



| PE Long-term Overview 25/26 | AUTUMN | | SPRING | | SUMMER | |
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| Nursery | Gymnastics Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to listen and respond appropriately to instructions. 2. to move in a variety of ways, changing speed and direction. 3. to apply a simple understanding of shape and space. 4. to jump and rebound on and off low apparatus. 5. to work with a partner to jump in unison. 6. to create a simple jumping sequence. 7. to balance a beanbag in as many different ways on the | Dance Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to explore colour stimulus using a range of actions. 2. to choreograph a short sequence combining a range of actions. 3. to describe how the actions relate to the stimulus. 4. to explore animal stimuli using a range of levels and direction. 5. to choreograph a short sequence combining a range of levels and directions. 6. to demonstrate the ability to work with others to develop a sequence. | Body Management Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to balance beanbags on different body parts. 2. to carry beanbags over obstacles and attempt to balance. 3. to change direction whilst balancing beanbags. 4. to move through hoops using a variety of movements. 5. to follow pathways with hoops. 6. to reach and stretch to retrieve and place objects. 7. to move equipment from | Manipulation and Coordination Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to copy and repeat and practice a variety of balloon handling activities. 2. to coordinate limbs to carry out defined movements and actions. 3. to translate balloon control skills to managing a ball with hands. 4. to reproduce movements with a ball bilaterally. 5. to roll a ball with accuracy. 6. to reproduce movements with a ball bilaterally with feet. 7. to practice making contact with a ball using feet and legs. 8. to respond to cues to change between | Cooperate & Solve Problems Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to work as an individual and part of a group to match various markings and colours. 2. to identify relationships between self and others through group activity. 3. to follow instructions to perform individual coordination skills. 4. to cooperate with a partner to move across defined areas. 5. to work for sustained period to raise heart rate. | Speed and Agility Unit 1 Children will learn: <ol style="list-style-type: none"> 1. to move forwards, backwards and sideways at speed. 2. to improve speed through practice. 3. to demonstrate agility in a variety of games. 4. to participate in chasing games safely and with control. 5. to perform as part of a team in running games. 6. to recognise and follow instructions to participate in different running and chasing games. 7. to respond to cues for changing direction. 8. to make choices about changing |

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| | <p>body as possible.</p> <p>8. to move and roll a ball around the body with control.</p> <p>9. to work as a team to transfer balls, beanbags and hoops.</p> <p>10.to develop various travelling skills by moving over, under, around and through apparatus and incorporate balances.</p> <p>11.to develop body awareness moving limbs together and in isolation.</p> <p>12.to show ability to copy and repeat simple patterns.</p> <p>13.to use basic equipment to demonstrate coordinated movement.</p> <p>14.to explore balancing in a variety of ways</p> | <p>7. to explore theme park stimulus using unison and canon.</p> <p>8. to choreograph a short sequence combining unison and canon.</p> <p>9. to demonstrate knowledge of how to compose a sequence.</p> <p>10.to explore the transport theme using dynamics.</p> <p>11.to explore the people theme using mirroring and follow the leader.</p> <p>12.to understand the difference between mirroring and follow the leader.</p> | <p>one place to another.</p> <p>8. to play with context of a relay.</p> <p>9. to step and stride across different distances and change direction.</p> <p>10.to create bridges and tunnels.</p> <p>11.to work with others to travel through tunnels.</p> <p>12.to use a variety of ways of travel over apparatus.</p> <p>13.to lay out objects for a partner to retrieve.</p> <p>14.to create shapes with our bodies</p> <p>15.to work with a partner to create shapes.</p> <p>16.to link more than one shape together.</p> | <p>hopping, jumping and stepping.</p> <p>9. to coordinate feet to practice hop, step and jump sequences.</p> <p>10.to watch, copy and repeat ways of sending, receiving and carrying.</p> <p>11.to find new ways/ make choices of ways to send, receive and carry objects by self and with a partner.</p> <p>12.to listen, respond and coordinate hands and feet to touch a target.</p> <p>13.to send and stop objects using hand and feet.</p> | <p>6. to replicate with some accuracy body shapes to represent numbers.</p> <p>7. to work as a pair to demonstrate larger numbers.</p> <p>8. to name and perform actions, including jumps, rolls and travel</p> <p>9. to associate and action with a colour.</p> <p>10.to individually create a shape story using mime.</p> <p>11.to recognise and retrieve coloured items assigned to their group.</p> <p>12.to work cooperatively to construct shapes and patterns on the floor.</p> <p>13.to listen and make decisions as part of a partnership.</p> | <p>directions in games.</p> <p>9. to explore a variety of ways to start movement.</p> <p>10.to explore different ways of stopping showing control.</p> <p>11.to recognise fast and slow movements.</p> <p>12.to perform two animals moving quickly and two animals moving slowly.</p> <p>13.to show control to stop and perform actions.</p> <p>14.to move and stop appropriately on cue.</p> |
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| | 15.to discover and perform simple shapes. | | | | | |
| Reception | Gymnastics Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to discover shapes and ways to travel. 2. to choose Shapes and different ways of travelling. 3. to link shapes and travelling to make a movement pattern. 4. to perform and egg roll and log roll 5. to add rolls into a movement pattern. 6. to travel in different directions and pathways. 7. to follow a partner through different pathways. 8. to show increased body control when rolling. 9. to identify different parts | Dance Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to discover how to move and keep time to beats of 8. 2. to work with others to move to beats of 8. 3. to follow a movement pattern with a partner in time with music. 4. to use proper handhold for promenade. 5. to recognise and perform different roles within dance. 6. to perform as part of a group in a Circassian Circle dance. 7. to perform confidently with a partner. 8. to copy and repeat 4 actions and perform these to music. 9. to begin to perform in a circle formation. | Body Management Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to experiment with twisting and turning and beginning to roll. 2. to perform roll demonstrating some body control. 3. to transition from roll to crawl to slither. 4. to follow simple instructions to coordinate limbs. 5. to show control to hold body shape. 6. to follow jumping patterns. 7. to jump in combinations. 8. to jump for height on to apparatus with confidence. 9. to jump accurately and with control. 10.to land with control. 11.to travel along a variety of | Manipulation and Coordination Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to take part in a variety of parachute games. 2. to listen and follow instructions. 3. to perform a variety of collecting, moving and placing actions. 4. to perform actions with a variety of equipment. 5. to use a baton to hit a variety of objects in different ways. 6. to play simple invasion games using a baton to score and save goals. 7. to use a baton to steer objects to targets. 8. to combine steering with other actions using bilateral movements. 9. to practice and perform a variety of skips with and without a rope. | Cooperate and Solve Problems Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to work with a partner to move along a pathway/trail. 2. to keep track of objects on a checklist. 3. to make a straight line in a variety of ways. 4. to apply teamwork to play cooperative parachute games. 5. to use communication skills to resolve simple tasks. 6. to respond, copy and repeat repetitive actions. 7. to work with a partner to form jumping patterns. | Speed, Agility and Travel Unit 2 Children will learn: <ol style="list-style-type: none"> 1. to move objects at speed. 2. to play games in an organised manner, taking turns. 3. to send and receive a ball. 4. to move by inching, crawling and jumping. 5. to follow and copy and repeat fast and slow actions. 6. to use different types of jumps. 7. to jump on, off and over with speed and control. 8. to recognise which jumps are easier and which are more challenging. 9. to perform circle dances as part of a group. 10.to recognise cues in lyrics to change actions. 11.to perform with agility and strength a variety of runs. |

