

St. Giles' & St. George's Academy



Newcastle



PE Curriculum

PE Overview

EYFS topics and Beeactive

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Intro to PE 	Ball skills 	Gymnastics 	Dance 	Fundamentals 	Games 
	BA - Festivals	BA - Celebrations	BA - Fairy tales	BA - Emergency services	BA - Monsters	BA - Seaside
Reception	Intro to PE 	Ball skills 	Gymnastics 	Dance 	Fundamentals 	Games 
	BA - Body parts	BA - Bears	BA - Fruit and veg	BA - On the Farm	BA - Sports day practise	BA - Pirates

KS 1 - Teachers and Beeactive

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Forest schools/ Team games 	Ball skills 	Gymnastics 	Dance 	Sending and receiving 	Athletics 
	BA - Fitness training	BA - Multi skills (net and wall)	BA - Yoga	BA - Gymnastics using apparatus	BA - Sports day practise	BA - Playground games (Invasion)
Year 2	Fitness 	Forest schools/ Team games 	Gymnastics 	Dance 	Striking and fielding 	Athletics 
	BA - Fitness training	BA - Multi skills (net and wall)	BA - Yoga	BA - Gymnastics using apparatus	BA - Sports day practise	BA - Playground games (Invasion)

KS 2 – Teachers and **Beeactive**

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 3	Swimming 	Gymnastics 	Forest schools/ OAA 	Dance 	Fitness training 
BA - Football		BA - Yoga	BA - Gymnastics using apparatus	BA - Rounders	BA – Sports day practise	BA - Tennis
Year 4	Fitness training 	Gymnastics 	Swimming 	Dance 	Forest schools/ OAA 	Athletics 
	BA - Netball	BA - Yoga	BA - Gymnastics using apparatus	BA - Rounders	BA – Sports day practise	BA - Tennis
Year 5	Dodgeball 	Gymnastics 	Dance 	Forest schools/ OAA 	Cricket 	Athletics 
	BA - Basketball	BA – Pilates/Yoga	BA – Gymnastics using apparatus	BA – Tag rugby	BA – Sports day practise	BA - Tennis
Year 6	Fitness training 	Gymnastics 	Dance 	Athletics 	Cricket 	Forest schools/ OAA 
	BA - Hockey	BA – Pilates/Yoga	BA – Gymnastics using apparatus	BA – Tag rugby	BA – Sports day practise	BA - Tennis

Nursery

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Introduction to PE</p> 	<p>Ball skills</p> 
Suggested Content	Developing Skills	<p><i>Move safely and sensibly in a space.</i></p> <p><i>Develop moving safely and stopping with control.</i></p> <p><i>Use equipment safely and responsibly.</i></p> <p><i>Use different travelling actions whilst following a path.</i></p> <p><i>To work co-operatively and play as a group.</i></p> <p><i>To follow, copy and lead a partner.</i></p>	<p><i>Develop rolling a ball to a target.</i></p> <p><i>Develop stopping a rolling ball.</i></p> <p><i>Develop accuracy when throwing to a target.</i></p> <p><i>Develop bouncing and catching a ball.</i></p> <p><i>Develop dribbling a ball with your feet.</i></p> <p><i>Develop kicking a ball.</i></p>
	Applying and Linking Skills	<p><i>Change direction to avoid other and look for a space.</i></p> <p><i>Stop in a balanced position on your feet and take small steps to help you stop.</i></p> <p><i>Listen to the instructions carefully.</i></p> <p><i>Keep a gap between you and the person in front of you and look in the direction you are moving.</i></p> <p><i>Listen to instructions carefully and work together to complete a task.</i></p> <p><i>Move at a steady speed and watch where your partner is going.</i></p>	<p><i>Bend down low and step forwards when you roll the ball and point your hand towards your target.</i></p> <p><i>Keep your eyes on the ball, move your feet to the ball and use wide fingers to grip the ball.</i></p> <p><i>Keep your eyes on the target and let go of the object with your fingertips pointing towards the target.</i></p> <p><i>Catch the ball at the magic moment and use 2 hands.</i></p> <p><i>Keep the ball close to your feet using soft, small touches to dribble.</i></p> <p><i>Put your standing foot next to the ball and use the inside of your foot to kick the ball.</i></p>
	Evaluating Success	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small movements.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to a task.</p> <p>Thinking: I understand and follow rules.</p>	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small and large movements.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to a task.</p> <p>Thinking: I understand and follow rules.</p>
Required Resources		<p>Hoops</p> <p>Witches and wizard's doc</p> <p>Cones</p> <p>Pirates audio</p> <p>Beanbags</p> <p>Mythical creature's doc</p> <p>Base stations</p> <p>Benches</p> <p>Skipping ropes</p> <p>Tunnel</p> <p>Hurdles</p> <p>Parachute</p> <p>Monsters doc</p>	<p>Cones</p> <p>Playground balls</p> <p>Hoops</p> <p>Beanbags</p> <p>Tennis balls</p> <p>Busy Bees doc</p> <p>Butterflies and Ladybirds doc</p> <p>Caterpillars doc</p> <p>Dung Beetle doc</p> <p>Grasshoppers doc</p> <p>Spiders web doc</p>
Location		Hall	Hall

Nursery

		Spring Term	
		Spring 1	Spring 2
Overview		Gymnastics 	Dance 
Suggested Content	Developing Skills	<p>Copy and create shapes with your body.</p> <p>Create shapes whilst on apparatus.</p> <p>Develop balancing and taking weight on different body parts.</p> <p>Develop jumping and landing safely.</p> <p>Develop rocking and rolling.</p> <p>Copy and create short sequences linking actions together.</p>	<p>Be able to move safely around others and use counts of 8 to change an action.</p> <p>Explore different body parts and how they move and show an awareness of space, themselves and others.</p> <p>Explore different body parts and how they move and remember and repeat actions.</p> <p>Move with control and coordination and to link, copy and repeat actions.</p> <p>Express and communicate ideas through movement, exploring travelling movements, directions and levels.</p> <p>Copy and repeat actions, moving safely with confidence.</p>
	Applying and Linking Skills	<p>Sit up in a tuck shape, squeeze muscles to help keep your shape and straighten arms and legs when holding straight and star shapes.</p> <p>Squeeze muscles to help keep your shape and straighten arms and legs when holding straight and star shapes.</p> <p>Squeeze your muscles to help you stay balanced.</p> <p>Bend your knees when you land and keep your chest up.</p> <p>Squeeze muscles to help keep your shape and stay in your shape during a roll.</p> <p>Travel over, around and long apparatus. Use rolls, balance, jumps and shapes.</p>	<p>Count to 8 to help you stay in time.</p> <p>Think about how each body part can move.</p> <p>Count to 8 and so movements to the beat.</p> <p>Count to 8 and watch others to remember the order.</p> <p>Use high, medium and low levels in your dance to make it look more interesting.</p> <p>Do your movements to the beat and use big, clear movements to help to tell the story.</p>
	Evaluating Success	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small movements.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small movements.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>
Required Resources		<p>Cones</p> <p>Basic shapes doc</p> <p>Rainforest audio</p> <p>Agility table</p> <p>Benches</p> <p>Hoops</p> <p>Mats</p> <p>Playground ball</p> <p>Woodland scene doc</p> <p>Beanbags</p> <p>Lakeland animals doc</p> <p>Under the sea scene doc</p> <p>Straight/barrel rol vid</p> <p>Under the sea audio</p>	<p>Hoops</p> <p>Happy audio</p> <p>Cones</p> <p>Base stations</p> <p>Heads, shoulders knees and toes audio</p> <p>Heads, shoulders knees and toes vid</p> <p>Warm up: Beats On the Farm audio</p> <p>Transport vid</p> <p>Transport audio</p> <p>Morning routine doc</p> <p>Morning routine vid</p> <p>Warm up: Carnival audio</p> <p>Morning routine audio</p>
Location		<i>Hall</i>	<i>Hall</i>

Nursery

		Summer Term	
		Summer 1	Summer 2
Overview		Fundamentals 	Games 
Suggested Content	Developing Skills	<p><i>Develop balancing whilst stationary and on the move.</i></p> <p><i>Develop running and stopping.</i></p> <p><i>Develop changing direction.</i></p> <p><i>Develop jumping and landing.</i></p> <p><i>Develop hopping and landing with control.</i></p> <p><i>Explore different ways to travel.</i></p>	<p><i>Work safely and develop running and stopping.</i></p> <p><i>Develop throwing and learn how to keep score.</i></p> <p><i>Be able to play games showing an understanding of the different roles within it.</i></p> <p><i>Follow instructions and move safely when playing tagging games.</i></p> <p><i>Work cooperatively and learn to take turns.</i></p> <p><i>Work with others to play team games.</i></p>
	Applying and Linking Skills	<p><i>Squeeze your muscles to make your body tense.</i></p> <p><i>Bend your knees to help you stop running, take big steps to run and small steps to stop.</i></p> <p><i>Bend your knee and push off in the opposite direction and turn your body to face a new direction.</i></p> <p><i>Bend your knees to jump and land. Look straight ahead and keep your chest up.</i></p> <p><i>Bend your knees when landing and keep your head up. Squeeze your muscles to balance.</i></p> <p><i>Move in different ways; crawl, march, jump, slide. Use the pattern step, jump, step to gallop.</i></p>	<p><i>Take small steps to help you stop and travel in your own safe space.</i></p> <p><i>Finish with your hand pointing at the target and help each other add points together.</i></p> <p><i>Keep your hand strong and use a wide hand to hit the ball.</i></p> <p><i>Change direction to avoid others. Tag someone by gently touching them on the arm or back.</i></p> <p><i>Once you have had a turn move to the back and tag the next person so they can go.</i></p> <p><i>Clap the other team at the end. Encourage your teammates and listen carefully to the rules of each game.</i></p>
	Evaluating Success	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small and large spaces.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small and large spaces.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>
Required Resources		Beanbags Hoops Mini hurdles Skipping ropes Cones	Cones Tennis balls Beanbags Hoops Playground ball Mini hurdles Base stations
Location		<i>Hall</i>	<i>Hall</i>

Reception

Autumn Term

Autumn 1

Autumn 2

Overview

Introduction to PE



Ball skills



Suggested Content

Developing Skills

Move around safely in space.
Follow instructions and stop safely.
Stop safely and develop control when using equipment.
Follow instructions and play safely as a group.
Follow a path and take turns.
Work cooperatively with a partner.

Developing Skills

Develop rolling and tracking a ball.
Develop accuracy when throwing to a target.
Develop dribbling with hands.
Develop throwing and catching with a partner.
Develop dribbling a ball with your feet.
Develop kicking a ball to a target.

Applying and Linking Skills

Change direction to avoid others and look for a space.
Stop in a balanced position on feet and use small steps to stop.
Keep the ball close to you and rest your foot on top of it to keep it still.
Look in the direction you are travelling and take turns.
Listen to the rules and instructions and look for others changing directions to avoid bumps.
Send your partner the ball when looking at you and share equipment and take turns.

Applying and Linking Skills

Bend low and step forwards when you roll the ball. Move your feet to receive it and point your hand towards the target.
Keep your eyes on your target and use one hand to throw.
Push the ball as it starts to move down and use soft hands to push the ball.
Check your partner is looking before passing and use tow hands to catch.
Keep the ball close to your feet and use soft touches.
Use the inside of your foot to kick the ball.

Evaluating Success

Emotional: I am confident to try new activities.
Emotional: I ask for help if needed.
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Thinking: I can talk about my own ideas and use them in response to a task.
Thinking: I understand and follow rules.

Required Resources

Cones
Hoops
Playground ball
Beanbags
Warm up: Sunrise audio
Base stations
Skipping ropes
Tennis balls

Cones
Tennis balls
Scarves
Windy weather audio
Playground balls
Beanbags
Cricket wickets
Hoops
Metal skittles and canes
Falling snow audio
Snow scene doc
Storm scene doc
Rainy days audio
Foggy days doc

Location

Hall

Hall

Reception

Spring Term

Spring 1

Spring 2

Overview

Gymnastics



Dance



Suggested Content

Developing Skills

Create short sequences using shapes, balances and travelling actions.

