being intercepted to score a point. Directional play – trying to score over the defenders’ line by trapping the ball over the line. **Gymnastics:**Further shapes – v-sit, shoulder stand etc – using abdominal strengthCombining shapes and basic rolls with movement – into a circuitPartner balances/shapes | **Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance:****Hockey:**Using just one side of the stick to turn etc Indian dribbleBasic tackle developed from ‘trap’Introduce wooden sticks – and recap dribbling, passing etc.**Invasion Games - Hockey:**Tackling – build up from 1 v 1 scenarios in channels Passing in small teams (6) on the move combined with dribblingLarger games 4 (attackers) v 2 (defenders). Keep the ball. The attackers try and make 5 passes without the ball being intercepted to score a point. Directional play – trying to score over the defenders’ line by trapping the ball over the line. \*Use of plastic sticks for tackling and game situations (safety)**Dance**take the lead when working with a partner or group  use dance to communicate an idea | **Hand-Eye Co-ordination – hitting (airborne)/****Cricket/Tennis/Rounders****Cricket:**Introduce plastic batsBatting technique and situations – in front of the wickets, running etc.Fielding technique – long barrier, picking the ball up on the move etcSmall co-operative game situations with basic positions – a batter, a bowler, a wicketkeeper and a fielder **Tennis:**Volley rally in pairsBasic backhand technique – other side of the body, 2 hands on the grip, dominant hand at the bottom. Shaking hands with the grip with both handsIn pairs – 1 feeder, 1 hitter of backhandsRacket control challenges. Performing hit-downs with a mini-red tennis ball and a racket whilst going down to kneeling, sitting and lyingRepeat the challenges performing ‘hit-ups’. **Rounders** Introduce a rounders batBatting technique and situations – in front of a backstop etc.Fielding technique – long barrier, picking the ball up on the move etcFielders using overarm throws from post to post in the rounders gridSmall, co-operative game situations with basic positions – bowler, batter, a backstop and potentially a fielder | **Athletics, Swimming and Outdoor Education:****Athletics:** **Running:****Speed:** Introducea 3- point starting position for greater explosion off the mark.Sprinting over a longer distance**Endurance:** Focus on having loose shoulders, arms and open palms to eradicate tension from the muscles whilst running – conserving energy.Running for longer periodsChallenges:* 60 metre sprint
* Run for 4 minutes
* **Jumping**

**Hurdles:** Adding a 3-point start position and higher hurdles. Focus on having loose shoulders, arms and open palms to keep running fluid during sprint stages.Challenge:* Race/time over 5 higher hurdles

**Long Jump:** Accuracy of take-off and landing. The jump is measured from the closest point of the body to the line. They cannot go on to the line on take-offChallenge: * Distance of jump

**Throwing**More substantial run-upThrowing different athletic equipment – foam javelins**Swimming**Swim 25 metres using breaststrokeFront crawl technique **Outdoor Education:**Use compasses with directions to locate letters/numbers around the school site |
| **Linked Lessons:**Functional MovementRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**Hockey (Invasion)Dance (not featured) | **Linked Lessons:**CricketTennisRounders | **Linked Lessons:**AthleticsSwimming (not featured)Outdoor Ed (not featured) |

**Year 5**

**Physical Education:**

* use running, jumping, throwing and catching in isolation and in combination **(All)**
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **(Invasion Games, Hand-Eye Co-ordination - hitting)**
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **(Functional Movement, Gymnastics, Athletics)**
* perform dances using a range of movement patterns **(Dance)**
* take part in outdoor and adventurous activity challenges both individually and within a team **(Outdoor Education)**
* compare their performances with previous ones and demonstrate improvement to achieve their personal best **(All)**