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| | <p>of the body to balance on.</p> <p>10. to explain what it means to balance.</p> <p>11. to discover points and patches.</p> <p>12. to include points and patches in a story.</p> <p>13. to perform to music.</p> <p>14. to say what is liked about other people's performances.</p> <p>15. to link balances by travelling along pathways.</p> <p>16. to use a start and finish shape.</p> | <p>10.to incorporate change of direction and pathway.</p> <p>11.to use gestures to signify the start of a dance.</p> | <p>equipment using different modes of locomotion.</p> <p>12.to incorporate stretches, shapes and rolls.</p> <p>13.to work as part of a team to perform.</p> <p>14.to perform basic actions learned together with others.</p> <p>15.to perform tuck position on back and rock back and forth.</p> | <p>10.to recognise the difference between jumps, skips and hops.</p> <p>11.to roll, spin, rotate, throw and catch hoops.</p> <p>12.to work with self and others to control hoops in a variety of ways.</p> | <p>8. to work as a team to coordinate and cooperate in movement actions.</p> <p>9. to reproduce patterns from images.</p> <p>10. to respond to visual cues.</p> <p>11. to create and follow tapping patterns.</p> <p>12. to compete as part of a team in an obstacle relay.</p> <p>13. to recall and remember actions linked to colours.</p> <p>14. to navigate obstacles and remember actions from cues.</p> | <p>12.to use strength to maintain body shape.</p> <p>13.to identify appropriate actions to complete tasks quickly and efficiently.</p> <p>14.to demonstrate agility in an obstacle course.</p> |
| Year 1 | <p>Attack and Defend Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to practise throwing at targets accurately. to pass a beanbag between pairs | <p>Send and Return Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to slide a beanbag/ball over an opponent's goal line. to move to defend the ball/beanbag | <p>Fitness Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to keep moving during a 20 second window. to raise heart rate. to undertake coordination activity. | <p>Hit Catch Run Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to use a range of throwing and rolling skills to put the ball in space. to move quickly with agility. To be able to keep count of the score. | <p>Gymnastics Unit 2</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to use a magic chair landing and explain why it is necessary. to experiment with rocking on different parts of the body. | <p>Hit Catch Run Unit 2</p> <p>Children will learn:</p> <ol style="list-style-type: none"> to perform quick runs. to hit balls off cones. to decide where to hit. to attempt to hit with increasing power. |

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| | <p>with some control.</p> <ol style="list-style-type: none"> 3. to explain/show ways you can pass a beanbag to a partner. 4. to experiment catching a variety of beanbags and different sized balls. 5. to recognise how can intercept a ball or beanbag. 6. to use basic defensive technique. 7. to experiment with different ways you can send a ball. 8. to roll/slide a ball or beanbag to a partner and a target. 9. to demonstrate simple defending to stop beanbag/ball | <p>going over your goal line.</p> <ol style="list-style-type: none"> 3. to explore which objects are easier to slide and defend. 4. to practise sending a ball in a variety of ways to a partner. 5. to attempt to hit a ball. 6. to move position to get in line with a ball. 7. to use a variety of return responses. 8. to work with a partner to receive and return objects. 9. to describe how you worked with your partner successfully. 10. to work as a team to score points. 11. to use skills previously learnt to move towards and return a ball. | <ol style="list-style-type: none"> 4. to work consistently across each activity 5. to discuss why we need to rest during exercise. 6. to decide which activity they liked best and why. 7. to grasp the concept that the heart is a muscle. 8. to develop strength by performing a range of exercises. 9. to know what an AMRAP is and record personal achievements. 10. to play safely with energy in a restricted space. 11. to keep track of where they are in an exercise. 12. to work under time pressure. 13. to demonstrate determination to work quickly. 14. to relax and act in a calm manner. 15. to challenge themselves to | <ol style="list-style-type: none"> 4. to collect a moving ball from along the ground. 5. to return the ball back to base/zone using rolls and throws. 6. to catch over a short distance to stop players from scoring points. 7. to attempt to hit an object with the hand. 8. to self-feed a ball to hit. 9. to describe the movements needed to hit successfully. 10. to work with others to retrieve balls. 11. to make decisions to make it difficult for hitters. 12. to show awareness of teammates when fielding. 13. to throw and retrieve the ball. <p>Run Jump and Throw Unit 1</p> <ol style="list-style-type: none"> 1. to experience competition against themselves. 2. to run in a straight line at different speeds. | <ol style="list-style-type: none"> 3. to link rocking into simple sequences with a start, balance, rock and jump. 4. to develop flexibility through various ranges of motion. 5. to perform a one-foot H and Y balance. 6. to perform a front and back support. 7. to use creativity to create their own individual balances. 8. to introduce the concept of unison. 9. to count to keep time with others. 10. to practise and perform a single jump, balance and rock movement in unison. 11. to introduce the concept of canon. | <ol style="list-style-type: none"> 5. to identify where batters are hitting a ball. 6. to work as a team to intercept balls. 7. to attempt to position themselves in the path of the ball. 8. to be introduced to the concept of bases in fielding. 9. to work together to place balls on bases to stop runners. 10. to describe reasons why runners have to stop when balls are returned to bases. 11. to attempt to catch a ball that has been hit in the air. 12. to identify how to position to cover more space. 13. to hit into space to score runs. 14. to describe key differences in the role of the striker and the role of the fielders. <p>OAA</p> <ol style="list-style-type: none"> 1. to keep record of findings. |
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| | <p>going into hoops.</p> <p>10. to describe how they threw a beanbag and how they defended their hoop.</p> <p>11. to work with a partner to attack and defend a target against an opposition.</p> <p>12. to participate in competitive games against opponent using attacking and defending skills</p> <p>Dance</p> <p>Children will learn:</p> <p>1. to compose a travelling sequence using a variety of body parts.</p> <p>2. to explore ideas, moods and feelings.</p> <p>3. to perform with an awareness of body shape with a partner.</p> | <p>12. to identify necessary skills to play in a rally.</p> <p>13. to hit a ball over a bench to my partner.</p> <p>14. to send the ball to space to make it harder for my partner to catch or return.</p> <p>Gymnastics Unit 1</p> <p>1. to explain what is meant by "like actions" and combine two together.</p> <p>2. to perform two rolls and two jumps.</p> <p>3. to move apparatus safely.</p> <p>4. to transfer a sequence to low apparatus.</p> <p>5. to identify that shapes can be performed on large or small body parts.</p> <p>6. to transfer shapes from small body parts to large ones.</p> | <p>match or improve their score.</p> <p>16.to compare their score to their previous score.</p> <p>17.to recognise what is happening to their body as they get tired.</p> <p>Send and Return Unit 2</p> <p>1. to attempt to send a ball that can be returned by others consistently.</p> <p>2. to feed a ball/beanbag into a space to make it difficult for an opponent to return.</p> <p>3. to track balls and return them over a net.</p> <p>4. to use a variety of movements to track balls in different ways.</p> <p>5. to chase, stop and control balls and objects.</p> <p>6. to hit a moving ball from a sitting position.</p> | <p>3. to show power at the start of a run.</p> <p>4. to perform runs as part of a team.</p> <p>5. to experience a variety of jumps.</p> <p>6. to perform a standing long jump.</p> <p>7. to work in partnership, supporting each other to do well.</p> <p>8. to throw a range of objects over a distance.</p> <p>9. to adapt throwing styles to different objects.</p> <p>10.to use a leading arm to direct a throw over a longer distance.</p> | <p>12.to transfer counting skills from unison to canon.</p> <p>13.to turn and jump a quarter to turn and jump a half.</p> <p>14.to choose whether to perform using unison or canon.</p> <p>Attack and Defend Unit 2</p> <p>1. to recognise the reasons why heart rate increases during exercise.</p> <p>2. to discuss what makes exercise fun.</p> <p>3. to play a range of pulse raising activities.</p> <p>4. to anticipate the direction of an attack.</p> <p>5. to bounce the ball with some self-control.</p> <p>6. to begin to bounce a ball to a partner.</p> | <p>2. to follow set rules with (some) competency.</p> <p>3. to recall and recognise and remember 2 or 3 symbols.</p> <p>4. to copy and perform increasingly complex actions.</p> <p>5. to design and demonstrate own hoop sequence.</p> <p>6. to complete fitness pyramid.</p> <p>7. to take part in competitive races.</p> <p>8. to use strength and coordination in cooperation with others.</p> <p>9. to identify and select equipment based on a symbol.</p> <p>10.to find and record items on a list.</p> <p>11.to use decision making skills to hide/place equipment.</p> |