Develop balancing and safely using apparatus.

Develop jumping and landing safely from a height.

Develop rocking and rolling.

Explore travelling around, over and through apparatus.

Create short sequences linking actions together and including apparatus.

Developing Skills

Use counting to stay in time with the music and copy and create different actions.

Be able to move safely with confidence and imagination to express and communicate ideas through movement.

Explore movement using a prop and move with control and coordination.

Move with control and coordination and express and communicate ideas through movement.

Copy and repeat actions, linking them together.

Remember and repeat actions and explore body actions, pathways and shapes.

Applying and Linking Skills

Hold shapes and balances for 5 seconds and squeeze muscles to stay still and strong.

Squeeze your muscles to help you stay still.

Bend your knees when landing and keep your chest up tall.

Keep your legs together on the straight roll and stay curled in the barrel roll.

Hold shapes and balances for 5 seconds and travel using different body parts.

Travel over, around and along the apparatus using different body parts.

Applying and Linking Skills

Count to 8 to stay in time with the music and use different body parts to travel on.

Use clear actions to help to show your character.

Use big, confident actions and movements.

Count to 8 to stay in time with the music.

Use changes of direction and level in your performance.

Make big movements with your body to show clear shapes and use different body parts to create the shapes.

Evaluating Success

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Physical: I can show good control and co-ordination in small and large movements.
Physical: I can talk about ways to keep healthy and safe.
Physical: I know the importance for good health and physical exercise.
Social: I am sensitive to others' feelings.
Social: I play co-operatively, taking turns.
Thinking: I can talk about my own ideas and use them in response to a task.
Thinking: I understand and follow rules.

Evaluating Success

Emotional: I am confident to try new activities.
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Physical: I can talk about ways to keep healthy and safe.
Physical: I know the importance for good health and physical exercise.
Social: I am sensitive to others' feelings.
Social: I play co-operatively, taking turns.
Thinking: I can talk about my own ideas and use them in response to a task.
Thinking: I understand and follow rules.

Required Resources

Basic shapes doc
Jack and the Beanstalk doc
Cones
Base stations
Beanbags
Agility table
Benches
Hoops
Mats
Quoits
Skipping ropes

Barrel roll vid
Goldilocks and the three bears doc
Straight roll vid
Woodland scene doc

Happy audio
Warm up beats audio
Under the sea vid
Under the sea audio
Base stations
Scarves
Fireworks audio
Warm up: Buzz audio
Warm up: Dreams audio
Marching through the jungle doc

Marching through the jungle vid
The jungle audio
On the farm audio

Location

Hall

Hall

Reception

		Summer Term	
		Summer 1	Summer 2
Overview		Fundamentals 	Games 
Suggested Content	Developing Skills	<p>Develop balancing.</p> <p>Develop running and stopping.</p> <p>Develop changing direction.</p> <p>Develop jumping.</p> <p>Develop hopping.</p> <p>Explore different ways to travel using equipment.</p>	<p>Develop accuracy when throwing and practising keeping score.</p> <p>Follow instructions and move safely when playing tag games.</p> <p>Learn to play against an opponent.</p> <p>Play by the rules and develop coordination.</p> <p>Develop striking a ball and keeping score.</p> <p>Work cooperatively as a team.</p>
	Applying and Linking Skills	<p>Squeeze your muscles to balance and wide arms.</p> <p>Bend your knees to help you stop, keep your chest up and big steps to run, small steps to stop.</p> <p>Bend your knee to push off in the opposite direction, turn your body to face a new direction and use small steps.</p> <p>Bend your knees to jump and land, look straight ahead keeping chest up. Squeeze muscles to balance when landing.</p> <p>Bend your knees to jump and land, look straight ahead keeping chest up.</p> <p>Move in different ways; jumping, crawling, marching and sliding using different body parts.</p>	<p>Shout out the score when you score a point and point your hand where you want the object to go.</p> <p>Look for space away from taggers and tag by gently touching.</p> <p>Point your hand where you want the object to go and say 'well done' to your opponent.</p> <p>Listen carefully to instructions and use the opposite leg to arm when running.</p> <p>Hit the ball in the middle of the racket and point the racket where you want the ball to go.</p> <p>Clap the other teams and encourage team mates.</p>
	Evaluating Success	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small and large exercises.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>	<p>Emotional: I am confident to try new activities.</p> <p>Emotional: I ask for help if needed.</p> <p>Physical: I can handle equipment effectively.</p> <p>Physical: I can move confidently in a range of ways.</p> <p>Physical: I can safely negotiate space.</p> <p>Physical: I can show good control and co-ordination in small and large exercises.</p> <p>Physical: I can talk about ways to keep healthy and safe.</p> <p>Physical: I know the importance for good health and physical exercise.</p> <p>Social: I am sensitive to others' feelings.</p> <p>Social: I play co-operatively, taking turns.</p> <p>Thinking: I can talk about my own ideas and use them in response to others.</p> <p>Thinking: I understand and follow rules.</p>
Required Resources		<p>Base stations</p> <p>Beanbags</p> <p>Benches</p> <p>Cones</p> <p>Skipping ropes</p> <p>Circus audio</p> <p>Circus doc</p> <p>Team bands/Bibs</p> <p>Tunnel</p> <p>Safari scene doc</p> <p>Under the sea audio</p> <p>Under the sea scene doc</p> <p>Foot speed ladder</p> <p>Hoops</p> <p>Mini hurdles</p> <p>Space scene doc</p> <p>Farm scene doc</p> <p>Woodland scene doc</p>	<p>Beanbags</p> <p>Polar scene doc</p> <p>Cones</p> <p>Cricket wickets</p> <p>Hoops</p> <p>Metal skittles and canes</p> <p>Playground balls</p> <p>Tennis balls</p> <p>Benches</p> <p>Rainforest audio</p> <p>Rainforest creatures doc</p> <p>Australian scene doc</p> <p>Wild west scene doc</p> <p>Small soft balls</p> <p>Tennis rackets</p> <p>India audio</p> <p>Far East doc</p>
Location		<i>Hall</i>	<i>Hall</i>

Year 1

		Autumn Term		
		Autumn 1	Autumn 2	
Overview		<p>Forest schools/Team games</p> 	<p>Ball skills</p> 	
Suggested Content	Developing Skills	<p><i>Listen to and follow instructions.</i></p> <p><i>Co-operate and communicate with a partner to solve challenges.</i></p> <p><i>Work co-operatively as a team, listening to others and taking turns.</i></p> <p><i>Explore and develop teamwork skills.</i></p> <p><i>Develop communication skills.</i></p> <p><i>Use communications skills to lead a partner.</i></p> <p><i>Plan with a partner to solve problems, listening to others and sharing ideas.</i></p> <p><i>Communicate with a group to solve challenges.</i></p>	Developing Skills	<p><i>Explore different ball handling skills.</i></p> <p><i>Be able to roll a ball to hit a target.</i></p> <p><i>Develop co-ordination and be able to stop a rolling ball.</i></p> <p><i>Be able to develop technique and control which dribbling a ball with your feet.</i></p> <p><i>Develop control and technique when kicking a ball.</i></p> <p><i>Develop co-ordination and technique when throwing and catching.</i></p> <p><i>Develop control and co-ordination when dribbling a ball with your hands.</i></p> <p><i>Show co-ordination and control in a variety of ball skills.</i></p>
	Applying and Linking Skills	<p><i>Listen to the instruction and think about the information before completing the action.</i></p> <p><i>Listen to each other and share ideas.</i></p> <p><i>Listen to each other's ideas and make a plan.</i></p> <p><i>Communicate with others and listen to instructions carefully.</i></p> <p><i>Listen carefully to your partner's instructions and use clear, short instructions.</i></p> <p><i>Include everyone in the group, listen to instructions and use short instructions to help your partner.</i></p> <p><i>Listen to each other's ideas and work together to make decisions.</i></p> <p><i>Listen to each other's ideas before making a plan.</i></p>	Applying and Linking Skills	<p><i>Use soft touches with our feet to keep good control and use wide fingers to hold the ball.</i></p> <p><i>Bend low and place your opposite foot to rolling arm forward and let go when your hand is pointing at the target.</i></p> <p><i>Keep your eyes on the ball and move your feet in line with the ball.</i></p> <p><i>Keep the ball close using soft touches and use different parts of your foot to control the ball.</i></p> <p><i>Direct the inside of your foot at your target and kick the ball.</i></p> <p><i>Place your hands together to catch a ball and put the opposite foot forward to your throwing arm.</i></p> <p><i>Push the ball down and the magic moment and use wide fingertips.</i></p> <p><i>Move your feet to receive the ball and watch it.</i></p>
	Evaluating Success	<p>I can communicate simple instructions.</p> <p>I can follow a simple diagram/map.</p> <p>I can follow instructions.</p> <p>I can listen to others' ideas.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can work with a partner and a small group.</p> <p>I understand the rules of the game.</p>	Evaluating Success	<p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>
Required Resources		<p>Cones</p> <p>Playground balls</p> <p>Beanbags</p> <p>Hurdles</p> <p>Tennis balls</p> <p>Hoops</p> <p>Parachute</p> <p>Blindfolds</p> <p>Skipping ropes</p> <p>Balloons</p> <p>Tennis rackets</p>		<p>Cones</p> <p>Playground balls</p> <p>Tennis balls</p> <p>Beanbags</p>
Location		<i>Field/woodland</i>		<i>Playground</i>

Year 1

		Spring Term	
		Spring 1	Spring 1
Overview		Gymnastics 	Dance 
Suggested Content	Developing Skills	<p>Explore travelling movements using the space around you.</p> <p>Develop quality when performing gymnastics.</p> <p>Develop stability and control when performing balances.</p> <p>Develop technique and control when performing shape jumps.</p> <p>Develop technique in the barrel, straight and forward roll.</p> <p>Build strength and begin to take body weight on hands.</p> <p>Explore key skills on apparatus showing quality, control and balance.</p> <p>Link gymnastic actions to create a sequence.</p>	<p>Explore travelling actions and use counts of 8 to move in time with the music.</p> <p>Remember and repeat actions and respond imaginatively to a stimulus.</p> <p>Copy, remember and repeat actions representing a theme.</p> <p>Choose and perform actions that represent a theme.</p> <p>Use expression to show feelings and create actions that relate to the story.</p> <p>Use a pathway when travelling.</p> <p>Show changes in expression, level and shape.</p>
	Applying and Linking Skills	<p>Use different body parts to travel on and use high and low levels.</p> <p>Squeeze your muscles and tense when in a shape.</p> <p>Hold your balances still for 5 seconds, squeezing muscles so they feel hard.</p> <p>Bend your knees when landing and look straight ahead.</p> <p>Keep in the same shape throughout the roll.</p> <p>Tense your stomach muscles when taking weight on your hands.</p>	<p>Count evenly to the beat using counts of 8.</p> <p>Use a change of direction and speed to add interest and use clear actions to tell a story.</p> <p>Use clear actions and expressions to tell the story.</p> <p>Draw the shape of the pathway as you travel and use levels to make your dance look interesting.</p> <p>Use expression to show your character.</p> <p>Discuss and share ideas, change level, direction or speed to make your dance interesting.</p> <p>Jump heavily to show you are jumping in a puddle.</p>
	Evaluating Success	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>
Required Resources		<p>Cones</p> <p>Mats</p> <p>Basic shapes doc</p> <p>Beanbags</p> <p>Cones</p> <p>Hoops</p> <p>Hurdles</p> <p>Star vid</p> <p>Straight jump vid</p> <p>Relay baton</p> <p>Barrel roll vid</p> <p>Forward roll vid</p> <p>Rolls doc</p> <p>Agility table</p> <p>Benches</p> <p>Weight on hands stations doc</p>	<p>Happy audio</p> <p>Trees and leaves audio</p> <p>Pirates audio</p> <p>The Pirate's yo-ho-ho</p> <p>Pirates vid</p> <p>Warm up: Dreams audio</p> <p>Warm up: Sunrise audio</p> <p>Warm up: Carnival audio</p> <p>The lost toy audio</p> <p>Toy pictures doc</p> <p>Sleeping toys vid</p> <p>The lost toy doc</p> <p>Warm up: Street</p> <p>Cones</p> <p>Hoops</p> <p>Puddles audio</p>
Location		Hall	Hall