**Swimming and water safety**

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and Rugby:****Functional Movement:**Warm upMore advanced/challenging leg exercises to encourage quality of work – for instance step-ups and ‘squat-sits’Sport-specific footwork patterns with emphasis still on building strength in the legs to bring about speed, agility, power and balanceSport-specific leg-based ‘stations’ circuit undertaking movements to build strength in the legs and also specific to sports **Rugby:**Passing the rugby ball either backwards or sideways only on the move. **Invasion Games - Rugby:**Small, even-sided games. Reward use of space with points as well as passing. Add direction of ball to only move sideways or backwards in rugby | **General Hand-Eye Co-ordination cont’d/Basketball/ Netball:****General Co-ordination/Basketball:**Control: Bouncing statically - tight spacesDribbling a basketball and a football at the same time**Netball/Basketball:**Overhead pass in netball/basketballShooting technique in netball/basketball**Invasion Games for Basketball and Netball:**Small, even-sided games. Reward use of space with points as well as passing. Add goals/posts forshooting in to score | **Foot-Eye Co-ordination/ Football and Gymnastics:****Football:**Control: Ball manipulation - tight spacesDribbling a basketball and a football at the same timeShooting technique – using a different part of the foot (inside of the laces) to shootPractise shooting technique by passing in pairs over a longer distance – brings about accuracy too. Basic role of the goalkeeperThrow-in technique – like overhead pass in netball/basketball**Invasion Games - Football:**Small, even-sided games. Reward use of space with points as well as passing. Add goals forshooting in to score**Gymnastics:**Further rolls – half-star, forward technique, backward (or shoulder)Pre-planned or teacher led routine incorporating shapes/balances and rolls. Synchronised exercises with a partner | **Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance:****Hockey:**Control: Ball manipulation - Indian Dribble (Static) in tight spacesShooting technique in hockey**Invasion Games - Hockey:**Small, even-sided games. Reward use of space with points as well as passing. Add goals forshooting in to score\*Use of plastic sticks for game situations (safety)**Dance:**compose own dances in a creative way  perform dance to an accompaniment  dance shows clarity, fluency, accuracy and consistency | **Hand-Eye Co-ordination – hitting (airborne):** **Cricket/Tennis/Rounders****Cricket:**Bowling technique – like a windmill – shoulder over shoulderSmall games with a bowler, batter, wicketkeeper, 2 fielders. Rotating in all positions. The batter looking to hit the ball and score runs including 4’s and 6’s. They try and score the highest individual totals**Tennis:**Rallying using forehand and backhand combined in pairsCombining groundstrokes with volleysBasic serve Racket control exercises: hit downs around a cone, 2 cones etc.**Rounders**Small games with a bowler, batter, backstop, 4 base fielders and 2 further ‘out fielders’. Rotating in all positions. The hitter is trying to score.  | **Athletics, Swimming and** **Outdoor Education:****Athletics:****Running****Speed:** Conventional 4-point starting position is introduced.Sprinting over a greater distance**Endurance:** Running for longer periods of timeChallenges:* 80 metre sprint
* Run for 5 minutes

**Jumping****Hurdles:**Use of 4-point start is integratedTaking off the same leg each time when hurdlingChallenges: * Race/time over 5 higher hurdles
* Greater distance between hurdles

**Long jump:** Put all elements of the long jump previously practised togetherChallenge:* Longest jump

**Throwing:****Discus (foam):** Introducing another athletic throwing technique with the Discus throw Challenge:* How far can they throw a discus?
* Add targets

**Swimming:**Swim25m using Front crawlBackstroke technique**Outdoor Education:**Use maps with grid references to search for and identify either letters/numbers or physical/human geographical features in the school or local area (Linked to Geography) |
| **Linked Lessons:**Functional MovementRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**Hockey (Invasion)Dance (not featured) | **Linked Lessons:**CricketTennisRounders | **Linked Lessons:**AthleticsSwimming (not featured)Outdoor Ed (not featured) |

**Year 6**

**P****hysical Education:**

* use running, jumping, throwing and catching in isolation and in combination **(All)**
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **(Invasion Games, Hand-Eye Co-ordination - hitting)**
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **(Functional Movement, Gymnastics, Athletics)**
* perform dances using a range of movement patterns **(Dance)**
* take part in outdoor and adventurous activity challenges both individually and within a team **(Outdoor Education)**
* compare their performances with previous ones and demonstrate improvement to achieve their personal best **(All)**