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| | <p>4. to demonstrate some musicality throughout a performance.</p> <p>5. to compose a movement pattern to demonstrate unison.</p> <p>6. to explore ideas and movements sowing a friendship theme.</p> <p>7. to compose a sequence demonstrating mirroring and following.</p> <p>8. to watch what others do and suggest improvements .</p> <p>9. to show greater control, coordination and spatial awareness in movement patterns.</p> <p>10. to demonstrate an ability to</p> | <p>7. to use body to tension to hold shapes.</p> <p>8. to take off and land with some control.</p> <p>9. to jump for height and distance.</p> <p>10. Perform Shapes in jumps.</p> <p>11. to explore ways of travelling on feet using good body tension.</p> <p>12. to link types of travel together to make a sequence.</p> <p>13. to create and perform a six element sequence.</p> | <p>7. to maintain a tucked position for an extended period.</p> <p>8. to control body and limbs to move efficiently on the floor.</p> <p>9. to send objects from a variety of positions such as sitting, kneeling and standing.</p> <p>10.to play a game cooperatively in a competitive situation.</p> <p>11.to identify that there is a class of sport for people with disabilities.</p> <p>12.to identify tactics to outwit an opponent.</p> <p>13.to identify and exploit the space available on the court.</p> <p>14.to work as part of a team to score points.</p> <p>15.to describe and show the correct body position to return the ball.</p> | | <p>7. to play 2-on-1 using bouncing skills to score.</p> <p>8. to play with a partner using throwing, catching and bouncing skills to score points.</p> <p>9. to work under pressure to hit targets.</p> <p>10.to transfer target skills into a competitive games.</p> <p>11.to play in a game where rules apply.</p> <p>12.to adapt to play to the rules.</p> <p>13.to recognise when rules have changed.</p> <p>14.to identify where to stand to defend goals best.</p> <p>15.to play in competitive games where there are defined rules.</p> | |
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| | <p>create a dance with a clear start, middle and end.</p> <p>11. to choose and link actions to make short dance phrases that reflect rhythmic qualities.</p> <p>12. to explore repetition through a dance sequence.</p> | | | | | |
| Year 2 | <p>Attack and Defend Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to send the ball with feet by kicking. 2. to send the ball varying distances using harder and softer kicks. 3. to receive and stop the ball with feet. 4. to pass the ball to another player. 5. to work as a team to keep | <p>Send and Return Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to anticipate the flight of the ball fed from your partner. 2. to move towards the line of the ball and return on toes. 3. to keep track of the score with your partner. 4. to identify their dominant and non-dominant | <p>Fitness Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to participate in a variety of coordination activities. 2. to keep track of their reps during exercise. 3. to discuss why water is important after exercise. 4. to build on last week's score for fitness progression. 5. to use words 'work' and 'rest' | <p>Hit Catch and Run Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to work as a team to field a ball back to base. 2. to run and touch cones to score points. 3. to make choices where to hit the ball. 4. to use kicking to send a ball to score points. 5. to use underarm throwing skills to feed/bowl a ball to a player. | <p>Gymnastics Unit 2</p> <ol style="list-style-type: none"> 1. to introduce relevé walk and front support. 2. to recall actions from previous learning. 3. to transfer movement pattern to floor, mat and apparatus. 4. to identify where the muscles of their core at a controlled movement. 5. to transition from a dish to | <p>Hit Catch and Run Unit 2</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to work individually to score runs. 2. to increase running pace to score runs and stay 'safe'. 3. to use a variety of kicking techniques to send the ball. 4. to experience the role of the backstop. 5. to outwit bowler to kick in different directions. 6. to use both feet to kick the ball. |

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| | <p>possession in a defined area.</p> <ol style="list-style-type: none"> to pass the ball for accuracy. to demonstrate receiving and passing. to play as part of a team to attack and defend. to move the ball independently by bouncing. to move the ball using basketball-style dribbling. Link bouncing and passing. to make choices on where to stand when defending as part of a team. <p>Dance</p> <ol style="list-style-type: none"> to explore whole body actions to create movements as a pair/group. to compose a dance phrase which responds to the visual stimulus. | <p>side for sending a ball.</p> <ol style="list-style-type: none"> to play a modified game to send and return using dominant and non-dominant sides. to play a modified game introducing boundaries. to use throwing and catching skills to play with a team to score points. to develop agility in isolated challenges. to perform with increased agility in a conditioned game. to use correct grip to hold a tennis racquet. to send, receive and stop a ball using a racquet. | <p>to describe interval training.</p> <ol style="list-style-type: none"> to say one way that rest is important after exercising. to work with maximum effort for a short period of time. to participate in balance-based movements in combination. to work to improve their weekly down ups score. to work to complete movement over the full range of motion. to show quality in movement. to perform a superset and describe its features. to work as an individual to attempt new movements. to use repetition to improve movement quality. | <ol style="list-style-type: none"> to position body to perform stepping action for bowling. to use bowling/feeding skills in a game situation. to experiment with different bats to see which are easier or harder to hit with. to make choices about where you are going to hit the ball. to work cooperatively to practice hitting skills. to stand in positions ready to catch a ball. to throw quickly and accurately under pressure. to field to catch and throw to teammates to stop opponents from scoring runs. to play as part of a team to field and hit to score. to apply simple tactics to gameplay. | <p>an arch shape smoothly.</p> <ol style="list-style-type: none"> to create a short sequence demonstrating flow. to develop strength by using arm and shoulder muscles in a crab action. to recap and implement back support in a sequence. to combine learnt actions in a short body management sequence. to frog jump individually with a partner. to work with others to complete a set of jumps. to link a frog jump with previous actions in the best way. to demonstrate a control in a straight jump to hold an L sit and use it | <ol style="list-style-type: none"> to kick a ball bowled in a variety of ways. to recognise the role of a wicket keeper. to position yourself to stop balls. to practise the role of wicketkeeper and attempt to stump players out. to recognise the role a backstop. to attempt to track and stop balls as the backstop. to work as a team to restrict runs. <p>OAA</p> <ol style="list-style-type: none"> to adapt to use equipment in unconventional ways. to volunteer your ideas to help the team succeed. to recap handling, ordering and organising. to build on searching skills. to work to extend coordination. to copy and repeat a simple pattern. |
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| | <p>3. to create a sequence of movements for performance with starting and finishing positions.</p> <p>4. to demonstrate comprehension of the story through dance.</p> <p>5. to create a duet based on the relationship between the penguin and the snowman.</p> <p>6. to explore unison, levels and cannon within the choreography.</p> <p>7. to discuss how others could develop their performances.</p> <p>8. to create a short dance solo which demonstrates changes in directions and speed.</p> <p>9. to explore footwork creatively based on a visual stimulus.</p> | <p>12. to use self-feed to hit a ball to partner.</p> <p>13. to self-feed a ball to a partner using a racquet.</p> <p>Gymnastics Unit 1</p> <p>1. to use prior learning to create a 4-element sequence.</p> <p>2. to combine balance, rolling, jumping, rocking and spinning.</p> <p>3. to perform using a recognised large body part balance as a start and finish shape.</p> <p>4. to recognise how to create power in jumps.</p> <p>5. to attempt a variety of different jumps.</p> <p>6. to show ways to jump with power and control.</p> | <p>15. to name some benefits of playing outdoors.</p> <p>16. to work a variety of movements in Tabata style</p> <p>17. to explore some basic stretching movements</p> <p>18. to identify some benefits of whole-body exercise.</p> <p>Send and Return Unit 2</p> <p>1. to play a variety of roles in games.</p> <p>2. to accurately send a ball to specified areas.</p> <p>3. to attempt to respond to a partner and play a simple rally.</p> <p>4. to use a long high ball to reach the backcourt.</p> <p>5. to send a low short ball to the front court.</p> <p>6. to throw into space to make it difficult for your opponent.</p> <p>7. to develop catching and throwing skills while seated.</p> | <p>16. to play in different roles and positions.</p> <p>Run Jump and Throw Unit 1</p> <p>1. to be aware of others around when running.</p> <p>2. to recognise powerful actions.</p> <p>3. to explore different ways to generate power to start different actions such as running, jumping, hopping, striding.</p> <p>4. to participate in an obstacle relay</p> <p>5. to modify movements to adapt to the task, e.g doing a burpee and then jumping on a box top.</p> <p>6. to participate in different throwing games.</p> <p>7. to use a variety of different throws according to the game.</p> <p>8. to explore which throws are better for accuracy, which are better for distance and</p> | <p>effectively in a sequence.</p> <p>15. to link Frog jump, L-sit and straight jump in a smooth sequence.</p> <p>16. to refine and develop a routine to ensure it is aesthetically pleasing.</p> <p>to perform with rhythm and control.</p> <p>Attack and Defend Unit 2</p> <p>Children will learn:</p> <p>1. to pass and receive the ball around the playing area showing some control.</p> <p>2. to work collaboratively to keep possession by passing accurately.</p> <p>3. to send and receive moving into space.</p> <p>4. to play with a variety of balls.</p> | <p>7. to compose a small group movement pattern.</p> <p>8. to show confidence in performing in front of others.</p> <p>9. to lead someone blindfolded using verbal and tactile cues. Be led by someone when blindfolded.</p> <p>10. to learn beginners competition speed stack.</p> <p>11. to practise and repeat recognising repetition helps us to improve performance.</p> <p>12. to improve accuracy through repetition.</p> <p>13. to reinforce recognition of symbols.</p> <p>14. to introduce a key.</p> <p>15. to create own simple equipment map.</p> |