Year 1

		Summer Term	
		Summer 1	Summer 2
Overview		Send and receive 	Athletics 
Suggested Content	Developing Skills	<p>Roll a ball towards a target. Be able to track and receive a rolling ball. Be able to stop, send and receive a ball with your feet. Develop sending and receiving a ball with your feet. Develop throwing and catching skills. Send and receive a ball using a stick. Send and receive a ball using a racket.</p>	<p>Learn to move at different speeds for carrying distances. Develop a foundation for balance and stability. Develop agility and co-ordination. Explore hopping, jumping and leaping for distance. Develop balance whilst jumping and landing. Develop balance and rhythm which travelling over obstacles. Develop throwing for distance. Develop throwing for accuracy.</p>
	Applying and Linking Skills	<p>Bend down low, opposite foot to the arm and let go when your hand is pointing to the target. Make eye contact before sending the ball and get your body behind it as it comes towards you. Place your foot behind the ball to cushion it and use the inside of your foot to pass the ball. Check the receiver is looking and pass with the inside of your foot. Use two hands and wide fingers to catch the ball. Push the ball with two hands and release when your hands are pointing at the target. Hold the stick with two hands, send the ball with a pushing action. Move from the ready position to track the ball.</p>	<p>Run using opposite leg forward to arm, taking bigger strides when running faster and a slower pace for longer distances. Jump and land with soft kneed and keep chest up. Bend low and push off quickly to change direction, keeping feet shoulder width apart. Bend your knees to start and land, looking forwards and swinging arms forwards when jumping. keep looking forwards as you jump and land, keeping your chest up. Jump and land with soft knees and when linking running and jumping movements. Throw with a balanced stance, underarm throw for a short distance and overarm throw for a further distance. Increase swing and force to throw the beanbag further.</p>
	Evaluating Success	<p>I am beginning to send and receive a ball using a piece of equipment. I am beginning to send and receive a ball with my feet. I can catch a ball after one bounce. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p>I am able to throw towards a target. I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
Required Resources		Cones Tennis balls Playground ball Hoops Hockey sticks Tennis rackets	Cones Base stations Beanbags Benches Skipping ropes Mini hurdles Foot step ladder Hoops
Location		Playground	Playground

Year 2

		Autumn Term		
		Autumn 1	Autumn 1	
Overview		Fitness 	Forest Schools/Team games 	
Suggested Content	Developing Skills	<p>To understand how to run for longer periods of time without stopping.</p> <p>To develop coordination through hula hoop skills.</p> <p>To develop co-ordination and timing when jumping in a long rope.</p> <p>To develop individual skipping.</p> <p>To take part in a circuit to develop stamina and agility.</p> <p>To explore exercises that use your own body weight.</p> <p>To develop ABC, agility, balance and co-ordination.</p>	Developing Skills	<p>To follow instructions and work with others.</p> <p>To develop communication skills when working with a partner.</p> <p>To co-operate and communicate in a small group to solve challenges.</p> <p>To create a plan with a group to solve challenges.</p> <p>To communicate effectively and develop trust.</p> <p>To work as a group to solve problems.</p> <p>To discuss and plan with a partner and small group to solve problems.</p> <p>To work with a group to copy and create a basic map.</p>
	Applying and Linking Skills	<p>Don't run too quickly at the start and keep a steady speed.</p> <p>Use different levels and directions and wide fingers to grip your hoop.</p> <p>Listen for the tap of the rope hitting the floor and watch the rope as it comes over your head and jump.</p> <p>Jump, bend, jump bend rhythm and turn then jump.</p> <p>Don't go too quick at the start and encourage teammates.</p> <p>Bend low and push off quickly when changing direction.</p> <p>Complete the exercises carefully and slowly.</p> <p>Keep your head up and use your arms to help you move quickly.</p>	Applying and Linking Skills	<p>Listen to or read the instructions, think before completing actions and make a plan before beginning.</p> <p>Decide the best solution for the task and listen to each other when sharing ideas.</p> <p>Decide on a plan, ensure all members contribute and use clear instructions.</p> <p>Discuss ideas, reflect on what your team did well and how you can improve.</p> <p>Use clear, short instructions when guiding you partner.</p> <p>Focus on what your team is doing and use positive language when communicating.</p> <p>include all members and make decisions as a group.</p> <p>Include all members and listen and share ideas.</p>
	Evaluating Success	<p>I can describe how my body feels during exercise.</p> <p>I can link different hoop skills to create a routine.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I persevere with new challenges.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p>	Evaluating Success	<p>I can follow instructions carefully.</p> <p>I can say when I was successful at solving challenges.</p> <p>I can share my ideas and help to solve tasks.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show honesty and can play fairly.</p> <p>I understand how to use, follow and create a simple diagram/map.</p>
Required Resources	<p>Cones</p> <p>Hoops</p> <p>Long skipping ropes</p> <p>Skipping ropes</p> <p>Base stations</p> <p>Foot step ladder</p> <p>Hurdles</p> <p>Bibs</p> <p>Station cards – stamina and co-ordination doc</p> <p>Benches</p> <p>Speed bounce mats</p> <p>Station cards – stamina and agility doc</p> <p>Pencils</p> <p>Bingo – pupil exercises doc</p> <p>Name in exercises doc</p> <p>Playground ball</p>	<p>Cones</p> <p>Hoops</p> <p>Pack of cards</p> <p>Playground balls</p> <p>Blindfolds</p> <p>Skipping ropes</p> <p>Bibs</p> <p>Base stations</p> <p>Benches</p> <p>Pencils</p> <p>Skipping ropes</p> <p>Tunnels</p> <p>Balloons</p> <p>Goal ball</p> <p>Tambourine</p> <p>Beanbags</p> <p>Tennis balls</p> <p>Documents – Face 1, 2, 3, 4 and faces</p>		
Location	<i>KS1 Playground</i>		<i>KS1 Playground/Hall</i>	

Year 2

		Spring Term		
		Spring 1	Spring 1	
Overview		Gymnastics 	Dance 	
Suggested Content	Developing Skills	<p>To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To explore travelling actions, directions and levels. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop exploring apparatus. To develop sequence work on apparatus.</p>	Developing Skills	<p>To remember, repeat and link actions and explore space and movement patterns. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison and create interesting shapes. To mirror a partner and create ideas. To create actions in response to a stimulus and copy and repeat actions. To copy, create and perform actions on response to the stimulus using dynamics. To create a short dance showing changes of speed.</p>
	Applying and Linking Skills	<p>Be as still as a statue and hold each shape for 5 seconds.</p> <p>Squeeze your muscles so they feel hard.</p> <p>Change the levels you use within your sequence and use different body parts to travel on.</p> <p>Change levels you use within your sequence and use different body parts to travel on.</p> <p>Bend your knees to jump and land, us shape jumps.</p> <p>Keep your shape throughout the roll and transition smoothly from one action to the next.</p> <p>Explore travelling along, over, under, through and around apparatus.</p> <p>Use a start and a finish position and rolls, jumps, balances, travelling movements and shapes to create a sequence.</p>	Applying and Linking Skills	<p>Use changes in level or direction when travelling and counts of 8 to stay in time.</p> <p>Use counts of 8 to stay in time and different levels and shapes.</p> <p>Change your expression using clear exaggerated actions to show different characters.</p> <p>Share ideas, using clear pathways and interesting shapes and squeezing muscles to stay balanced.</p> <p>Use different directions, levels and speeds when performing.</p> <p>Choose actions that show changes in speed and stillness when holding your shape.</p> <p>Use changes of direction, speeds and dynamics.</p> <p>Use opposite arm/leg to your partner in unison.</p>
	Evaluating Success	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can describe how my body feels during exercise.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	Evaluating Success	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>
Required Resources	<p>Mats</p> <p>Basic shapes doc</p> <p>Base stations</p> <p>Apparatus set up KS1 doc</p> <p>Stretches for gym doc</p> <p>Agility table</p> <p>Benches</p> <p>Hoops</p> <p>Climbing frame</p>	<p>Cones</p> <p>Skipping ropes</p> <p>Star jump vid</p> <p>Straight jump vid</p> <p>Barrel roll vid</p> <p>Forward roll vid</p>	<p>Hoops</p> <p>Happy audio</p> <p>Warm up – carnival audio</p> <p>Warm up – beats audio</p> <p>Base stations</p> <p>Circus doc</p> <p>Circus audio</p> <p>Warm up – dreams audio</p> <p>Circus ideas vid</p> <p>Rainforest creatures doc</p>	<p>Benches</p> <p>Mirrors vid</p> <p>Mirrors audio</p> <p>Rainforest audio</p> <p>Rainforest fact file doc</p> <p>Rainforest vid</p> <p>Amazon vid</p> <p>The Amazon doc</p> <p>Warm up – buzz audio</p>
Location		Hall	Hall	

Year 2

		Summer Term	
		Summer 1	Summer 2
Overview		Striking and fielding 	Athletics 
Suggested Content	Developing Skills	<p>To roll a ball towards a target. To track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand the roles of batter, bowler and fielder and how to get a batter out. To understand how to run around bases to score points.</p>	<p>To develop the sprinting action. To develop rhythm and balance in running over obstacles. To develop agility and co-ordination. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.</p>
	Applying and Linking Skills	<p>Point your throwing hand towards your target and step forwards with your opposite foot to throwing hand.</p> <p>Get your body low in front of the ball and move your feet to get in line. Watch the ball as it is coming towards you.</p> <p>Move your feet to the ball to catch and point your hand where you want the ball to go.</p> <p>Point your hand where you want the ball to go and step forward with your opposite foot to your throwing arm.</p> <p>Strike the ball using the centre of the racket and watch the ball when it is coming towards you.</p> <p>Get in front of the ball and use two hands to collect the ball.</p> <p>When batting, bat away from the fielders. And when fielding, retrieve the ball and send it to the bowler.</p> <p>Make decisions about when to run by looking at the ball and fielders and run around the outside of the bases after you have hit the ball.</p>	<p>Balance when running by alternating arms and legs and run on the balls of your feet. Take big strides when running fast.</p> <p>Be aware of the varying heights and distances and count your strides to keep an even rhythm. Keep soft knees when linking running and jumping movements.</p> <p>Balance when running by alternating arms and legs and keep a balanced stance when changing direction with feet shoulder width apart.</p> <p>Bend your knees to help push off and land. Look forward at take-off and landing and swing your arms up at take-off.</p> <p>Drive your arms upwards to help you jump higher and jump from a balanced starting position.</p> <p>Place your opposite leg to throwing arm forward and stand sideways on to the direction of the throw from a balanced starting position.</p> <p>Keep your eyes looking at your target, point your hand at your target after you throw and throw from a balanced starting position.</p> <p>Keep soft knees when linking running and jumping movements and look forward at take-off and landing.</p>
	Evaluating Success	<p>I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can describe how my body feels during exercise. I can roll a ball to hit a target. I can sometimes hit a ball using a racket. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.</p>	<p>I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can link running and jumping movements with some control and balance. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds and in different directions. I try my best.</p>
Required Resources		<p>Cones Tennis balls Beanbags Playground ball Small foam balls Tennis rackets Hoops</p>	<p>Cones Activity skittles Base stations Mini hurdles Beanbags Cricket wickets Tennis balls Hoops Athletics carousel doc</p>
Location		Playground	Playground