**Swimming and water safety**

* swim competently, confidently and proficiently over a distance of at least 25 metres
* use 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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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Functional Movement and Rugby:**To undertake a general sports warm-up that they could expect to do before a session in a variety of sports.Working on other areas of the body that impact movement – ‘the core’ (abdominals), the chest (pecs), arms (biceps and triceps), shoulders etcDiscuss blood flow to fuel different parts of the body - containing oxygen, nutrients and water with oxygenated blood getting pumped from the heart and de-oxygenated blood coming back to the heart Skipping on the toes – different types of skip to consolidate footwork across a variety of sports and continue to build calf muscles. To undertake a ‘sports-specific and footwork circuit.’**Rugby:**Putting the techniques that have been learnt into full tag-rugby game situations **Invasion Games - Rugby:**Total briefing on the rules and positions of tag-rugbyMatches within the classClass and year group tournaments  | **General Hand-Eye Co-ordination/Basketball/ Netball:****General Co-ordination:**Passing footballs and throwing basketballs balls at the same time with a partnerA football or basketball gets added so that each player has 2 balls. They must exchange them**Basketball and Netball:**Putting the techniques that have been learnt into full game situations **Invasion Games – Basketball and Netball:**Total briefing on the rules and positions of basketball and netball (Hi-5)Matches within the classClass and year group tournaments  | **Foot-Eye Co-ordination/ Football and Gymnastics:****Football:**Put techniques that have been learnt into full game situations**Invasion Games - Football:**Total briefing on the rules and positions of footballMatches within the classClass and year group tournaments **Gymnastics:**Choreograph their own routineChoreograph their own routine to musicProgression: Perfom Choreograph a routine with a partner Choreograph a routine with a partner to musicProgression: Perform | **Hand-Eye Co-ordination – hitting (along the floor)/Hockey and Dance:**Putting the techniques that have been learnt into full adapted game situations with **plastic sticks** and no goalkeepers (safety)**Invasion Games - Hockey:**Total briefing on the rules and positions of QuicksticksMatches within the classClass and year group tournaments **Dance:**develop sequences in a specific style choose own music and style | **Hand-Eye Co-ordination – hitting (airborne):** **Cricket/Tennis/Rounders****Cricket:**Talking through the rules of **Kwik Cricket**Putting the techniques that have been learnt into class matchesPutting the techniques that have been learnt into class and year group tournaments**Tennis** Talking through the rules of the gamePoints and games in tennis from an underarm feedIntroduce a basic serve to start the pointPutting the techniques that have been learnt into fun/full game situations **Rounders:**Talking through the rules of RoundersPutting the techniques that have been learnt into class matchesPutting the techniques that have been learnt into class and year group tournaments | **Athletics, Swimming and****Outdoor Education:****Athletics:****Running:****Speed and Endurance:**Bring together everything learnt to perform sprint and endurance running.In addition, relays – baton changes – same handChallenges:* 100 metre sprint
* Run for 6 minutes

**Jumping****Hurdles:** Challenge more realistic to the actual event* 60 metre hurdles with 10 metres in between each one.

**Long jump:** We will consolidate all elements that we have worked on in previous sessions.Challenge:* Longest jump

**Triple Jump:**Adding a little of both disciplines together into a triple jump – hop, step, jump. Challenge:Length of triple jump**Throwing****Discus:** Moving across a circle with the discus before releasing Or**Shot Put** (with tennis ball or something light) The tennis ball is lodged against the neck on the dominant side of the body with the dominant arm/hand. The body is sideways on and the arm is bent at the elbow and propels the ball upwards and forwards as the body rotates. Challenge:* How far can they throw a discus/shot putt?
* Add targets

**Swimming:**Swim25m with backstrokeRace using each stroke over 25 mDiving into the pool – techniqueRescuing an object from the bottom of the pool**Outdoor Education:**Use a map of a local hill/area and try and navigate your way in 2 groups (1 with TA and 1 with the teacher) to the top of the Hill or to a meeting point in the local area. Who can get there first? |
| **Linked Lessons:**Functional MovementRugby (Invasion) | **Linked Lessons:**General Hand-Eye Co-ordinationBasketball (Invasion)Netball (Invasion) | **Linked Lessons:**Football (Invasion)Gymnastics | **Linked Lessons:**Hockey (Invasion)Dance (not featured) | **Linked Lessons:**CricketTennisRounders | **Linked Lessons:**AthleticsSwimming (not featured)Outdoor Ed (not featured) |