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| | <p>10.to use movement imaginatively, responding to the music with some attempt at musicality.</p> <p>11.to change the speed, level and direction of movements.</p> <p>12.to explore formations through the dance sequence.</p> <p>13.to perform dance phrases that express ideas and feelings.</p> | <p>7. to explore taking weight on hands.</p> <p>8. to develop skills to transition from belly button up to belly button down.</p> <p>9. to create a short sequence with elements of taking weight on hands.</p> <p>10. to recognise what it means to be flexible.</p> <p>11. to explore own flexibility with a japana and bridge shape.</p> <p>12. to use a variation of japana and bridge in a sequence.</p> <p>13. to develop point balance skills to combine with flexibility.</p> <p>14. to travel at different speeds in creative ways.</p> <p>15. to combine changes and</p> | <p>8. to serving to a specified area</p> <p>9. to use a range of sending skills to serve.</p> <p>10.to play out point from serve.</p> <p>11.to develop volleyball skills further to standing</p> <p>12.to develop throwing into hitting</p> <p>13.to play using attacking shots.</p> <p>14.to play in a volleyball style game.</p> <p>15.to play as an individual.</p> <p>16.to develop greater control of the ball.</p> | <p>which are better for height.</p> <p>9. to copy and repeat actions with accuracy.</p> <p>10. to analyse performance to judge difference in the game at the beginning and the end.</p> <p>11. to perform a variety of static and dynamic balances.</p> <p>12. to identify the difference between a static and dynamic balance.</p> <p>13. to devise own static and dynamic balance sequence.</p> | <p>5. to move into a space in a game situation.</p> <p>6. to work with a partner to progress towards a target.</p> <p>7. to co-ordinate hands and feet to progress forward.</p> <p>8. to attempt to use simple attacking play in a game.</p> <p>9. to examine the role of a goalkeeper.</p> <p>10. to perform defensively as an individual in a game.</p> <p>11. to recognise quality of goalkeeping.</p> <p>12. to show awareness of opponents and teammates in a game</p> <p>13. to explore the concept of intercepting in invasion games.</p> <p>14. to choose when to attempt to</p> | |
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| | | <p>speed and point balances in a sequence.</p> <p>16. to explore and experiment with the teddy roll.</p> <p>17. to choose and apply to a simple sequence of elements from unit 1.</p> <p>18. to attempt a teddy roll in a sequence.</p> | | | <p>intercept the ball.</p> <p>15. to implement basic goalkeeping, attacking play and intercepting in games.</p> <p>16. to make early decisions in games.</p> <p>17. to practise to improve existing skills.</p> | |
| Year 3 | <p>Football</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to pass and receive the ball around the playing area showing some control. 2. to work collaboratively to keep possession by passing accurately. 3. to control the ball and pass unchallenged. 4. to move into space to receive the ball unchallenged. | <p>Gymnastics Unit 2</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to recap front support and rolling from dish to arch. 2. to introduce leaning towards 'Japana'. 3. to link smoothly Japana-arch-front support-lower to ground. 4. to identify the primary muscles used for jumping. 5. to engage muscles to jump high, straight and far. | <p>Dance Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to learn and perform a jazz square. 2. to select and apply actions to a dance phrase. 3. to discuss own and others' work with some awareness of dance choreography. 4. to use performance skills to communicate character. 5. to perform to the count of 8. | <p>Tennis</p> <ol style="list-style-type: none"> 1. to play in a game against an opponent. 2. to throw or hit a ball over a bench to score points. 3. to get in the ready position to catch or return a ball before it bounces twice. 4. to recognise the types of hitting needed for different areas of the court. 5. to throw/hit targets on the court. | <p>Hockey</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to recognise key features of a hockey stick and how to hold it. 2. to play and control the ball using the flat part of the stick. 3. to attempt to dribble and score. 4. to control the ball and pass into space. 5. to work collaboratively to move the ball. | <p>Athletics</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to jump in a variety of ways. 2. to beat previous distances when jumping. 3. to run at different speeds. 4. to start-stop and change pace with control. 5. to demonstrate agility in running. 6. to combine running and jumping. 7. to jump over apparatus with control and balance. 8. to judge speed to jump safely. |

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| <ul style="list-style-type: none"> 5. to use passes to keep possession. 6. to work as a team to move towards the goal. 7. to look to shoot, pass, dribble. 8. to recognise where the is space in a game. 9. to move into space to receive the ball. 10.to send the ball and move into a new space. 11.to control the ball at your feet and dribble unchallenged. 12.to receive the ball and dribble into space. 13.to use control of the ball to keep possession in a game. 14.to use short passes and dribbling to build an attack. 15.to determine when to run into space to receive the ball. | <ul style="list-style-type: none"> 6. to bounce and broad jumping in sequence. 7. to mirror and match actions with a partner. 8. to move in unison with a partner. 9. to perform a leg raise dish and half leaver with a partner. 10.to introduce Japana and its progressions 11.to introduce box splits; full, right and left. 12.to introduce shoulder flexibility shape. 13.to perform some dynamic and static stretches to improve range of movement. 14.to combine all elements taught through a full body management routine. 15.to performing demonstrating flexibility and | <ul style="list-style-type: none"> 6. to develop movements using improvisation. 7. to use an arabesque balance. 8. to use props in a dance sequence. 9. to work with others to improve a four-action routine. 10.to link sections of dance together with flow. 11.to build a dance with multiple phrases. 12.to perform to an audience. 13.to describe and evaluate features in a dance. <p>KS2 Foundation Unit</p> <ul style="list-style-type: none"> 1. to perform a range of stability exercises. 2. to judge at what pace to move through each activity. 3. to identify what they found challenging and suggest how they could improve this. | <ul style="list-style-type: none"> 6. to use long high throws/ hits for far targets. 7. to use short throws/ hits for closer targets. 8. to demonstrate an underarm serve over cones or benches. 9. to explain when a service is used. 10.to serve with some accuracy to targets. 11.to move towards a ball to return (hand or racquet) 12.to perform a forehand shot on a moving ball. 13.to perform in a rally with a partner. 14.to keep track of the score and aim to beat the previous score during a rally. 15.to describe the skills needed to keep a rally going. 16.to play in games against other children. 17.to use forehand hitting skills to score points. | <ul style="list-style-type: none"> 6. to play in a 2v3 game. 7. to use defensive body position in preparation for tackling. 8. to use a defensive position to force a mistake and knock balls away from the ball carrier. 9. to attempt defensive body positioning in a game to force a mistake. 10.to control the ball and pass unchallenged. 11.to move into space to receive the ball. 12.to use control to work together as a team to score points. 13.to practise agility skills. 14.to identify when you would need to use agility in hockey. | <ul style="list-style-type: none"> 9. to throw for accuracy. 10.to throw for distance. 11.to experiment with a variety of throws. 12.to practise a variety of skipping techniques. 13.to participate in skipping challenges against self and others. 14.to discover ways to skip with a partner. 15.to participate in running, throwing and jumping activities. 16.to work as a team to try and score points in running, throwing and jumping activities. 17.to identify ways to improve your own work and others' work. <p>Volleyball</p> <ul style="list-style-type: none"> 1. to send the ball over the net successfully. 2. to throw or hit a ball over a bench/net to score points. |