Year 3

		Autumn Term	
		Autumn 1	Autumn 2
Overview		<p>Swimming (lessons 1-6)</p> 	<p>Gymnastics</p> 
Suggested Content	Developing Skills	<p>To develop an understanding of buoyancy and balance in the water.</p> <p>To develop independent movement and submersion.</p> <p>To develop gliding and crawl legs.</p> <p>To develop front crawl breathing.</p> <p>To develop gliding and backstroke.</p> <p>To develop rotation, sculling and treading water.</p>	<p>To be able to create interesting point and patch balances.</p> <p>To be able to match a partner in a sequence.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To explore gymnastics skills using hoops.</p> <p>To create a partner sequence incorporating equipment.</p>
	Applying and Linking Skills	<p>Breathe in for increased buoyancy.</p> <p>Take a big relaxed breath before submerging.</p> <p>Stay in a streamlined shape.</p> <p>Breathe every three strokes.</p> <p>Keep your hips lifted to keep your body close to the surface of the water.</p> <p>Push the water towards and away from you using cupped hands.</p>	<p>Hold your balance for 5 seconds and make them interesting by using different levels and body parts to balance on.</p> <p>Move at the same time and in the same direction and use different levels and body parts to make your sequence look interesting.</p> <p>Land with knees bent and look straight ahead when you jump.</p> <p>Barrel roll - keep your knees tucked into your chest. Forward roll - tuck your chin into chest. Straight roll - roll from an arch to a dish.</p> <p>Choose actions that are on the same or similar level to move into and out of balances smoothly.</p> <p>Actions could include rolls, jumps, balances and travelling movements.</p> <p>Close your fingers around the hoop to keep it controlled.</p> <p>Ensure your sequence uses a variety of actions and levels and use strong body tension in your balances.</p>
	Evaluating Success	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p> <p>I understand the benefits of exercise.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p>
Required Resources		<p>Swim suit/shorts</p> <p>Goggles (with permission slip)</p> <p>Swimming cap (if long hair)</p> <p>Towel etc</p> <p>Other items at Jubilee baths</p>	<p>Mats</p> <p>Basic shapes doc</p> <p>Point and patch balances doc</p> <p>Stretches for gym doc</p> <p>Agility table</p> <p>Benches</p> <p>Base stations</p> <p>Star jump vid</p> <p>Straight jump vid</p> <p>Tuck jump vid</p> <p>Barrel roll vid</p> <p>Forward roll vids (3)</p> <p>Straight roll vid</p> <p>Hoops</p>
Location		Jubilee Baths	Hall

Year 3

		Spring Term	
		Spring 1	Spring 2
Overview		<p>Forest schools/Outdoor Adventurous Activity</p> 	<p>Dance</p> 
Suggested Content	Developing Skills	<p>To develop cooperation and teamwork skills. To develop communication skills and work effectively with a partner. To develop trust and team work. To be able to follow and give instructions. To work effectively in small groups. To develop planning and problem solving skills. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support. To be able to listen to others and follow instructions. To be able to identify objects on a map. To be able to draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>	<p>To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To work with a partner to choose actions that relate to an idea. To remember and repeat actions. To use dynamics to clearly show different phrases. To choose actions which relate to the idea. To use space and timing to make my work look interesting. To understand and use formations. To choose poses which relate to the stimulus. To use transitions and changes of timing to move into and out of shapes.</p>
	Applying and Linking Skills	<p>Listen to other team members and share ideas. Take time to discuss ideas with your partner. Be clear and descriptive with your instructions. Make changes where necessary and reflect on your planning after each game. Think about the limitations set on other team members and how you could support them. Listen carefully to your teammates' instructions. Look carefully at the map and ask teammates if you need help. Turn your map as you move so that the correct colour cone is in front of you in real and on the map.</p>	<p>Use counts of 8 to help you to stay in time with each other and the music. Use opposites such as forwards and backwards or up and down and work with your partner, sharing ideas. Consider the use of space around you and use actions that represent the machine breaking down. Consider how to move to represent each season and use counting to help to remember the actions. Use changes in pathway, canon and unison and count to stay in time with each other and the music. Use clear, strong poses to represent the idea. Make clear shapes as a group that represent the idea and use changes of timing within your dance. Move with clear confident actions and use dynamics in your dance to help to represent your idea.</p>
	Evaluating Success	<p>I am developing map reading skills. I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively with a partner and a small group.</p>	<p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea. I understand the benefits of exercise.</p>
Required Resources	<p>Benches Blindfolds Cones Hoops Hurdles Bibs Mats Base stations</p> <p>Tennis balls Playground ball Rackets Pencils Skipping ropes Reading symbols doc L8 Worksheets (5 docs)</p>	<p>Warm up: beats audio Machines audio The machine and parts docs Machine video Warm up: Sunrise audio Machine pushing movements vid Machine Spinning movements 1 + 2 vid Working machine vid Warm up: Street audio Romans architecture vid and doc Romans fact file</p> <p>Machine breaking down vid Warm up: carnival audio Attract and repel vids Forces and magnets audio Warm up RnB audio Seasons audio and doc Spring/Summer vids Autumn/Winter set phrase vid Romans audio Romans vid and doc</p>	
Location		Playground/Field	Hall

Year 3

		Summer Term	
		Summer 1	Summer 2
Overview		Fitness training 	Athletics 
Suggested Content	Developing Skills	<p>To develop an awareness of what your body is capable of and to test and record baseline fitness scores.</p> <p>To develop your sprinting technique and your speed.</p> <p>To develop strength using my own body weight.</p> <p>To complete actions to develop coordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p> <p>To re-test fitness scores and recognise improvement.</p>	<p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop fluency and rhythm when running over obstacles.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop jumping for height and safety on landing.</p> <p>To develop throwing for distance and accuracy.</p> <p>To develop throwing for distance in a pull throw.</p> <p>To develop officiating and performing skills.</p>
	Applying and Linking Skills	<p>Encourage those you are working with and try your best at each station.</p> <p>Keep your elbows bent and move your hands from your pocket to your mouth. Run on the balls of your feet.</p> <p>Complete each exercise slowly and with control.</p> <p>Watch the ball and move your hands ready to catch it.</p> <p>Bend low and use small steps to change direction and turn your hips to face the direction you are running.</p> <p>Bend your standing knee to help you to stay balanced and focus on something still.</p> <p>Breathe steadily in through your nose and don't go too fast at the beginning.</p> <p>Compete against your own score to achieve your personal best and work to your maximum.</p>	<p>Sprint on the balls of your feet moving your hands from pocket to mouth.</p> <p>Hold the bottom of the relay baton for smooth changeovers and run to the receiving side of your teammate when passing the baton on.</p> <p>Count your strides to keep an even pace and keep a consistent stride pattern.</p> <p>Jump with balance and control by bending your knees at take-off and landing and keep looking straight ahead when you jump.</p> <p>Drive your arms forwards and upwards on take-off and jump with balance and control by bending your knees at take-off and landing.</p> <p>Step forward as you throw to create power and transfer your weight from your back to your front leg.</p> <p>Release the beanbag as your hand moves past your head and throw from a balanced stance.</p> <p>Hold the bottom of the relay baton for smooth changeovers.</p>
	Evaluating Success	<p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge is hard.</p> <p>I can provide feedback using key words.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand the benefits of exercise.</p>	<p>I am developing jumping for distance and height.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p> <p>I understand the benefits of exercise.</p> <p>I understand why it is important to warm up.</p>
Required Resources	<p>Cones</p> <p>Pencil</p> <p>Stop watch</p> <p>Tennis balls</p> <p>My fitness record doc</p> <p>Pack of cards</p> <p>Tug of war rope</p> <p>Playground ball</p>	<p>Hoops</p> <p>Hurdles</p>	<p>Cones</p> <p>Relay batons</p> <p>Mini hurdles</p> <p>Stretches for athletics doc</p> <p>Long jump vid</p> <p>Skipping ropes</p> <p>Hoops</p> <p>Benches</p> <p>Jumping for height stations doc</p> <p>Basketballs</p> <p>Beanbags</p> <p>Carousel stations doc</p> <p>Speed bounce mats</p>
Location		Playground	Playground

Year 3 – Coach coverage

	Autumn 1	Spring 2
Overview	Football 	Rounders 
Suggested Content	Developing Skills <p>To develop control whilst dribbling the ball. To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To develop passing and moving. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.</p>	Developing Skills <p>To develop throwing and catching skills. To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To play to the rules when batting as a team. To apply skills and rules learnt to play rounders.</p>
	Applying and Linking Skills <p>Control the ball with different parts of your foot and push the ball slightly ahead of you when moving. Send the ball ahead of you whilst dribbling so that you can run with it and use all parts of your feet to control the ball. Finish with the inside of your kicking foot pointing towards your target. Look to see your target before passing and move quickly into a new space after passing. Use the first touch to cushion the ball and take the power out of it. Accelerate out of the change of direction into space. Try to slow down your opponent down by moving slowly backwards in the direction that they are moving. In between matches discuss with your team how to improve for your next match.</p>	Applying and Linking Skills <p>For catching, watch the ball and move your feet to it and point your throwing arm in the direction of your target. Be aware of where other pupils are before making a decision about what to do and use an overarm throw for long distances. Point your hand at your target after you have thrown the ball and step forward with the opposite foot to throwing arm. Keep the bases on your left hand side and watch where the ball is to help you to decide when to stop running. Move your feet to stay in line with the ball as it comes towards you. Stand sideways on to the bowler and watch the ball as it comes towards you. Don't overtake the batter in front of you and watch where your other batters are before deciding whether to run. Show respect towards others and use the rules to help to manage your game.</p>
	Evaluating Success <p>I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.</p>	Evaluating Success <p>I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.</p>
Required Resources	Cones Footballs Skipping ropes Bibs	Cones Hoops Tennis balls Beanbags Playground ball Tennis rackets Stretches for games doc Rounders bats Score sheet doc Rounders rules doc
Location	MUGA/Playground	Playground

Year 3 – Coach coverage

Summer 2	
Overview	<p style="text-align: center;">Tennis</p> 
Suggested Content	<p><i>Developing Skills</i></p> <ul style="list-style-type: none"> <i>To be able to use the ready position.</i> <i>To develop ball control and movement skills.</i> <i>To develop racket and ball control.</i> <i>To develop returning the ball using a forehand groundstroke.</i> <i>To be able to rally using a forehand.</i> <i>To develop the two handed backhand.</i> <i>To learn how to score and develop playing against an opponent.</i> <i>To work collaboratively with a partner and compete against others.</i>
	<p><i>Applying and Linking Skills</i></p> <ul style="list-style-type: none"> <i>Bend your knees so that you are ready to move and keep your head up so that you can see where the ball is.</i> <i>Move your feet to track the ball and point your hand where you want the ball to go.</i> <i>Use a strong wrist to hold the racket and use the centre of the racket face to hit the ball.</i> <i>Finish with the racket over your opposite shoulder in two hands.</i> <i>Hit the ball near to your partner so that they can return it.</i> <i>Move your feet to the ball and use two hands to help you with your control.</i> <i>Think of where you could hit the ball to make it hard for your opponent to return.</i> <i>Say and agree on the score after each point and show honesty and fair play.</i>
	<p><i>Evaluating Success</i></p> <ul style="list-style-type: none"> <i>I am learning the rules of the game and I am beginning to use them to play fairly.</i> <i>I can provide feedback using key words.</i> <i>I can return a ball to a partner.</i> <i>I can use basic racket skills.</i> <i>I understand the aim of the game.</i> <i>I understand the benefits of exercise.</i> <i>I work cooperatively with my group to self-manage games.</i>
Required Resources	<p style="text-align: center;"> <i>Cones</i> <i>Playground ball</i> <i>Tennis balls</i> <i>Tennis nets</i> <i>Stretches for games doc</i> <i>Tennis rackets</i> <i>Hoops</i> </p> <p style="text-align: center;"> <i>Forehand vid</i> <i>Soft foam small balls</i> <i>Backhand vid</i> </p>
Location	<i>MUGA/Playground</i>

