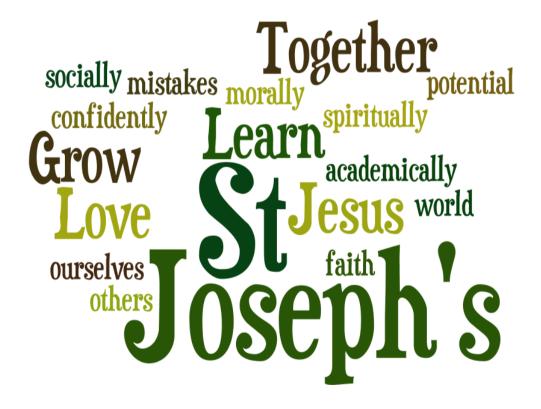


PE CURRICULUM



LOVE LEARN GROW

	PE - CURRICULUM OVERVIEW					
YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Gym Cooperate & solve problems	Body management Cooperate & solve	Dance- Our World Speed, agility &	Gym Manipulation &	Dance – Dinosaurs Body management	Manipulation & coordination
		problems	travel	coordination		Speed, agility & travel
Year 1	Dance - Pirates & Treasures /	Gym	Dance - Space	Gym	Orienteering	Dance - Dancing around the world
	Attack, defend & shoot	Attack, defend & shoot	Defend & return	Defend & return	Hit, catch & return	Run, jump & throw
Year 2	Gym	Dance - Superheroes	Dance - The Great Fire of London	Gym	Cricket	Run, jump & throw
	Attack, defend & shoot	Attack, defend & shoot	Hit, catch & return	Run, jump & throw	Dance - The Jungle	Hit, catch & return
Year 3	OAA	Dance - The Stone Age	Tag rugby	Cricket	Athletics	Swimming
	Gym	Netball	Gym	Tennis	Swimming	Tennis
Year 4	Swimming	Swimming	Swimming	Swimming	Dance - The Environment	Athletics
	Basketball	Bench ball	Gym	Cricket	Tennis	Gym
Year 5	Basketball	Dance - World War I/	Multiskills	Netball	Dance - Ancient Greeks	Rounders
	Gym	Handball	Badminton	Cricket	Athletics	Gym
Year 6	Netball	Dance - The Victorians	Gym	Gym	Athletics	Rounders
	Dance - The Vikings	Dodgeball	Fitness	Tennis	Year 6 games	Cricket

	PE – RECEPTION – TOPIC/SKILLS AND KNOWLEDGE			
Term	KNOWLEDGE AND UNDERSTANDING	SKILLS		
Advent 1	To follow instructions regarding health & safety Aware of space/ persons around	GYM - To develop confidence in fundamental movements - To experience jumping, sliding, rolling, moving over, under and on apparatus - To develop coordination and gross motor skills Cooperate and solve problems - Organise and match various items, images, colours and symbols - Work with a partner to listen, share ideas, question and choose - Collect, distinguish and differentiate colours and create a shape as a team - a range of ways Move confidently and cooperatively in space. Travel in a range of ways.		
Advent 2	Able to respond to instructions Aware of other opinions & contributions	BODY MANAGEMENT - Explore balance and managing own body including manipulating small objects. - Able to stretch, reach, extend in a variety of ways and positions. - Able to control body and perform specific movements on command. Cooperate and problem solving -Copy and repeat various patterns and actions - Continue to work in teams - Solve more complex task		

		DANCE – OUR WORLD
	Greater understanding of the world	- Appreciate and begin to discuss music for dance
Lent 1	Able to concentrate for a period of time	- Begin to show good spatial awareness
	Able to concentrate for a period of time	- Work in a group with some guidance from a teacher
	Able to follow instructions	- Recognise and respond to changes in the music
		Speed, Agility, Travel
		-Travel with some control and coordination.
		- Change direction at speed through both choice and instructions.
		- Perform actions demonstrating changes in speed.
		- Stop, start, pause, prepare for and anticipate movement in a variety of situations
		<u>GYM</u>
Lent 2	To select apparatus for purpose	-To develop confidence in fundamental movements
Lent 2		-To learn and refine a variety of shapes, jumps, balances and rolls
		-To link simple balance, jump and travel actions
		Manipulation and coordination
		-Send and receive a variety of objects with different body parts.
		- Work with others to control objects in space.
		- Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways