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| <p>16.to suggest ways to improve the skills they have learnt.</p> <p>Cricket</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to hit a stationary ball using the straight drive. 2. to retrieve and throw the ball as a fielder. 3. to bowl an underarm ball at a target. 4. to bowl with some consistency in a game situation. 5. to strike a bowled ball. 6. to apply simple tactics to choose where to hit the ball. 7. to recognise the rules of the modified game and use them fairly when officiating. 8. to throw over longer distances using an overarm throw. | <p>extension in actions.</p> <p>Rounders</p> <ol style="list-style-type: none"> 1. to hit a stationary ball into space. 2. to retrieve and throw a ball as a fielder. 3. to explain how fielders work together to restrict batters' runs. 4. to bowl and underarm ball at a target at an appropriate height. 5. to bowl with some consistency in a game situation. 6. to work collaboratively to send the ball back to the bowler. 7. to strike a bowled ball. 8. to apply simple tactics to choose where to hit the ball. 9. to count and remember runs scored. | <ol style="list-style-type: none"> 4. to improve balance and control through accurate replication. 5. to use both static and dynamic balance. 6. to perform a range of balance exercises. 7. to improve core stability. Through accurate replication. 8. to say one way that core stability helps us. 9. to identify a set of muscles that make up part of the core. 10.to improve upper stability through accurate replication. 11.to name some of the muscles in the upper body. 12.to challenge themselves to perform leapfrog at greater height. 13.to show stretches that will improve flexibility. 14.to describe flexibility using | <p>18.to move towards the ball to return to the other side.</p> <p>Swimming</p> <ol style="list-style-type: none"> 1. to move around the pool on feet in a variety of ways. 2. to begin to lift feet and make shapes independently. 3. to move forward consistently covering distance of 5-10 meters. 4. to attempt to take feet off the ground while propelling forward. 5. to float in a prone position. 6. to float in the supine position. 7. to swim short distance on back with float. 8. to push and glide on front with float. 9. to combine hands and feet to swim on back. to swim on front with doggy paddle. 9. | <p>15.to use agility in a small-sided game.</p> <p>16.to grasp and use some of the basics rules of the game.</p> <p>17.to play avoiding the ball touch the feet.</p> <p>18.to implement some skills learned throughout the unit in the game.</p> <p>OAA</p> <ol style="list-style-type: none"> 1. to show working as part of a team. 2. to communicate to solve problems. 3. to use strength and flexibility to complete a task. 4. to identify basic symbols on map. 5. to complete tasks using symbols and maps. 6. to work with others to complete | <ol style="list-style-type: none"> 3. to make decisions about where to send the ball. 4. to show the correct position to receive a high ball. 5. to receive and return a high ball. 6. to demonstrate an overarm serve to start a game. 7. to serve with accuracy to targets. 8. to move towards a ball to return. 9. to return a ball/ balloon that you have moved towards 10.to move in a sitting position during a game. 11.to participate in a team rally. 12.to describe the skills needed to keep a rally going. 13.to apply some basic game rules. 14.to make contacts on the ball before returning it over the net. 15.to remember and apply serve rotations. |
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| | | 10.to stop a moving ball with consistency. 11.to collect and return a moving ball. 12.to work as a team to stop and pass the ball in the field. 13.to throw over longer distances using overarm throw. 14.to throw to appropriate bases on the scenario of each game. 15.to strike a bowled ball to score runs for your team. 16.to suggest ways to improve your own and others' game. | the phrases 'range of motion' 15.to demonstrate increasingly difficult throwing and catching skills 16.to give an example of coordination in sport/physical activity. | | simple map reading tasks. 7. to confidently read and follow a basic map. 8. to create a route on a map for others to use. 9. to work independently and as part of a team. 10.to respond to problems in a group situation. 11.to identify what worked well and what they need to improve when working as a group. 12.to play competitively and fairly. 13.to lead and be led by others. 14.to take part in trust-based activities safely. | |
| Year 4 | Handball Children will learn: 1. to catch the ball and protect it from opponent. 2. to play in a competitive | Rounders 1. to throw and catch the ball with increasing accuracy. | Dance Unit 2 Children will learn: 1. to develop dance 'freeze frames' based on a visual stimulus. | Tennis Children will learn: 1. to be in correct position to move and receive/return balls. | Basketball Children will learn: 1. to demonstrate pressure as a defender to force attackers | Athletics Children will learn: 1. to challenge themselves to jump in a variety of ways for distance and height. |

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| | <p>game scoring goals in a scoring area.</p> <ol style="list-style-type: none"> to attempt to shoot using an overarm technique. to shoot outside a defined area. to work as part of a team to get into positions to shoot. to defining the role of a circle runner. to circle runner and centre working together to build an attack. Build attacking play in games. to turn to space to get into defensive positions. to successfully perform first-wave defence. to describe the defensive positions you need to be in. to introduce the 7-metre throw and when it is used. | <ol style="list-style-type: none"> to hit the ball into zones to score points. to work as an individual to keep score. to anticipate how many zones the batter can run to. to run at speed to avoid being stumped out. to choose position when fielding to try and stop a ball. to intercept balls to stop runs in game situations. to attempt to under arm bowl to batters. to use underarm bowl technique in a game situation. to describe the rules of and surrounding underarm bowling. to show the standing | <ol style="list-style-type: none"> to work in small groups to create freeze-frame positions. to develop freeze frame positions to include transitions. to demonstrate how to link positions in a variety of ways. to practise and perform a slide and roll. to learn and replicate a set phrase. to develop a short dance using unison and formations. to describe different formations. to perform in cannon routines and cannon lines to improve and extend mission set phrase to sequence movements in a logical order. to work collaboratively in small groups to | <ol style="list-style-type: none"> to be alert to your opposing player. to identify types of throws to different targets. to explore techniques used in a forehand shot. to play in small games against opposition using forehand shots to score points. to introduce backhand shots. to attempt to self-feed for backhand shots. to identify the differences between forehand and backhand shots. to demonstrate ready position to return a serve. to move towards and return a moving ball. to return balls to different places on the court. to use tennis skills to play in a doubles game. to work together to score points. | <p>to make a mistake.</p> <ol style="list-style-type: none"> to identify as a defending team how they could improve and attempt to implement changes. to use the double dribbling rule in isolation. to dribble with increasing confidence with the dominant hand. to use crossover dribble in isolation and attempt in game. to identify a player to mark from a jump ball. to explore man to man marking against the ball handler. to position yourself in the best way to mark your player and | <ol style="list-style-type: none"> to show different ways of running and moving. to compare different throws with different equipment. to assess what fast running feels like. to practise and perform running at speed. to compete over short distances against self and others. to use running to increase the distance of jumps. to judge speed to take off from a specified point. to demonstrate control upon take-off. to introduce sling technique for discuss throws. to practise the wind-up technique. to practise with different equipment. to perform running on a curve. to perform a baton exchange. |
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| <p>12.to technique for the 7-metre throw.</p> <p>13.to play in games implementing rules for the 7-metre throw.</p> <p>14.to use correct rules to start and restart a game.</p> <p>15.to rotate to play in a variety of positions</p> <p>16.to keep the 3-metre distance rule.</p> <p>Swimming</p> <ol style="list-style-type: none"> 1. to swim 5 metres using any stroke unaided. 2. to sink underwater and push from the side submerged. 3. to swim for as long as possible without a float. 4. to perform a tuck float for an increasing length of time. 5. to pick up an object off the bottom of the pool. | <p>position of a backstop.</p> <ol style="list-style-type: none"> 12. to make quick decisions about where to throw to backstop. 13. to play in backstop role in a small game situation. 14. to identify and describe successful play. 15. to play in a game using rounders scoring system. 16. to describe how to score a full rounder and how to score a half rounder. <p>Gymnastics Unit 1</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to link balance and travel with given actions. 2. to perform a weighted bunny hop with control and balance. 3. to show control and tension. 4. to experiment with one- | <p>refine movements.</p> <ol style="list-style-type: none"> 13.to evaluate my work. 14.to create a 5 action routine following the theme. 15.to practise and perform a routine which includes an 'entering' position. <p>KS2 Fitness Unit 1</p> <ol style="list-style-type: none"> 1. to keep moving during the 20 second window. 