Year 4

		Autumn Term	
		Autumn 1	Autumn 2
Overview		Fitness training 	Gymnastics 
Suggested Content	Developing Skills	<p>To develop an awareness of what your body is capable of and to test and record baseline fitness scores.</p> <p>To develop your sprinting technique and your speed.</p> <p>To develop strength using my own body weight.</p> <p>To complete actions to develop coordination.</p> <p>To complete actions to develop agility.</p> <p>To complete actions to develop balance.</p> <p>To complete actions to develop stamina.</p> <p>To re-test fitness scores and recognise improvement.</p>	<p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to explore pathways and travelling movements.</p> <p>To be able to create a sequence to include apparatus and inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p>
	Applying and Linking Skills	<p>Encourage those you are working with and try your best at each station.</p> <p>Keep your elbows bent and move your hands from your pocket to your mouth. Run on the balls of your feet.</p> <p>Complete each exercise slowly and with control.</p> <p>Watch the ball and move your hands ready to catch it.</p> <p>Bend low and use small steps to change direction and turn your hips to face the direction you are running.</p> <p>Bend your standing knee to help you to stay balanced and focus on something still.</p> <p>Breathe steadily in through your nose and don't go too fast at the beginning.</p> <p>Compete against your own score to achieve your personal best and work to your maximum.</p>	<p>Strong body tension will help you to hold balance with increased control.</p> <p>Bend your knees when landing a jump with arms straight ahead and looking forwards.</p> <p>Keep good body tension throughout your roll.</p> <p>Think where the momentum is coming from and use it.</p> <p>Use body tension to improve the control of your movements.</p> <p>Ensure movements link smoothly.</p> <p>Change level, speed and direction in your sequences and link actions smoothly.</p> <p>Make the performance interesting by using different shapes, levels and pathways.</p>
	Evaluating Success	<p>I can collect and record personal fitness data and identify areas I need to improve.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I share ideas and work with others to manage activities.</p> <p>I show balance when changing direction at speed.</p> <p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working at over a period of time.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>
Required Resources	<p>Cones</p> <p>Pencil</p> <p>Stop watch</p> <p>Tennis balls</p> <p>My fitness record card</p> <p>Pack of cards</p> <p>Tug of war rope</p> <p>Playground ball</p>	<p>Hoops</p> <p>Hurdles</p>	<p>Mats</p> <p>Partner balances doc</p> <p>Safety in balances doc</p> <p>Base stations</p> <p>Benches</p> <p>Basic shapes doc</p> <p>Straight jump vid</p> <p>Barrel roll vid</p> <p>Forward roll vid</p> <p>Rolls doc</p> <p>Straddle roll vid</p> <p>Straight roll vid</p> <p>Agility table</p> <p>Bridge vid+ doc</p> <p>Shoulder stand vid+ doc</p> <p>Stretches for gym doc</p>
Location		Playground/Hall	Hall

Year 4

		Spring Term	
		Spring 1	Spring 2
Overview		<p>Swimming (lessons 7-12)</p> 	<p>Dance</p> 
Suggested Content	Developing Skills	<p>To develop surface dives, submersion and handstands.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop head above water breaststroke technique.</p> <p>To develop basic skills in water safety and floating.</p> <p>To learn techniques for personal survival.</p> <p>To develop water safety skills and an understanding of personal survival.</p>	<p>To copy and create actions in response to an idea. To use changes of space to adapt the set material.</p> <p>To choose actions which relate to the theme. To work with a partner to show action and reaction.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>To use action and reaction when creating ideas with a partner.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to change how actions are performed.</p>
	Applying and Linking Skills	<p>Tuck your chin in and bring your arms over head.</p> <p>Begin the arm action once your legs are together and glide after each kick.</p> <p>Keep a steady consistent breath.</p> <p>Cover your face when falling in.</p> <p>Float, breathe, relax after falling in.</p> <p>Keep the huddle position in a tight circle and keep your head clear of the water.</p>	<p>Change the direction or pathway of your actions to make your performance look interesting.</p> <p>Choose actions that represent the character.</p> <p>Choose actions that represent each state of matter and consider how the actions are performed.</p> <p>Consider how the actions are performed and where and when you dance in relation to others.</p> <p>Count with your partner to accurately copy the set choreography and use clear actions to represent your ideas.</p> <p>Talk through and share your ideas with your partner and use opposites to help you to create actions.</p> <p>Assign actions to counts to help you to create your dance.</p> <p>Change level, direction, speed, timing to make actions more interesting and use dynamics and expression to help to tell your story.</p>
	Evaluating Success	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	<p>I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>
Required Resources		<p>Swim suit/shorts</p> <p>Goggles (with permission slip)</p> <p>Swimming cap (if long hair)</p> <p>Towel etc</p> <p>Other items at Jubilee baths</p>	<p><i>The spy audio</i></p> <p><i>The spy vid</i></p> <p><i>Warm up – Street audio</i></p> <p><i>Action and reaction vid</i></p> <p><i>Warm up – Sunrise audio</i></p> <p><i>Solids vid</i></p> <p><i>States of matter vid + doc + audio</i></p> <p><i>Warm up - Beats</i></p> <p><i>Superpowers audio</i></p> <p><i>Superpowers set vid</i></p> <p><i>Mind control vid</i></p> <p><i>Warm up – Carnival audio</i></p> <p><i>A trip to... vid + audio</i></p> <p><i>Liquids, gases vids</i></p>
Location		Jubilee Baths	Hall

Year 4

		Summer Term	
		Summer 1	Summer 2
Overview		<p>Forest schools/ Outdoor Adventurous Activity</p> 	<p>Athletics</p> 
Suggested Content	Developing Skills	<p>To develop cooperation and teamwork skills. To develop communication skills and work effectively with a partner. To develop trust and team work. To be able to follow and give instructions. To work effectively in small groups. To develop planning and problem solving skills. To involve all team members in an activity and work towards a collective goal. To develop trust and accept support. To be able to listen to others and follow instructions. To be able to identify objects on a map. To be able to draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid.</p>	<p>To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop communication skills and technique in relays. To develop technique when jumping for distance. To develop fluency and technique in the vertical jump. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.</p>
	Applying and Linking Skills	<p>Listen to other team members and share ideas. Take time to discuss ideas with your partner. Be clear and descriptive with your instructions. Make changes where necessary and reflect on your planning after each game. Think about the limitations set on other team members and how you could support them. Listen carefully to your teammates' instructions. Look carefully at the map and ask teammates if you need help. Turn your map as you move so that the correct colour cone is in front of you in real and on the map.</p>	<p>Run at a pace that you can maintain and run faster at the end of the race. Run with fluency and coordination alternating your arms and legs. Sprint on the balls of your feet moving your hands from pocket to mouth. Communicate with your teammates to let them know you are coming and hold the end of the baton so that there is space for the next person to grasp it. Jump with control and balance by bending your knees and keep looking straight ahead. Jump with control and balance by bending your knees and swing your arms forward and up. Create power in your throw by transferring your weight from your back to your front leg. Point the javelin tip slightly up. Measure from the start line to where the object or performer first lands.</p>
	Evaluating Success	<p>I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p>	<p>I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance and height with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.</p>
Required Resources		<p>Cones Pencil Stop watch Tennis balls My fitness record doc Pack of cards Tug of war rope Playground ball</p> <p>Hoops Hurdles</p>	<p>Beanbags Cones Stop watch Relay batons Stretches for Athletics doc Long jump vid Skipping ropes Skittles and canes</p> <p>Basket ball Throw, heave, launch doc Foam javelin Pencils Carousel stations doc Record sheet doc</p>
Location		Playground/Field	Hall/Playground

Year 4 – Coach coverage

	Autumn 1	Spring 2
Overview	Netball 	Rounders 
Suggested Content	Developing Skills <i>To develop ball handling skills. To practise throwing and catching.</i> <i>To develop passing and moving. To be able to play within the footwork rule.</i> <i>To develop passing and moving towards a goal.</i> <i>To develop movement skills to lose a defender.</i> <i>To be able to defend an opponent and try to win the ball.</i> <i>To develop the shooting action.</i> <i>To develop playing using netball rules.</i> <i>To learn the positions of 5-a-side netball and where each is allowed to go.</i>	Developing Skills <i>To develop throwing and catching skills.</i> <i>To play different roles in a game and begin to think tactically about each role.</i> <i>To develop the bowling action and learn the rules of bowling.</i> <i>To run around the outside of the bases and make decisions about when to stop and when to run.</i> <i>To field a ball using a two handed pick up and a short barrier.</i> <i>To develop batting technique and an understanding of where to hit the ball.</i> <i>To play to the rules when batting as a team.</i> <i>To apply skills and rules learnt to play rounders.</i>
	Applying and Linking Skills <i>Use two hands to catch and watch the ball as it comes towards you.</i> <i>Do not lift your landing foot and place it back down.</i> <i>Pass and then move towards your goal and use a shoulder pass to pass over longer distances.</i> <i>Change direction and speed to lose the defender and move again if you have not lost the defender.</i> <i>Ensure you can see the attacker and the ball.</i> <i>Begin with your feet shoulder width apart and hold the ball high above your head.</i> <i>Call when you are free to receive a pass and move into space near to your goal.</i> <i>Pass and then move towards your goal.</i>	Applying and Linking Skills <i>For catching, watch the ball and move your feet to it and point your throwing arm in the direction of your target.</i> <i>Be aware of where other pupils are before making a decision about what to do and use an overarm throw for long distances.</i> <i>Point your hand at your target after you have thrown the ball and step forward with the opposite foot to throwing arm.</i> <i>Keep the bases on your left hand side and watch where the ball is to help you to decide when to stop running.</i> <i>Move your feet to stay in line with the ball as it comes towards you.</i> <i>Stand sideways on to the bowler and watch the ball as it comes towards you.</i> <i>Don't overtake the batter in front of you and watch where your other batters are before deciding whether to run.</i> <i>Show respect towards others and use the rules to help to manage your game.</i>
	Evaluating Success I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.	Evaluating Success I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.
Required Resources	Cones Netballs Stretches for games doc 5-a-side netball rules doc Bibs Hoops Chest pass vid Score sheet doc Rounders rules doc Netball posts One handed shot vid Two handed shot vid Netball bibs	Cones Hoops Tennis balls Beanbags Playground ball Tennis rackets Stretches for games doc Rounders bats Score sheet doc Rounders rules doc
Location	MUGA/Playground	Playground

Year 4 – Coach coverage

Summer 2	
Overview	<p style="text-align: center;">Tennis</p> 
Suggested Content	<p><i>Developing Skills</i></p> <ul style="list-style-type: none"> <i>To develop underarm feeding. To use the ready position.</i> <i>To develop ball control using a tennis racket.</i> <i>To develop hitting the ball using a forehand.</i> <i>To develop returning the ball using a forehand.</i> <i>To develop the backhand and understand when to use it.</i> <i>To work cooperatively with a partner to keep a continuous rally going.</i> <i>To use simple tactics in a game to outwit an opponent.</i> <i>To demonstrate honesty and fair play when competing against others.</i>
	<p><i>Applying and Linking Skills</i></p> <ul style="list-style-type: none"> <i>Move your feet to track the ball as it comes towards you and release the ball using a straight arm.</i> <i>Hit the ball in the centre of the racket and use a strong wrist to hold the racket.</i> <i>Hit the ball when the racket face is facing your partner.</i> <i>As the ball approaches, move your feet to get in line with it.</i> <i>Turn sideways so that your dominant arm is closest to the net.</i> <i>Hit the ball away from your opponent to make it hard for them to return it.</i> <i>Cover space on the court between you and your partner.</i> <i>Agree the score after each point and shake hands with your opponent at the end of each game.</i>
	<p><i>Evaluating Success</i></p> <ul style="list-style-type: none"> <i>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</i> <i>I can communicate with my teammates to apply simple tactics.</i> <i>I can explain what happens to my body when I exercise and how this helps to make me healthy.</i> <i>I can provide feedback using key terminology and understand what I need to do to improve.</i> <i>I can return to the ready position to defend my own court.</i> <i>I can sometimes play a continuous game.</i> <i>I can use a range of basic racket skills.</i> <i>I share ideas and work with others to manage our game.</i>
Required Resources	<p style="text-align: center;"> <i>Cones</i> <i>Tennis balls</i> <i>Stretches for games doc</i> <i>Tennis rackets</i> <i>Hoops</i> <i>Forehand vid</i> <i>Soft foam small balls</i> </p>
Location	<i>MUGA/Playground</i>