	Explore the theme of dinosaurs and	DANCE – DINOSAURS
Pentecost 1	evolution	- Respond to given movement instructions
	Value contributions from others	- Explore level, direction, speed and dynamics in space
		- Create own shapes and moves in response to stimuli
		- Work collaboratively together with partners.
		-Experience working in groups
		- Observe and talk about each other's dance work, being good critical friends
		- Learn to rehearse, refine and perform dance
		Body management
		-Explore a variety of rolling, sliding and slithering.
		-Jump using a variety of take offs and landings, moving on and off low apparatus using hands and
		feet in a variety of combinations.
		- Participate in a variety of small group co-operative activities.
		Speed, Agility, Travel
Pentecost 2	Understand the safe guidelines when using skipping ropes	-Participate in a variety of agility-based activities moving and controlling objects.
		- Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.
		- Relate body movements to music and percussion beats
		Manipulation and coordination
		-Coordinate similar objects in a variety of ways
		- Differentiate ways to manoeuvre objects
		- Skip in isolation and with rope

	PE – YEAR 1 – TOPIC/SKILLS AND KNOWLEDGE				
Term	KNOWLEDGE AND UNDERSTANDING	SKILLS			
	Explore the theme of Pirates and treasure-	Dance – Pirates & treasures			
Advent 1	hunting through movement	- Respond to given movement instructions			
	Understand that everyone has different	- Explore level, direction, speed and dynamics in space			
	opinions	- Create own shapes and moves in response to stimuli			
	Expectations when following instructions	- Work collaboratively together with partners.			
		- Experience working in groups			
		- Observe and talk about each other's dance work, being good critical friends			
		Attack Defend Shoot			
		- To practice basic movements including running, jumping, throwing and catching			
		-To begin to engage in competitive activities			
		-To experience opportunities to improve agility, balance and coordination			
	Understand the expectations and rules	<u>Gymnastics</u>			
Advent 2	when carrying equipment	-Identify and use simple gymnastics actions and shapes			
		-Apply basic strength to a range of gymnastics actions			
		-Begin to carry basic apparatus such as mats and benches			
		-To recognise like actions and link			
		Attack Defend Shoot			
		-To recognise rules and apply them in competitive and cooperative games			
		-Use and apply simple strategies for invasion games			
		-Preparing for, and explaining the reasons why we enjoy exercise			

	Explore the theme of Space and Space	Dance – Space
Lent 1	travel	- Respond to given movement instructions
Ecile 1	Understand the safety rules when using	- Explore level, direction, speed and dynamics in space
	bats and throwing balls	- Create own shapes and moves in response to stimuli
		- Work collaboratively together with partners.
		-Experience working in groups
		- Observe and talk about each other's dance work, being good critical friends
		- Learn to rehearse, refine and perform dance
		Send and Return
		-Able to send an object with increased confidence using hand or bat.
		-Move towards a moving ball to return.
		-Sending and returning a variety of balls.
	To understand what is meant by a	<u>Gymnastics</u>
Lent 2	gymnastic phrase	- To perform a variety of basic gymnastics actions showing control
		-To introduce turn, twist, spin, rock and roll and link these into movement patterns
		-To perform longer movement phrases and link with confidence
		Send and Return
		-Develop sending skills with a variety of balls
		-Track, intercept and stop a variety of objects such as balls and beanbags

	To understand what a map is and what it is	Orienteering
Pentecost 1	used for	- Orientate the map
		-Use shape and symbols
		-Understand that maps have Keys
		-Experience a range of orienteering courses
		Hit Catch Run
		-Able to hit objects with hand or bat
		-Track and retrieve a rolling ball
		-Throw and catch a variety of balls and objects
	Explore the theme of different environments and cultures of the world	Dance- Dancing around the world
Pentecost 2		-Use various stimuli, such as music and masks
	Understand the purpose of warm up , cool down, stretching is to prevent injury	- Learn different dance styles
		- Appreciate the importance of warm ups, cool downs and stretching.
	Understand different dances from different countries	- Create dance material alone and with others, using different body parts, levels and dynamics.
		- Learn control and coordination in travelling, jumping, turning, gesture and stillness.
	Understand the importance of bending knees when jumping	- Use movement expressively to explore moods and feelings.
		- Make simple judgements about dance.
		Run Jump Throw
		- Pupils will begin to link running and jumping.
		-To learn and refine a range of running which includes varying pathways and speeds.
		-Develop throwing techniques to send objects over long distances