2. to raise heart rate. 3. to undertake coordination activity. 4. to work consistently across each activity. 5. to identify challenges within the workout. 6. to show determination to keep moving even when tired. 7. to describe the principles of an AMPRAP workout. | <ol style="list-style-type: none"> 14. to work together to stop the opposition scoring points. 15. to play in a game keeping score. 16. to describe how to score in a variety of different scenarios in tennis. 17. to play competitively and cooperatively with others and against others. <p>Cricket</p> <ol style="list-style-type: none"> 1. to begin to direct shots with some accuracy 2. to use the basic batting stance. 3. to implement skills form year 3. 4. to anticipate when to run to score singles. 5. to work with a partner to score runs. 6. to run at speed to avoid being run out. 7. to intercept a moving ball over varying distances. | <p>observe the ball.</p> <ol style="list-style-type: none"> 9. to use the bounce pass for accuracy and speed. 10.to beat the defender using the bounce pass. 11.to use bounce pass appropriately in a game. 12.to use jump shot in isolation and attempt jump shot in an opposed situation. 13.to assess when and attempt to use jump shot in a game. 14.to learn what a travel violation is and use the terminology in game. <p>Volleyball</p> <ol style="list-style-type: none"> 15.to perform in a game using 'three contacts' principle. 16.to rotate serve with a partner. | <ol style="list-style-type: none"> 15.to analyse as a team how to improve a baton exchange. 16.to work as a team to develop to score points on different athletic stations. <p>OAA</p> <ol style="list-style-type: none"> 17.to suggest ways to solve a problem. 18.to support others to participate in the task. 19.to recognise compass points. 20.to operate as part of a team to solve a problem. 21.to listen and be directed by others. 22.to explain what a compass is. 23.to describe how a compass can be used. 24.to use compass points to compete the task successfully. 25.to perform under time pressures. 26.to refine answers from clues. 27.to work independently from the teacher. |
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| | <p>6. to perform three floats and link without putting feet on the bottom.</p> <p>7. to swim 10 metres on the front with one swimming aid.</p> <p>8. to use breaststroke legs to swim 10 metres.</p> <p>9. to attempt to swim 25 metres unaided.</p> | <p>5. to introduce roll over the shoulder to knees.</p> <p>6. to combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees.</p> <p>7. to identify muscle groups to support front and side support.</p> <p>8. to take part in a series of mini Tabata.</p> <p>9. to work with a partner to practise and refine transition between movements with control.</p> <p>10. to practise front support, press up, to side support and pike using increased control of core muscle groups.</p> | <p>8. to develop strength by performing a range of exercises.</p> <p>9. to score rounds and reps accurately.</p> <p>10. to replicate the warm-up showing control accurately.</p> <p>11. to keep track of where they are in an exercise.</p> <p>12. to identify what you found most difficult and why.</p> <p>13. to work under time pressure.</p> <p>14. to demonstrate determination to work quickly.</p> <p>15. to explain why relaxing is important for our health.</p> <p>16. to challenge themselves to match or improve their score.</p> <p>17. to calculate the difference in their score to the previous session.</p> <p>18. to discuss what is happening to</p> | <p>8. to intercept balls to stop runs in game situations.</p> <p>9. to work with the team to return balls in the field.</p> <p>10. to bowl overarm from a stationary position at a target.</p> <p>11. to attempt to bowl overarm in a game</p> <p>12. to bowl from both ends of the wicket.</p> <p>13. to use the pull shot in isolation.</p> <p>14. to attempt a pull shot in a game situation.</p> <p>15. to decide where to field against someone who can hit a pull shot.</p> <p>16. to use overarm bowling in a game situation with some consistency.</p> <p>17. to effectively stop a bouncing ground ball.</p> <p>18. to identify and describe successful play.</p> | <p>17. to use simple rules in a game situation.</p> <p>18. to use ready position and move smoothly.</p> <p>19. to show awareness of position on court and anticipate where the ball may be played.</p> <p>20. to track flight of the ball and catch consistently.</p> <p>21. to catch the ball from different heights in different ways</p> <p>22. to recognise strategy in game; e.g sending the ball high gives players more time to react.</p> <p>23. to use the serve rules consistently in game.</p> <p>24. to develop hand-eye coordination through a</p> | <p>28. to use a map to follow a course.</p> <p>29. to work cooperatively with a partner.</p> <p>30. to evaluate their success.</p> <p>31. to recognise common map symbols.</p> <p>32. to remember and recall map symbols.</p> <p>33. to determine when they need help and use prompt cards.</p> |
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| | | 11. to develop balances for taking weight on shoulders. 12. to progress shoulder balance to shoulder stand. 13. to recap cartwheel. 14. to combine all elements to compose one sequence showing smooth transitions. | their bodies when they exercise. | | variety of challenges. 25.to work cooperatively to increase skill difficulty. 26.to attempt a full underarm serve. 27.to record results accurately at the end of each game. 28.to play in a sportsmanlike way and accept when points are lost. | |
| Year 5 | Netball Children will learn: 1. to practise passes learnt in previous lessons. 2. to choose appropriate pass in different scenarios. 3. to use a variety of passes in a game. 4. to attempt to find space in activity/ game. 5. to communicate with teammates | Gymnastics Unit 1 Children will learn: 1. to complete a four-element sequence containing actions at different heights and speeds. 2. to take weight on hands to move forward. 3. to include symmetrical and asymmetrical shapes. 4. to explore symmetry as applied to both | Badminton Children will learn: 1. to play against an opponent to score points. 2. to hit to different areas of the court. 3. to make it difficult for an opponent to score points. 4. to play in singles games, learning the rules of the game. 5. to begin to apply court position | Fitness Children will learn: 1. to keep track of their reps during exercise. 2. to work to increase flexibility and range of motion. 3. to explain some of the reasons why water is important after exercise. 4. to build on last week's score for fitness progression. 5. to use the words work and rest to explain interval training. | OAA Children will learn: 1. to work as a pair to complete a challenge. 2. to explore ways of communicating . 3. to decide which ways of communicating are most efficient. 4. to work at maximum capacity when running. | Athletics Children will learn: 1. to run as part of a relay team for speed and distance. 2. to run for as long as possible as an individual. 3. to identify and use appropriate encouragement of teammates. 4. to measure the distance of run in a given time. 5. to recognise the importance of |

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| | <p>when moving into space.</p> <p>6. to find space and receive the ball in a game.</p> <p>7. to use different dodging techniques, both opposed and in isolation.</p> <p>8. to apply a range of speeds to movement skills to get free from your defender.</p> <p>9. to use dodging effectively to get away from opponents.</p> <p>10.to recap and use pivoting in a game to make more successful passes.</p> <p>11.to attempt some quick turns to move the ball quickly.</p> <p>12.to recap shooting technique.</p> <p>13.to work to get into a better shooting position.</p> <p>14.to apply a strategy to get into better</p> | <p>balance and travel .</p> <p>5. to compose an individual symmetrical sequence.</p> <p>6. to attempt to combine sequences with a partner to create paired symmetrical sequences.</p> <p>7. to explore asymmetrical balances and travels.</p> <p>8. to compose an individual asymmetrical sequence.</p> <p>9. to attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p>10.to introduce partner counter balances.</p> <p>11.to work together to complete trust exercise.</p> <p>12.to create a short sequence that contains counter balances.</p> | <p>techniques to singles play.</p> <p>6. to copy and replicate ways to serve.</p> <p>7. to perform service including forehand and backhand, long and short.</p> <p>8. to develop reaction time by controlling shuttle over shorter distance.</p> <p>9. to play in modified doubles games.</p> <p>10.to communicate effectively with partner/ team during games.</p> <p>11.to experience short, intense periods of exercise during warm up.</p> <p>12.to attempt a variety of movement around the court.</p> <p>13.to select court movement techniques in a game situation.</p> <p>14.to play in games against others</p> | <p>6. to describe why rest is important after exercising.</p> <p>7. to work with maximum effort for a short period of time.</p> <p>8. to participate in balance-based movements in combination.</p> <p>9. to work to improve their weekly burpees score.</p> <p>10.to work to complete movement over the full range of motion.</p> <p>11.to perform a superset and describe its features. explain some of the reasons why sleep is important.</p> <p>12.to participate in pyramid work out and explain its principles.</p> <p>13.to use repetition to improve movement qualities.</p> <p>14.to describe some benefits of playing outdoors.</p> | <p>5. to follow a designated route.</p> <p>6. to keep evidence of results.</p> <p>7. to use memory and recall skills to navigate to destinations.</p> <p>8. to use memory methods remember and recall objects.</p> <p>9. to suggest real-life situations where memory and recall are important.</p> <p>10.to solve problems to complete a task.</p> <p>11.to work collaboratively to improve.</p> <p>12.to perform under pressure.</p> <p>13.to perform safely and with control.</p> <p>14.to compete against others to complete a challenging task.</p> <p>15.to use ingenuity and</p> | <p>setting a pace for longer runs.</p> <p>6. to work to improve distance covered in set times.</p> <p>7. to work to improve distance covered in set times.</p> <p>8. to identify and recognise the most effective jumping style for distances.</p> <p>9. to explore combining jumping sequences, e.g hop, step, jump.</p> <p>10.to use a run-up to jump further.</p> <p>11.to develop push technique using a variety of objects.</p> <p>12.to use one and two-handed push throw.</p> <p>13.to use push throw accurately and aim for targets.</p> <p>14.to perform baton exchange as part of a relay team.</p> <p>15.to anticipate when to start moving on the exchange.</p> <p>16.to perform baton exchange in a given area.</p> <p>17.to develop as a small group either</p> |