Year 5

		Autumn Term	
		Autumn 1	Autumn 2
Overview		Dodgeball 	Gymnastics 
Suggested Content	Developing Skills	<p>To recap on the rules of dodgeball and apply them to a game.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching to get an opponent out.</p> <p>To learn to block using a dodgeball.</p> <p>To select and apply tactics in the game.</p> <p>To develop officiating skills and referee a dodgeball game.</p> <p>To apply skills, rules and tactics to a dodgeball tournament.</p>	<p>To be able to perform symmetrical and asymmetrical balances.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To develop the straight, barrel, forward, straddle and backward roll.</p> <p>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To be able to perform progressions of inverted movements.</p> <p>To be able to perform progressions of a handstand.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus.</p>
	Applying and Linking Skills	<p>A player is out if hit or their ball is caught.</p> <p>Aim for the oppositions' feet and make your hand point towards the target after you throw.</p> <p>Bend your knees so you are ready to move and keep your head up to sight the ball.</p> <p>Get your body behind the ball to help you to catch and watch the ball as it comes towards you.</p> <p>Hold the ball firmly with two hands and keep a tight grip on the ball.</p> <p>Consider what worked well for your team and use this more often.</p> <p>Be loud, clear and confident and stay focused and watch the game.</p> <p>Play fairly, abiding by the rules.</p>	<p>Use strong body tension to keep your balances stable.</p> <p>Use momentum to help you roll.</p> <p>Maintain strong body tension throughout the rolls to keep a quality in your shape.</p> <p>Canon - moving one after the other and synchronisation - moving at the same time.</p> <p>Use body tension to improve the control and quality of your movements.</p> <p>Keep strong body tension throughout.</p> <p>Keep the same timing as your partner to mirror or match them.</p>
	Evaluating Success	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can throw accurately at a target.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use these.</p>	<p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>
Required Resources	<p>Cones</p> <p>Dodgeballs</p> <p>Benches</p> <p>Dodgeball rules doc</p> <p>Score sheet doc</p>	<p>Mats</p> <p>Asymmetrical balances doc</p> <p>Basic shapes doc</p> <p>Partner balances doc</p> <p>Safety in balances doc</p> <p>Symmetrical balances doc</p> <p>Straight roll vid</p> <p>Straddle roll vid</p> <p>Forward roll to sit/stand vids</p> <p>Taking weight on hands dox</p> <p>Backward roll</p> <p>Agility table</p> <p>Benches</p> <p>Hoops</p> <p>Barrel roll vid</p> <p>Stretches for gym doc</p> <p>Bridge doc + vid</p> <p>Shoulder stand doc + vid</p> <p>Cartwheel vid</p> <p>Handstand vid</p>	
Location	Hall	Hall	

Year 5

		Spring Term	
		Spring 1	Spring 2
Overview		Dance 	Forest Schools/ Outdoor Adventurous Activity 
Suggested Content	Developing Skills	<p><i>To create a dance using a random structure and perform the actions showing quality and control.</i></p> <p><i>To understand how changing the dynamics of an action changes the appearance of the performance.</i></p> <p><i>To understand and use relationships and space to change how a performance looks.</i></p> <p><i>To work with a group to create poses and link them together using transitions.</i></p> <p><i>To use choreographing devices when working as a group.</i></p> <p><i>To copy and repeat movements in the style of Rock 'n' Roll.</i></p> <p><i>To work with a partner to copy and repeat actions and keeping in time with the music.</i></p> <p><i>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</i></p>	<p><i>To build communication and trust whilst showing an awareness of safety.</i></p> <p><i>To work as a team to solve problems. To suggest ideas and listen to others.</i></p> <p><i>To develop cooperation and teamwork skills.</i></p> <p><i>To develop tactical planning and problem solving.</i></p> <p><i>To share ideas and work as a team to solve problems.</i></p> <p><i>To develop trust in others. To be able to listen to others and follow instructions.</i></p> <p><i>To develop navigational skills and map reading.</i></p> <p><i>To be able to use a key to identify objects and locations.</i></p>
	Applying and Linking Skills	<p><i>Consider the quality of performance of each action.</i></p> <p><i>Consider how each action is performed when changing the dynamic.</i></p> <p><i>Use changes in level, direction and pathway and use relationships changes in formation, timing, matching and mirroring, and moving either apart or in contact with your partner.</i></p> <p><i>Consider actions that flow smoothly from one to the other.</i></p> <p><i>Use canon, unison and formations in your choreography to make your dance look good.</i></p> <p><i>Use upbeat dynamics and facial expressions to help to make your actions look like the style of rock 'n' roll.</i></p> <p><i>Use bouncy, lively and quick dynamics in your performance.</i></p> <p><i>Use different levels and formations in your dance to make it look interesting.</i></p>	<p><i>Listen carefully to the safety instructions of an activity and share ideas and listen to other people in your group.</i></p> <p><i>Reflect on what your team did well and what you need to do to improve.</i></p> <p><i>Explore different ideas before deciding on the best solution.</i></p> <p><i>Listen carefully to the rules.</i></p> <p><i>Trial ideas before deciding on the most successful solution.</i></p> <p><i>Consider and learn from solutions tried out by other teams.</i></p> <p><i>Turn the map to orientate yourself as you navigate around.</i></p> <p><i>Work as a team, sharing ideas and supporting each other.</i></p>
	Evaluating Success	<p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I am inclusive of others and can share job roles.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I can use critical thinking to approach a task.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>
Required Resources		<p><i>Warm up – x5 audio</i></p> <p><i>Dance by chance doc + vid</i></p> <p><i>Pencils</i></p> <p><i>Dance by chance audio</i></p> <p><i>Books</i></p> <p><i>Snapshot audio</i></p> <p><i>Rock n roll audio and vids</i></p>	<p><i>Blindfolds</i></p> <p><i>Cones</i></p> <p><i>Beanbags</i></p> <p><i>Hoops</i></p> <p><i>Playground ball</i></p> <p><i>Quoits</i></p> <p><i>Relay batons</i></p> <p><i>Doc L8 x6</i></p> <p><i>Skipping ropes</i></p> <p><i>Long skipping ropes</i></p> <p><i>Bibs</i></p> <p><i>Hockey sticks</i></p> <p><i>Basketball</i></p> <p><i>Benches</i></p> <p><i>Tennis balls</i></p> <p><i>Maps doc L7 x6</i></p>
Location		Hall	Field/Playground

Year 5

		Summer Term	
		Summer 1	Summer 2
Overview		Cricket 	Athletics 
Suggested Content	Developing Skills	<p>To develop throwing accuracy and catching skills. To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To be able to use defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.</p>	<p>To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop power, control and consistency in jumping for distance. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. To develop officiating and performing skills.</p>
	Applying and Linking Skills	<p>Bring the ball into your body when catching to cushion the ball. Finish your hand where you want the ball to go. Grip the bat with the dominant hand at the bottom and keep your elbow high. Bring the ball into your body when catching to cushion the ball. Draw a number six with the ball when preparing to bowl. Do not follow through on a defensive shot. Use a two handed pick up when the ball is coming towards you. Track the ball to ensure you are in line with it.</p>	<p>Steady your breathing by breathing in through your nose and out through your mouth. Sprint on the balls of your feet moving your hands from pocket to mouth. Hold the end of the baton. Perform a range of jumps showing balance in take-off and landing. Show control at take-off and landing by bending your knees. Finish your throw with your hand high. Transfer your weight from your back to your front leg. Measure from the start line to where the object or performer first lands.</p>
	Evaluating Success	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p>	<p>I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can understand how stamina and power help people to perform well in different athletic activities. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p>
Required Resources		<p>Cones Cricket wickets Tennis balls Hoops Cricket bats Overarm bowling doc Cricket fielding tech doc</p>	<p>Cones Stop watch Stretches for Athletics doc Sprinting coaching card doc Down sweep/upsweep vids Relay batons Tape measure Long jump vid Triple jump vid Shot put vid + doc Light shot puts Foam javelin Carousel stations doc Record sheet doc</p>
Location		Field	Playground/Field

Year 5 – Coach coverage

	Autumn 1	Spring 2
Overview	Basketball 	TAG Rugby 
Suggested Content	Developing Skills <p>To be able to dribble the ball abiding by the double dribble and travelling rules. To develop protective dribbling against an opponent. To use a variety of passes in a game situation. To be able to move into a space to support a teammate. To be able to choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To be able to perform a set shot and a jump shot. To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	Developing Skills <p>To develop attacking principles, understanding when to run and when to pass. To develop throwing and catching with control. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to work as a defending unit to prevent attackers from scoring. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>
	Applying and Linking Skills <p>Use soft hands and wide fingers to control the ball. Put your non-dribbling arm out to protect the ball from your opponent and turn your body to create a barrier between the defender and the ball. Consider where the defender is and what type of pass would be harder for them to intercept. Use a change of pace and a change of direction to lose your opponent. Pass if you can get the ball closer to goal. Bend your knees so that you can change direction at speed. Eyes look at the target and follow through with your hand. Use the rules to play fairly and help the game to flow.</p>	Applying and Linking Skills <p>Look for space between the defence to move through. Hold the ball on the long sides with two hands and use straight arms to pass the ball. To receive a pass from a teammate you must be behind or to the side of them. Do not block or protect your tags. Change direction or speed to lose a defender. Pass if the defender comes towards you. Track the attacker to stop them running forwards. Once you have been tagged you have three seconds to pass the ball.</p>
	Evaluating Success <p>I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use feedback provided to improve my work. I can use tracking and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	Evaluating Success <p>I can communicate with my team and move into space to keep possession and score. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space. I can use feedback provided to improve my work. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>
Required Resources	Cones Basketballs Bibs Refereeing card doc Stretches for games Hoops Basketball/netball posts	Cones Bibs Rugby balls Stretches for games doc TAG rugby belts TAG rugby rules Score sheet docs
Location	MUGA/Playground	Playground

Year 6

		Autumn Term	
		Autumn 1	Autumn 2
Overview		Fitness 	Gymnastics 
Suggested Content	Developing Skills	<p>To develop an awareness of what your body is capable of. To test and record baseline fitness scores. To develop sprinting technique and speed. To develop strength using my own body weight. To develop coordination through skipping. To perform actions that develop agility. To complete actions to develop stamina. To develop control whilst balancing. To re-test fitness and identify areas of improvement.</p>	<p>To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to link partner balances into a sequence. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To develop group balances and sequence work. To be able to create a group sequence using formations and apparatus.</p>
	Applying and Linking Skills	<p>Try your best at each station and encourage others. Move your hands from pocket to mouth and run on the balls of your feet. Complete the exercises slowly and with control and maintain a steady breath. Turn the rope then jump. Turn your hips to face the direction you are running. Work for the whole time period without stopping. Focus on something stationary. Compete against your own score to achieve your personal best..</p>	<p>Use momentum to help you to roll. Use body tension to create clear shapes and stable balances. Use actions that flow into and out of the balance. Squeeze your core muscles for strong body tension and stability. Use body tension and a good base of support to help you control your inverted movements. Place your hands on the apparatus first, then your feet. Communicate with your group how to safely enter and exit the balance. Vary the level, direction, speed, timing and pathway of your sequence to make it look interesting.</p>
	Evaluating Success	<p>I can change my running technique to adapt to different distances. I can collect, record and analyse data to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand that there are different areas of fitness and how this helps me in different activities. I understand what counter balance and counter tension is and can show examples with a partner.</p>
Required Resources		<p>Cones Pencils Skipping ropes Stop watch Fitness record doc Station cards doc Bibs</p> <p>Long skipping ropes Benches Balance dome Base stations Beanbags Playground ball</p>	<p>Mats Rolls vids x 5 Basic shapes doc Forward roll progressions doc Counter balance doc Counter tension doc Stretches for gym doc Bridge doc + vid Shoulder stand doc + vid</p> <p>Handstand doc + vid Cartwheel vid Headstand doc + vid Agility table Benches Through vault vid Group balances docs Apparatus set up doc</p>
Location		Playground/Hall	Hall