	PE – YEAR 2 – TOPIC/SKILLS AND KNOWLEDGE				
Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS			
	Understand a scoring system	<u>Gymnastics</u>			
Advent 1	Be a good sportsman/woman when judging	-Describe and explain how performers can transition and link gymnastic elements			
	others	-Perform with control and consistency basic actions at different speeds and on different levels			
	Understand how flexibility and strength can be	-Challenge themselves to develop strength and flexibility			
	increased	-Create and perform a simple sequence that is judged using simple gymnastic scoring			
	Use the correct position of the foot to send and	Attack Defend Shoot			
	trap a ball	-Can send a ball using feet and can receive a ball using feet.			
		-Refine ways to control bodies and a range of equipment.			
		-Recall and link combinations of skills, e.g. dribbling and passing			
Advent 2	Able to listen and annuarists other munitoridaes	Danies Comenhages			
Advent 2	Able to listen and appreciate other pupil's ideas	<u>Dance – Superheroes</u>			
	Understand the role of superheroes	- Improvise to an idea and display an immediate response.			
	Understand what a dance phrase entails	- Explore different levels, directions and speeds.			
	Onderstand what a dance phrase entails	- Appreciate the music used for movement.			
	To explain what tactics are Understand that every pupil's opinions are important	- Choose appropriate movement to convey superheroes.			
		- Explore different methods of travelling.			
		- Work cooperatively to create a short dance phrase.			
		- Work alone, with guidance, to create movement ideas in response to the stimuli.			
		Attack Defend Shoot			
		-To select and apply a small range of simple tactics			
		-Recognise good quality in self and others			
		-To work with others to build basic attacking play			

Lent 1	To understand The Great Fire of London	Dance- The Great Fire of London
	To do also control a common	- To explore movement related to The Great Fire of London.
	To develop spatial awareness	- To move safely and confidently in general space exploring changes of speed, level, and
	To understand the purpose of scoring	direction.
	Follow safety rules when using bats	- To improvise to a given stimuli.
	Tollow safety fales when asing bats	- To learn a group fire-dance using pattern, level, direction and space.
		- To listen and share ideas.
		- To listen and appreciate the music to accompany the dance.
		- To show a clear beginning, middle and ending in the dance.
		- To perform movement sequences using a range of body actions & body parts.
		Hit Catch Return
		-To developing hitting skills with a variety of bats
		- Practice feeding/bowling skills
		- Hit and run to score points in games
Lent 2	To understand what are the gymnastic	<u>Gymnastics</u>
	elements	-Develop body management through a range of floor exercises
		-Use core strength to link recognised gymnastics elements, e.g., back support and half twist
		-Attempt to use rhythm while performing a sequence
		Run Jump Throw
		-Develop power, agility, coordination and balance over a variety of activities
		-Can throw and handle a variety of objects including quoits, beanbags, balls, hoops
		-Can negotiate obstacles showing increased control of body and limbs
		-can negotiate obstacles showing increased control of body and infins

Pentecost 1	Enhance learning about issues concerning	Dance – The Jungle
	the world's rainforests	- Work cooperatively with a partner.
	Find out about animals that live in the	- Seek and explore new movement ideas using movement improvisation.
	rainforest and their habitats	- Show appreciation of the music that accompanies the movement.
		- Begin to create short dance phrases with a partner using different body parts, levels, speed
		and direction.
		Cricket
		-To developing hitting skills with a variety of bats
		-Practice feeding/bowling skills
		-Hit and run to score points in games
Pentecost 2	Identify links between exercise and a	Run Throw Jump
	healthy life	-Improve running and jumping movements, work for sustained periods of time
	Understand the role of wicket keeper/	-Reflect on activities and make connections between a healthy active lifestyle
	backstop	-Experience and improve on jumping for distance and height
		Hit Catch Run
		-Work on a variety of ways to score runs in the different hit, catch, run games
		-Work in teams to field
		-Begin to play the role of wicketkeeper or backstop

	PE – YEAR 3 – TOPIC/SKILLS AND KNOWLEDGE			
Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS		
Advent 1	Lindowskand that woons have sooles	Orienteering		
Advent 1	Understand that maps have scales	-Understand that maps have scalesUnderstand the use of the compass		
	Understand the use of the compass	-How to set and walk on bearings and experience a range of orienteering courses		
		<u>Gymnastics</u>		
		-Modify actions independently using different pathways, directions and shapes		
		- Consolidate and improve the quality of movements and gymnastics actions		
		- Relate strength and flexibility to the actions and movements they are performing		
		- To use basic compositional ideas to improve sequence work—unison		
	Explore the Stone Age	Dance – The Stone Age		
Advent 2	Appreciate other children's ideas and opinions	- Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively.		
	Develop knowledge of stretching exercises	- Compose creative and imaginative dance sequences.		
	Develop knowledge of stretching exercises	- Explore and plan dance motifs; independently, with a partner, in small groups and as a whole		
	Develop and appreciate other music genres	class.		
	To explore the basic rules of netball	- Observe and evaluate own and others' dance works.		
		- Develop physical strength and suppleness by practising moves and stretching exercises.		
		- Display appropriate dynamics to colour the movement.		
		- Recognise the link between music and movement and appreciate different music genre		
		<u>Netbal</u> l		
		-To be able to perform basic netball skills such as passing and catching using recognised throws		
		- To use space efficiently to build attacking play		
		- To implement the basic rules of netball		