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| <p>shooting positions.</p> <p>15.to work to improve reaction time.</p> <p>16.to use quick thinking and agility to react to what is happening around us.</p> <p>17.to play in high-five netball games implementing some rules.</p> <p>Rounders</p> <ol style="list-style-type: none"> 1. to apply rules of the game consistently. 2. to sprint with power to run between zones. 3. to direct the ball to hit target areas. 4. to throw a ball for accuracy. 5. to use the short throw to stump players out. 6. to position to catch the ball on a base to stump. 7. to follow the path of a bowled ball. | <p>13.to apply compositional ideas to counter balances.</p> <p>14.to move smoothly from one balance to another with a partner.</p> <p>15.to show clear individual movements.</p> <p>16.to perform and evaluate each other's sequences and select a component for improvement.</p> <p>Swimming</p> <ol style="list-style-type: none"> 1. to swim as part of a team in a relay. 2. to carry and retrieve a variety of objects. 3. to swim and stay afloat for as long as possible. 4. to demonstrate good body position in backstroke. 5. to use efficient action to swim longer distances. 6. to choose two strokes to swim | <p>using a variety of badminton shots.</p> <p>15.to use experience of court movement techniques in a game.</p> <p>16.to evaluate ways to improve points scored in games.</p> <p>Dance Unit 2</p> <ol style="list-style-type: none"> 1. to be able to perform a non-locomotor movements. 2. to apply some basic Bollywood actions to a dance phrase. 3. to perform solo. 4. to be able to perform non-locomotor and locomotor movements together. 5. to link movements into a sort dance phrase. 6. to work with a partner to develop and remember dance phrases. 7. to work as part of a group to move collaboratively. | <p>15.to work a variety of movement in tabata style.</p> <p>16.to improve replication of stretching shapes using worksheet.</p> <p>17.to identify and explain some benefits of whole-body exercise.</p> <p>Cricket</p> <ol style="list-style-type: none"> 1.to throw a ball for accuracy. 2. to use a short throw to run players out. 3. to positioning to catch a ball in a game scenario. 4. to keeping wicket to stump and run out batters. 5. to anticipate the path of a bowled ball. 6. to keep wicket in a game situation. 7. to increase the accuracy of overarm bowling using the correct grip. 8. to apply overarm bowling consistently in a game. | <p>imagination to complete a task.</p> <p>16.to interpret morse code and use it to communicate with other others.</p> <p>17.to suggest different ways to send morse code.</p> <p>Tennis</p> <ol style="list-style-type: none"> 1. to play against an opponent to score points. 2. to recap the different shots learn in the previous unit and apply them to the game. 3. to identify techniques used in a volley shot. 4. to be prepared and ready to return using a volley shot. 5. to describe the purpose of/when to use a volley shot. 6. to recognise components of | <p>a run, jump or throwing event.</p> <p>18.to choose appropriate distance, equipment, time and space.</p> <p>19.to teach the event to another group.</p> <p>Football</p> <ol style="list-style-type: none"> 1. to turn with the ball unchallenged. 2. to receive the ball and turn into space. 3. to receive the ball and turn to shoot. 4. to recognise space and opportunities for running with the ball. 5. to travel quickly and effectively with the ball. 6. to select an appropriate conclusion to run e.g shoot, pass, dribble. 7. to combine running with the ball and sending into space. 8. to selecting where to pass the ball on completion of a run. |
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| | <p>8. to attempt to catch a backwards hit.</p> <p>9. to apply a backwards hit rule as a batter.</p> <p>10.to apply backwards hit tactics as a backstop.</p> <p>11.to recognise where to play shots to on a field.</p> <p>12.to find the gaps in the field in a game situation.</p> <p>13.to field with some awareness of batters strengths.</p> <p>14.to recognise fielders positioned for left and right handed players.</p> <p>15.to distinguish differences between deep and close fielding.</p> | <p>for long distance.</p> <p>7. to collect objects from the bottom of the pool.</p> <p>8. to keep head and hands above the surface by treading water.</p> <p>9. to use recue aid to float as a group.</p> <p>10.to link lengths with smooth turn and glide.</p> <p>11.to tumble underwater.</p> <p>12.to perform breaststroke arms and legs with fluency.</p> <p>13.to turn fluently and with speed during front crawl.</p> <p>14.to swim and stay afloat for as long as possible.</p> <p>15.to compete as part of a team.</p> | <p>8. to create pathways and patterns as a group.</p> <p>9. to use performance skills in their dance.</p> <p>10.to describe what line dancing is and some of the key features.</p> <p>11.to perform in isolation some line dancing steps.</p> <p>12.to perform a basic 1,2 and 4 wall line dance as a class.</p> <p>13.to perform 3 line dance steps in isolation.</p> <p>14.to use knowledge of basic line dance steps to create their own.</p> <p>15.to combine 3 new dance steps with previously learnt steps.</p> <p>16.to work collaboratively with a group of 4.</p> <p>17.to practise and improve dance to perform for others.</p> | <p>9. to bowl overarm with a run up.</p> <p>10.to recognise when to play a defensive shot.</p> <p>11.to play a forward defensive shot in isolation.</p> <p>12.to know the purpose of a defensive shot.</p> <p>13.to field the ball from different positions on the field.</p> <p>14.to know where the mid-on and mid-off fielding position are.</p> <p>15.to play competitively using fielding placement to restrict runs.</p> | <p>the overhead shot.</p> <p>7. to use overhead shot to clear from the back of the court.</p> <p>8. to describe when to use an overhead shot.</p> <p>9. to play with others to score and defend points.</p> <p>10.to recognise differences in where you might stand in doubles play.</p> <p>11.to describe any different/additional rules when playing doubles.</p> <p>12.to practise and refine moving towards the ball aiming to prevent the second bounce.</p> <p>13.to approach the ball forehand and backhand.</p> <p>14.to play In games with and against others</p> | <p>9. to apply running and sending in a game.</p> <p>10.to play in a restricted position.</p> <p>11.to choose when to change position in a game.</p> <p>12.to move into space to open up the play.</p> <p>13.to distinguish between when teams are in possession of the ball and when it is lost.</p> <p>14.to act as individual challenge themselves to maintain possession.</p> <p>15.to act as a team to maintain possession.</p> <p>16.to implement skills developed throughout the unit.</p> <p>17.to control a bouncing ball with more confidence.</p> <p>18.to work with team to discuss and improve performance after each game.</p> |
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| | | | | | using a variety of tennis shots. 15.to evaluate ways to improve points scored in games. | |