Year 6

		Spring Term	
		Spring 1	Spring 2
Overview		Dance 	Athletics 
Suggested Content	Developing Skills	<p>To copy and repeat a set dance phrase showing confidence in movements.</p> <p>To work collaboratively with a partner to explore and develop the dance idea.</p> <p>To use changes in level and speed when choreographing.</p> <p>To copy and create actions using a prop as a dance stimulus.</p> <p>To use choreographing devices to improve how the performance looks.</p> <p>To select actions and dynamics to convey different characters.</p> <p>To choreograph a dance that shows contrasting characters.</p> <p>To communicate a story through dance.</p>	<p>To work collaboratively with a partner to set a steady pace.</p> <p>To develop your own and others sprinting technique.</p> <p>To develop running over obstacles with greater control and coordination.</p> <p>To develop take off position when jumping for height.</p> <p>To develop power, control and technique for the triple jump.</p> <p>To develop power, control and technique when throwing for distance.</p> <p>To develop throwing with force and accuracy for longer distances.</p> <p>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>
	Applying and Linking Skills	<p>Use loud confident actions to create the music in your performance.</p> <p>Use counts of 8 to help you stay in time with each other</p> <p>Use strong, confident actions.</p> <p>Consider dynamics and facial expressions.</p> <p>Move in time with your group and the music and use canon and unison.</p> <p>Show clear changes in dynamics to portray the different characters.</p> <p>Consider using a variation in level, direction, canon and unison to impact on the performance.</p> <p>Use changes in formation and timing to represent characters that are working together.</p>	<p>Steady your breathing by breathing in through your nose and out through your mouth.</p> <p>Demonstrate a consistent stride length when sprinting.</p> <p>Maintain a consistent rhythm.</p> <p>Bend your knees to jump for height driving your arms upwards.</p> <p>Perform jumps for distance using good technique.</p> <p>Throw for distance with a balanced stance</p> <p>Follow through with your hand in the direction of your throw.</p> <p>Measure to the point nearest to the start line.</p>
	Evaluating Success	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for height and distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
Required Resources		<p>Stamp clap phrases doc + vid</p> <p>Warm up beats chairs</p> <p>Waiting for.. vids + audio</p> <p>Warm up sunrise</p> <p>Warm up carnival</p> <p>Warm up street</p> <p>Anti-bullying audio + vid</p>	<p>Cones</p> <p>Stop watch</p> <p>Stretches for Athletics doc</p> <p>Hurdles</p> <p>Skittles and canes</p> <p>Mats</p> <p>Skipping ropes</p> <p>Triple jump vid</p> <p>Tape measure</p> <p>Discus + vid</p> <p>Quoits</p> <p>Hoops</p> <p>Shot puts + vid + doc</p> <p>Athletics sheets x2</p>
Location		Hall	Playground/Field

Year 6

		Summer Term	
		Summer 1	Summer 2
Overview		Cricket 	Forest Schools/ Outdoor and Adventurous Activity 
Suggested Content	Developing Skills	<p>To develop throwing accuracy and catching skills. To develop underarm bowling accuracy. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). To develop overarm bowling technique and accuracy. To be able to use defensive and driving hitting techniques. To develop a variety of fielding techniques and to use them within a game. To develop long and short barriers and apply them to a game situation.</p>	<p>To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems. To suggest ideas and listen to others. To develop cooperation and teamwork skills. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop trust in others. To be able to listen to others and follow instructions. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.</p>
	Applying and Linking Skills	<p>Bring the ball into your body when catching to cushion the ball. Finish your hand where you want the ball to go. Grip the bat with the dominant hand at the bottom and keep your elbow high. Bring the ball into your body when catching to cushion the ball. Draw a number six with the ball when preparing to bowl. Do not follow through on a defensive shot. Use a two handed pick up when the ball is coming towards you. Track the ball to ensure you are in line with it.</p>	<p>Listen carefully to the safety instructions of an activity and share ideas and listen to other people in your group. Reflect on what your team did well and what you need to do to improve. Explore different ideas before deciding on the best solution. Listen carefully to the rules. Trial ideas before deciding on the most successful solution. Consider and learn from solutions tried out by other teams. Turn the map to orientate yourself as you navigate around. Work as a team, sharing ideas and supporting each other.</p>
	Evaluating Success	<p>I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to score runs and to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder. I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>I am inclusive of others, can share job roles and lead when necessary. I can orientate a map efficiently to navigate around a course. I can pool ideas within a group, selecting and applying the best method to solve a problem. I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and a group to solve challenges.</p>
Required Resources		Cones Cricket wickets Tennis balls Hoops Cricket bats Overarm bowling doc Cricket fielding tech doc	Blindfolds Cones Beanbags Hoops Playground ball Quoits Relay batons Doc L8 x6 Skipping ropes Long skipping ropes Bibs Hockey sticks Basketball Benches Tennis balls Maps doc L7 x6
Location		Field	Playground/Field

Year 6 – Coach coverage

	Autumn 1	Spring 2
Overview	Hockey 	TAG Rugby 
Suggested Content	Developing Skills <i>To develop dribbling with control. To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To use space effectively in game situations. To apply the rules and skills you have learnt to play in a hockey tournament.</i>	Developing Skills <i>To develop attacking principles, understanding when to run and when to pass. To develop throwing and catching with control. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to work as a defending unit to prevent attackers from scoring. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.</i>
	Applying and Linking Skills <i>Only use one side of the stick and turn your stick using your top hand. Change direction to move around the defender. Keep your stick lower than waist height. Keep the stick low to the ground to create a barrier to stop the ball. Move into space towards your goal. To jab move the stick quickly in and out like a snake strike. Move into one of the three channels on the pitch to balance the space used by your team. Be honest and play by the rules.</i>	Applying and Linking Skills <i>Look for space between the defence to move through. Hold the ball on the long sides with two hands and use straight arms to pass the ball. To receive a pass from a teammate you must be behind or to the side of them. Do not block or protect your tags. Change direction or speed to lose a defender. Pass if the defender comes towards you. Track the attacker to stop them running forwards. Once you have been tagged you have three seconds to pass the ball.</i>
	Evaluating Success <i>I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use feedback provided to improve the quality of my work. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.</i>	Evaluating Success <i>I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.</i>
Required Resources	<i>Cones Hockey sticks Tennis balls Stretches for games doc Bibs Score sheet doc Hockey rules doc</i>	<i>Cones Bibs Rugby balls Stretches for games doc TAG rugby belts TAG rugby rules Score sheet docs</i>
Location	<i>MUGA/Playground</i>	<i>Playground</i>

Assessment

To keep track of children's individual progress, use the example assessment spreadsheet.

Use the statements relating to each unit and key stage below to assess if a child is Working Towards, Working Within or Greater Depth.

Up to 60% of statements highlighted = Working Towards

61-90% of statements highlighted = Working Within

90%+ of statements highlighted = Greater Depth

Key

Subjects in bold

Key skills in italics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Intro to PE <i>Moving safely, running, jumping, throwing, catching, following a path, rolling.</i>	Ball skills <i>Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball.</i>	Gymnastics <i>Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</i>	Dance <i>Travel, action, perform, copy.</i>	Fundamentals <i>Balancing, running, jumping, changing direction, hopping, travelling.</i>	Games <i>Running, balancing, changing direction, striking a ball, throwing,</i>
<p>I am confident to try new activities. • I ask for help if needed. • I can handle equipment effectively. • I can move confidently in a range of ways. • I can safely negotiate space. • I can show good control and co-ordination in small and large movements. • I can talk about ways to keep healthy and safe. • I know the importance for good health and physical exercise. • I am sensitive to others' feelings. • I play co-operatively, taking turns. • I can talk about my own ideas and use them in response to a task. • I understand and follow rules</p>						
Year 1	Forest schools/Fitness <ul style="list-style-type: none"> • I use co-ordination to turn a skipping rope. • I show co-ordination when trying hula hoop skills. • I can change direction when running. • I can run at different speeds. • I can show hopping and jumping movements. • I can recognise changes in my body when I do exercise. • I work with others to turn a rope. • I try my hardest to keep working over longer periods of time. <i>Agility, balance, co-ordination, speed, stamina, skipping.</i>	Ball skills/Multi skills net and wall <ul style="list-style-type: none"> I am beginning to catch with two hands. • I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I am beginning to dribble a ball with my hands and feet. • I can work co-operatively with a partner. • I can say when someone was successful. • I can recognise changes in my body when I do exercise. • I am beginning to understand simple tactics. <i>Rolling, kicking, throwing, catching, dribbling, bouncing.</i>	Gymnastics/Yoga <ul style="list-style-type: none"> I can link simple actions together to create a sequence. • I can remember and repeat actions and shapes. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and wait for my turn. • I can make my body tense, relaxed, stretched and curled. <i>Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</i>	Dance <ul style="list-style-type: none"> I show some sense of dynamic and expressive qualities in my dance. • I choose appropriate movements for different dance ideas. • I can copy, remember and repeat actions. • I can move confidently and safely. • I recognise changes in my body when I do exercise. • I say what I liked about someone else's performance. • I can work with others to share ideas and select actions. • I am beginning to use counts. <i>Travel, action, shape, perform, copy</i>	Sending and receiving <ul style="list-style-type: none"> I am beginning to send and receive a ball using a piece of equipment. • I am beginning to send and receive a ball with my feet. • I can catch a ball after one bounce. • I can roll a ball towards a target. • I can throw a ball to a partner. • I can track a ball that is coming towards me. • I can work co-operatively with a partner. • I can recognise changes in my body when I do exercise. <i>Rolling, kicking, throwing, catching, tracking</i>	Athletics/Games <ul style="list-style-type: none"> I am beginning to link running and jumping movements. • I can run at different speeds. • I am beginning to show balance and co-ordination when changing direction. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. • I am developing over arm throwing. • I am able to throw towards a target. • I can work with others and make safe choices. • I can recognise changes in my body when I do exercise. • I try my best. <i>Running at varying</i>

						<i>speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing for distance</i>
Year 2	<p>Fitness I can describe how my body feels during exercise. • I can link different hoop skills to create a routine. • I can show hopping and jumping movements with some balance and control. • I persevere with new challenges. • I show determination to continue working over a longer period of time. <i>Agility, balance, co-ordination, speed, stamina, skipping</i></p>	<p>Forest schools/ Multi skills net and wall I can hit a ball over the net and into the court area. • I can throw accurately to a partner. • I can defend space on my court using the ready position. • I can describe how my body feels during exercise. • I can use simple tactics to make it difficult for an opponent. • I know how to score points and can remember the score. • I show good sportsmanship when playing against an opponent. <i>Throwing, catching, hitting a ball, tracking a ball</i></p>	<p>Gymnastics/Yoga I can plan and repeat simple sequences of actions. • I can perform the basic gymnastic actions with some control and balance. • I am proud of my work and confident to perform in front of others. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work safely with others and apparatus. • I can use shapes when performing other skills. • I can use directions and levels to make my work look interesting. <i>Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll</i></p>	<p>Dance I can show a character and idea through the actions and dynamics I choose. • I can copy, remember and repeat a series of actions. • I show confidence to perform. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work with a partner using mirroring and unison in our actions. • I can use counts to stay in time with music. <i>Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</i></p>	<p>Striking and fielding I am developing underarm and overarm throwing skills. • I can roll a ball to hit a target. • I can sometimes hit a ball using a racket. • I can track a ball and collect it. • I understand the rules of the game and can use these to play fairly in a small group. • I can use simple tactics. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I know how to score points and can remember the score. <i>Throwing, catching, retrieving a ball, tracking a ball, striking a ball</i></p>	<p>Athletics/Games I can link running and jumping movements with some control and balance. • I show balance and co-ordination when running at different speeds and in different directions. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I can identify good technique. • I can describe how my body feels during exercise. • I try my best. <i>Running at varying speeds, agility, co-ordination, combining running and jumping, throwing for distance</i></p>
Year 3	<p>Swimming I can begin to use arms and legs together to move effectively across the water. • I can demonstrate what to</p>	<p>Gymnastics I can choose actions that flow well into one another. • I can adapt sequences to suit different types of</p>	<p>OAA/Forest schools I can follow and give instructions. I can listen to and am accepting of others' ideas. • I can plan and</p>	<p>Dance I can use dynamic and expressive qualities in relation to an idea. • I create short dance phrases that</p>	<p>Fitness I can collect and record personal fitness data and I can recognise my strengths. • I can complete exercises</p>	<p>Athletics I can use key points to help me to improve my sprinting technique. • I can take part in a relay activity,</p>