| Year 6 | Netball Children will learn: 1. to show coordination in some ball-handling drills. 2. to explain some ways to improve coordination. 3. to play in a 4v4 game, scoring points in 1 of 3 goals. 4. to practise marking the ball for a pass or a shot. 5. to umpire the 0.9m rule for a player marking the ball. 6. to play in a game utilising the marking the ball skill. 7. to engage in attacking roles, implementing basic attacking positions. | Gymnastics Unit 1 Children will learn: 1. to complete a six-element sequence containing flight, contrasting shapes and balances. 2. to take weight on hands to land on apparatus from flight. 3. to include twists/ turns and changes of speed and direction. 4. to dismount from varying heights. 5. to make simple judgements about own work and choose what level to work. 6. to use magic chair landing, jump forwards beyond cone while still | Fitness Unit 2 1. to keep track of reps during exercise. 2. to work to increase flexibility and range of motion. 3. to explain some of the reasons why water is important after exercise. 4. to build on previous scores for fitness progression. 5. to use words 'work' and 'rest' to explain interval training. 6. to describe why rest is important after exercising. 7. to work with maximum effort for a short period of time. 8. to participate in balance based | Cricket Children will learn: 1. the correct striking stance and direct the ball away from fielders using different angles and speeds 2. how to bowl in competitive situations and understand strategies that can be deployed between bowler, wicket keeper, backstop and bases. 3. how to field the ball and return it with an overarm throw 4. when to run after hitting a ball 5. how to play confidently and effectively in a range of small sided striking and fielding games and work as a team to develop | Volleyball Children will learn: 1. to play a range of small, sided net/wall games and apply basic common principles for attack and defence across the activities. 2. to play a variety of shots with intent when striking a ball after one bounce or on the volley. 3. to direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. 4. to evaluate the effectiveness of a shot and suggest ways of improving it. | Athletics Children will learn: 1. to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. 2. to confidently and independently select the most appropriate pace for different distances and different parts of the run. 3. which athletics throwing events use push, pull or heave techniques. 4. how the different equipment suits different styles of throwing. 5. that a long stride will help increase distance or height. 6. the need to start consistently from their own special starting position |

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| | <p>8. to explain why it is important to stay active to help your goal shooter and goal attack.</p> <p>9. to make choices on when to shoot and when to pass.</p> <p>10.to describe what a rebound is.</p> <p>11.to attempt rebounds as both attacker and defender in practices and competitive games.</p> <p>12.to practise attempting to intercept the ball.</p> <p>13.to work hard to intercept a pass.</p> <p>14.to explain why you caught the ball or why you knocked it away.</p> <p>15.to play in games stayed onside.</p> <p>16.to catch balls on the edge of the allowed area.</p> <p>17.to play in competitive</p> | <p>maintaining control, increase distance, jump into balance.</p> <p>7. to organise equipment in small groups to create a flight sequence.</p> <p>8. to express cannon in sequences.</p> <p>9. to work collaboratively to assign a leader and share ideas for the sequence.</p> <p>10.to include a piece of equipment assigned to the group. e.g hoops, spots.</p> <p>11.to devise pulse raising warm-up, which develops flexibility.</p> <p>12.to create a paired flight sequence demonstrating both unison and cannon.</p> <p>13.to recap unison in relation to gymnastics sequences.</p> | <p>movements in combination.</p> <p>9. to work to improve weekly burpees score.</p> <p>10.to work to complete movement over the full range of motion.</p> <p>11.to perform a superset and describe its features.</p> <p>12.to explain why some of the reasons why sleep is important.</p> <p>13.to participate in a pyramid work out and explain its principles.</p> <p>14.to use repetition to improve movement quality.</p> <p>15.to describe some benefits of playing outdoors.</p> <p>16.to work a variety of movements in tabata style.</p> <p>17.to improve replication of yoga shapes.</p> <p>18.to identify and explain some</p> | <p>strategies to outwit the batters.</p> <p>Swimming Consolidating and Recapping prior learning from KS2. Those who have completed their water-safety and 25m swim successfully will learn watersports.</p> | <p>5. to work cooperatively as a team in twos or small groups to create rules and play them.</p> <p>Tennis Children will learn:</p> <ol style="list-style-type: none"> 1. to play doubles tennis to score points against opposition. 2. to defend points against the opposition using teamwork skills to return balls over the court. 3. to select and apply skills previously learned. 4. to practise the principles of a backhand shot. 5. to describe why and how to use a two-handed backhand shot. 6. to use a backhand shot when necessary in a game situation. 7. to use the lob shot. | <p>and to mark out a run up.</p> <p>7. how to officiate and lead areas of athletics.</p> <p>OAA Children will learn:</p> <ol style="list-style-type: none"> 1. to work as a pair to follow and orient a map. 2. to select a correct travelling pace, eg running, jogging or a brisk walking pace. 3. to enjoy competing with each other. 4. to run as fast as possible under control. 5. to work as part of a pair to complete a scavenger hunt. 6. to identify objects by a written description successfully. 7. to balance safely and with control. 8. to perform a pyramid balance as part of a small group. 9. to suggest adaptations and variation to balances. |
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| | <p>games as part of a team.</p> <p>Rounders</p> <ol style="list-style-type: none"> 1. to demonstrate urgency in acquiring rounders in a specified innings length. 2. to attempt both attacking and defensive play as a batter. 3. to attempt attacking bowling. 4. to track and catch a high ball. 5. to catch a high ball to get players out. 6. to attempting catches in a competitive game. 7. to bowl the faster ball. 8. to use the faster ball to deceive batters. 9. to track and retrieve the ball over distance. 10.to identify when to work as pairs to field long balls. | <ol style="list-style-type: none"> 14.to select children to deliver warm-up activity from the previous lesson. 15.to create a six element sequence including cannon, unison, dismount, a piece of equipment. <p>Cricket</p> <ol style="list-style-type: none"> 1.to demonstrate urgency in acquiring runs in a given time. 2.to attempt both attacking and defensive play as a batter. 3.to attempt ring field placement, including mid-on, mid-off, mid-wicket and cover. 4.to track and catch a high ball. 5.to catch a high ball to get players out. 6.to attempt catches in a competitive game. 7.to bowl the short ball. | <p>benefits of whole-body exercise.</p> <p>Dance Unit 1</p> <ol style="list-style-type: none"> 1. to use tension and extension to control the body 2. to develop a simple sequence using actions and dynamics. 3. to recognise the difference between actions and dynamics. 4. to explore space and relationships in dance. 5. to develop a movement phrase that incorporates at least two relationships and a spatial element. 6. to remember and perform a simple phrase incorporating at least 3 actions. 7. to use expression in a dance phrase. 8. to develop movement action phrase in a group of 4. | | <ol style="list-style-type: none"> 8. to demonstrate a lob shot in isolated situations. 9. to perform a lob shot in gameplay. 10.to play in a game against opposition in doubles and singles using full tennis scoring system. 11.to appropriately score a tennis game using full tennis rules. 12.to umpire a game of doubles and singles. 13.to practise rules and scoring systems for a full game. 14.to play in doubles games and recognise how as a pair they can improve. 15.to implement basic positioning as a pair to score points. | <ol style="list-style-type: none"> 10.to work collaboratively to complete a range of paired and group activities. 11.to work efficiently as part of a team to eliminate opposition. 12.to use correct rules. 13.to decide who should run and when in a team running challenge. 14.to use speed and pace to run individually. 15.to use their knowledge of games to design a fun, competitive game. 16.to problem solve as part of a team. 17.to refine and adapt ideas. 18.to follow task instructions. |
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| | <p>11.to explain how effective fielding can restrict rounders scored.</p> <p>12.to identify when a fellow batter is at risk of being overtaken.</p> <p>13.to apply simple tactics to ensure all batters make it round bases.</p> <p>14.to apply the rule which states once you leave a base as a batter you must run on.</p> <p>15.to use a range of defensive and attacking tactics in a game.</p> <p>16.to apply a range of simple rounders rules in a game.</p> <p>17.to play in on a full base rounders game.</p> | <p>8.to use the short ball to tempt players to hit high.</p> <p>9.to attempt to catch the high ball off a short delivery.</p> <p>10. to track and retrieve the ball over distance.</p> <p>11. to identify when to work as pairs to field long balls.</p> <p>12. to explain how effective fielding can effect runs scored.</p> <p>13. to demonstrate and describe the features of the on drive.</p> <p>14. why you would use different types of shot in a game.</p> <p>15. to attempt an on drive.</p> <p>16. to set an attacking field when appropriate.</p> <p>17. to apply a range of known cricketing rules</p> | <p>9. to develop a dance using an increased range of actions.</p> <p>10.to identify appropriate dynamics and group formations for a Haka dance performance.</p> <p>11.to perform with consistency throughout.</p> <p>12.to perform some basic street dance skills.</p> <p>13.to develop a short sequence including basic street dance positions.</p> <p>14.to interpret visual stimulus.</p> <p>15.to develop a street dance using relationships in dance.</p> <p>16.to work as part of a pair to compose a strret dance performance.</p> <p>17.to perform confidently to peers.</p> | | <p>16.to use basic doubles positioning to explore attacking and defensive play.</p> <p>17.to work as a pair to develop tactics against other pairs.</p> <p>18.to compete and identify ways they can improve their game.</p> | |
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| | | to a new game format. 18. to attempt to bowl a variety of balls to get players out. | | | | |
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