<p>do if I fall into water. • I can float on my front and back. • I can glide on both front and back. • I can roll from my front to my back and then regain a standing position. • I can swim over a distance of 10m unaided. • I know several pool rules and can explain how they help me to stay safe <i>Float, travel, submerge, kick with legs, pull with arms, glide</i></p>	<p>apparatus. • I use a greater number of my own ideas for movements in response to a task. • I can choose and plan sequences of contrasting actions. • I can complete actions with increasing balance and control. • I understand the benefits of exercise. • I can provide feedback using key words. • With help, I can recognise how performances could be improved. • I can move in unison with a partner. <i>Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics</i></p>	<p>attempt to apply strategies to solve problems. • I can reflect on when I was successful at solving challenges and am beginning to understand why. • I can work collaboratively with a partner and a small group. • I am developing map reading skills. <i>Balance, running.</i></p>	<p>communicate the idea. • I am respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase. • I understand the benefits of exercise. • I can provide feedback using key words. • I can work with a partner and in a small group, sharing ideas. • I can use counts to keep in time with a partner and group. <i>Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction</i></p>	<p>with control. • I can persevere when I find a challenge is hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand the benefits of exercise. <i>Agility, balance, co-ordination, speed, stamina, strength, power</i></p>	<p>remembering when to run and what to do. • I am developing jumping for distance and height. • I can use different take off and landings when jumping. • I can throw a variety of objects, changing my action for accuracy and distance. • I can work with a partner and in a small group, sharing ideas. • I can identify when I was successful. • I understand why it is important to warm up <i>Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance</i></p>
<p>Football I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. • I can track an opponent to slow them down. • I understand the benefits of</p>	<p>Yoga I can work with others to create a flow including a number of poses. • I can provide feedback using key words. • I can describe how yoga makes me feel. • I can copy and link yoga poses together to create a short flow. • I show some stability when</p>		<p>Rounders I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I can use overarm and underarm throwing and catching skills. • I am learning the rules of the game and I am beginning to use them. • I am developing an understanding of</p>		<p>Tennis I can return a ball to a partner. • I am learning the rules of the game and I am beginning to use them to play honestly. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-</p>

	<p>exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I am beginning to use simple tactics <i>Dribbling, passing, ball control, tracking, jockeying, turning</i></p>	<p>holding my yoga poses. • I can move from one pose to another in time with my breath. <i>Breathing, balance, flexibility, strength, coordination</i></p>		<p>tactics and I am beginning to use them in game situations. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. • I understand the aim of the game. <i>Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</i></p>		<p>manage games. • I can use basic racket skills. • I understand the aim of the game <i>Forehand, backhand, throwing, catching, ready position</i></p>
Year 4	<p>Fitness I can collect and record personal fitness data and identify areas I need to improve. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working at over a period of time. •</p>	<p>Gymnastics I can plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can identify some muscle groups used in gymnastic activities. I can watch, describe and suggest possible improvements to others' performances and my own. • I can provide feedback using</p>	<p>Swimming I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. • I can use a range of strokes effectively <i>Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position</i></p>	<p>Dance I can use changes in timing and spacing to develop a dance. • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can copy and remember set choreography. • I show respect for others when working as a group and watching others perform. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide</p>	<p>OAA/Forest schools I can accurately follow and give instructions. • I can confidently communicate my ideas and listen to others. • I can plan and apply strategies to solve problems. • I can reflect on when and why I was successful at solving challenges. • I can work collaboratively and effectively with a partner and a small group. • I can identify key symbols on a map and use a key to help navigate around a grid. <i>Balance, running</i></p>	<p>Athletics I can demonstrate the difference in sprinting and jogging techniques. • I can jump for distance and height with balance and control. • I can throw with some accuracy and power towards a target area. • I support and encourage others to work to their best. • I can identify when I was successful and what I need to do to improve. • I can explain what happens in my body when I warm up. • I show determination to improve my personal best. • I can</p>

	<p>I understand there are different areas of fitness and that each area challenges my body differently <i>Agility, balance, co-ordination, speed, stamina, strength, power</i></p>	<p>appropriate language relating to the lesson. • I can safely perform balances individually and with a partner. <i>Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</i></p>		<p>feedback using appropriate language relating to the lesson. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • I can use counts to keep in time with others and the music. <i>Performing actions, using canon, unison, formation, dynamics, character, structure, space</i></p>		<p>demonstrate the difference in sprinting and jogging techniques <i>Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance</i></p>
	<p>Netball • I can pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can defend one on one and know when to win the ball. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I share ideas and work with others to manage our game. • I can provide feedback using key terminology and understand what I need to do to improve. • I am learning the rules of the game and I</p>	<p>Yoga I can work collaboratively and effectively with others. • I can provide feedback using key terminology and understand what I need to do to improve. • I can describe how yoga makes me feel and can talk about the benefits of yoga. • I can link poses together to create a yoga flow. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another. • I can transition from pose to pose in time with my</p>		<p>Rounders I am able to bowl a ball with some accuracy, and consistency. • I can strike a bowled ball with adapted equipment (e.g. a tennis racket). • I can use overarm and underarm throwing and catching skills with increasing accuracy. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this</p>		<p>Tennis I can sometimes play a continuous game. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. • I can use a range of</p>

	<p>am beginning to use them to play honestly and fairly. • I can use simple tactics to help my team score or gain possession.</p> <p><i>Passing, catching, footwork, intercepting, shooting</i></p>	<p>breath.</p> <p><i>Breathing, balance, flexibility, strength, coordination</i></p>		<p>helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>• I share ideas and work with others to manage our game.</p> <p><i>Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting</i></p>		<p>basic racket skills. • I can return to the ready position to defend my own court</p> <p><i>Forehand, backhand, throwing, catching, ready position</i></p>
Year 5	<p>Dodgeball</p> <p>I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I am developing a wider range of skills and I am beginning to use these under some pressure. • I can throw accurately at a target. • I can work co-operatively with others to manage our game. • I understand</p>	<p>Gymnastics</p> <p>I can use strength and flexibility to improve the quality of a performance. • I can create and perform sequences using apparatus, individually and with a partner. • I can use canon and synchronisation, and mirroring when performing with a partner and a group and say how it affects the performance. • I can use set criteria to make simple judgments about performances and suggest ways they could be improved. • I can use feedback provided to improve my work. • I can work safely when learning a new skill to keep</p>	<p>Dance</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. • I can choreograph phrases individually and with others considering actions and dynamics. • I can accurately copy and repeat set choreography. • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. • I can identify how different activities can benefit my physical health. • I can suggest ways to improve my own and other people's work using key terminology. • I can use feedback</p>	<p>OAA/Forest schools</p> <p>I can use critical thinking skills to approach a task. • I can reflect on when I was successful at solving challenges and alter my methods in order to improve. • I am inclusive of others and can share job roles. • I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • I can navigate around a course using a map. • I can orientate a map confidently</p> <p><i>Stamina, running</i></p>	<p>Cricket</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can strike a bowled ball with increasing consistency. • I understand there are different skills for different situations and I am beginning to use this. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to</p>	<p>Athletics</p> <p>I can choose the best pace for a running event. • I can use feedback to improve my sprinting technique. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I show accuracy and power when throwing for distance. • I can take on the role of coach, official and timer when working in a group. • I can identify good athletic performance and explain why it is good. • I can understand how stamina and power help people to perform well in different athletic</p>

<p>there are different skills for different situations and I am beginning to use these. <i>Throwing, catching, dodging, blocking</i></p>	<p>myself and others safe. • I can lead a partner through short warm-up routines <i>Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand</i></p>	<p>provided to improve my work. • I can lead a group through short warm-up routines. • I can use counts when choreographing to stay in time with others and the music <i>Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</i></p>		<p>improve. • I can use feedback provided to improve my work. • I can work collaboratively with others to score runs. • I can work co-operatively with others to manage our game <i>Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier</i></p>	<p>activities. <i>Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance</i></p>
<p>Basketball I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can use tracking and intercepting when playing in defence. • I can identify how different activities can benefit my physical health. • I can identify when I was successful</p>	<p>Yoga I can work collaboratively and effectively with others. • I can provide feedback using key terminology and understand what I need to do to improve. I can describe how yoga makes me feel and can talk about the benefits of yoga. • I can link poses together to create a yoga flow. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another. • I can transition from pose to pose in time with my breath. <i>Balance, flexibility,</i></p>		<p>Tag Rugby I can pass, receive and shoot the ball with some control under pressure. • I can pass and receive the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can tag opponents and close down space. • I can identify how different activities can benefit my physical health. • I</p>		<p>Tennis I am developing a wider range of skills and I am beginning to use these under some pressure. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I can work co-operatively with</p>

	<p>and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations</p> <p><i>Throwing, catching, dribbling, intercepting, shooting</i></p>	<i>strength, co-ordination</i>		<p>can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations</p> <p><i>Throwing, catching, running, dodging, tagging, scoring</i></p>		<p>others to manage our game. • I understand there are different skills for different situations and I am beginning to apply this. • I can play cooperatively with a partner.</p> <p><i>Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve</i></p>
Year 6	<p>Fitness</p> <p>I can change my running technique to adapt to different distances. • I understand the different components of fitness and ways to test and develop them. • I understand that there are different areas of fitness and how this helps me in different activities. • I can collect, record and analyse data to identify areas where I have made the most</p>	<p>Gymnastics</p> <p>I can combine and perform gymnastic actions, shapes and balances with control and fluency. • I can create and perform sequences using compositional devices to improve the quality. • I can work collaboratively with others to create a sequence. • I understand what counter balance and counter tension is and can show examples</p>	<p>Dance</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • I can choreograph a dance and work safely using a prop. • I can perform dances confidently and fluently with accuracy and good timing. • I understand that there are different areas of fitness and how this helps me in different activities. • I can use</p>	<p>Athletics</p> <p>I can select and apply the best pace for a running event. • I can perform jumps for height and distance using good technique. • I show accuracy and good technique when throwing for distance. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways</p>	<p>Cricket</p> <p>I can use a wider range of fielding skills with increasing control under pressure. • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use the rules of the game consistently to play fairly. • I understand and can apply some tactics in the game as a batter, bowler and fielder. • I understand</p>	<p>OAA/Forest schools</p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can reflect on when and how I successful at solving challenges and alter my methods in order to improve. • I am inclusive of others, can share job roles and lead when</p>

<p>improvement. • I encourage and motivate others to work to their best. • I can work with others to organise, manage and record information at a station. • I work to my maximum consistently when presented with challenges. <i>Agility, balance, co-ordination, speed, stamina, strength, power</i></p>	<p>with a partner. • I understand that there are different areas of fitness and how this helps me in different activities. • I can use appropriate language to evaluate and refine my own and others' work. • I can use feedback provided to improve the quality of my work. • I understand how to work safely when learning a new skill. • I can lead a small group through a short warm-up routine. <i>Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault</i></p>	<p>appropriate language to evaluate and refine my own and others' work. • I can use feedback provided to improve the quality of my work. • I can lead a small group through a short warm-up routine. • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. • I can use counts when choreographing to improve the quality of my work. <i>Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</i></p>	<p>to improve. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. • I can compete within the rules showing fair play and honesty. <i>Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance</i></p>	<p>that there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can work collaboratively with others to score runs and to get batters out. • I can work in collaboration with others so that games run smoothly. <i>Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier</i></p>	<p>necessary • I can work effectively with a partner and a group to solve challenges. • I can orientate a map efficiently to navigate around a course. <i>Stamina, running</i></p>
<p>Hockey • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can use marking, tackling and/or interception to</p>	<p>Yoga I am confident to lead others, demonstrating poses and teaching them my flow. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I choose poses which link easily</p>		<p>Tag rugby I can pass and receive the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can tag opponents individually and when working within a unit. • I</p>		<p>Tennis I can use a wider range of skills with increasing control under pressure. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. • I understand that</p>

<p>improve my defence. • I understand that there are different areas of fitness and how this helps me in different activities. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these <i>Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping</i></p>	<p>from one to the other to help my sequence flow. • I can use yoga poses to improve my flexibility, strength and balance. • I can use my breath to transition from one pose to another with control. <i>Balance, flexibility, strength, co-ordination</i></p>		<p>understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these <i>Throwing, catching, running, dodging, tagging, scoring</i></p>		<p>there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can work in collaboration with others so that games run smoothly. • I can select the appropriate action for the situation and make this decision quickly. • I can play cooperatively with a partner. <i>Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step</i></p>
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