Lent 1	Understand the rules of tag rugby	Tag Rugby
	Understand what a sequence composes of	-Handle a rugby ball with confidence
	and what is meant by flexibility	-Evade attackers using footwork and body control
	Reinforce correct body position for	- Link skills to perform as a team in attack
	jumping	- Use basic game principles of tag rugby and play within simpler rules
		<u>Gymnastics</u>
		-Identify similarities and differences in sequences
		- Develop body management over a range of floor exercises
		- Attempt to bring explosive moves into floor work through jumps and leaps
		- Show increasing flexibility in shapes and balances
Lent 2	To understand the basic rules of tennis	<u>Tennis</u>
	To understand the need for space when	-To identify and describe some rules of tennis.
	using a racquet/bat	-To serve to begin a game
	To understand the basic rules of cricket	- To explore forehand hitting
		<u>Cricke</u> t
		-To be able to adhere to some of the basic rules of cricket
		-To develop a range of skills to use in isolation and a competitive context
		- To use basic skills with more consistency including striking a bowled ball

Pentecost 1	Understand the need for space	<u>Athletics</u>
	Understand and follow the rules of the	-Control movements and body actions in response to specific instructions
	teachers when near water	- Demonstrate agility and speed
		- Jump for height and distance with control and balance
		- Throw with speed and power and apply appropriate force
		<u>SWIMMING</u>
Pentecost 2	Understand the basic rules of rounders	Rounders
	Understand and follow the rules regarding	-To be able to play simple rounders games
	safety when striking a ball	-To apply some rules to games
		- To develop and use simple rounders skill
		SWIMMING

llegal dribbling is.
houlder pass and bounce pass.
s and incorporate them into a
r the person passing to aim at
the pass
o options for the team
players on court

Lent 1	Understand the importance of timing when working	SWIMMING				
	with a partner	<u>Gymnastics</u>				
		-To become increasingly competent and confident to perform skills more consistently				
		- Able to perform in time with a partner and group				
		- Use compositional ideas in sequences such as changes in height, speed and direction				
Lent 2	Understand what fair play means	SWIMMING				
		<u>Cricket</u>				
		-To develop the range of Cricket skills they can apply in a competitive context				
		- Choose and use a range of simple tactics in isolation and in a game context				
		- Consolidate existing skills and apply with consistency				

Pentecost 1	Gain a greater understanding of the environment	Dance – The Environment				
	Appreciate and discuss music used for dance	Work together as a group with guidance from the teacher.				
	Appreciate and diseass masic used for dance	Create movement portraying different aspects of the environment.				
	Show awareness of own and others' space	Recognise and respond to changes in the music.				
	Understand what is meant by being a good critical	Observe and talk about each other's dance work, being good critical friends				
	friend	<u>Tennis</u>				
	Understand the different shots in tennis and the	-Explore different shots (forehand, backhand)				
	positions in game play.	- Work to return the serve				
		- Positions in play				
Pentecost 2	Spatial awareness	Athletics				
	Understand how to use equipment	-Using running, jumping and throwing stations, children investigate in small groups				
	··	different ways of performing these activities				
	identify core muscle groups	- Using a variety of equipment, ways of measuring and timing, comparing the				
		effectiveness of different styles of runs, jumps and throws.				
		<u>Gymnastics</u>				
		-Develop an increased range of body actions and shapes to include in a sequence				
		- Define muscles groups needed to support the core of their body				
		- Refine taking weight on small and large body parts, for example, hand and shoulder				
		- Refine taking weight on small and large body parts, for example, hand and shoulder				

Topic/ Term	KNOWLEDGE AND UNDERSTANDING	SKILLS				
	Understand the rules of basketball	<u>Basketball</u>				
Advent 1	Understand the different types of passes	-Be able to change direction whilst dribbling Be able to add an end product such as passing after dribbling skill has been performed.				
	Able to distinguish between the roles of attackers and defenders	 Be able to perform each type of passing with greater accuracy and confidence. Be able to perform these passes when working in a team to achieve an objective. Be able to effectively work together as a team to score a basket. 				
	To understand what elements are needed in a sequence	 Be able to effectively apply dribbling, passing and shooting skills against a defender. Be able to work together as a team to work towards scoring a basket and defending your own basket. 				
		Gymnastics				
		-To become increasingly competent and confident to perform skills more consistently - Able to perform in time with a partner and group				
		- Use compositional ideas in sequences such as changes in height, speed and direction				
Advent 2	Understand the meaning of the words- action, space and dynamics	Dance – WW 1 - Use text, props and imagery as a stimulus for creating movement				
	Explore an understanding of World War 1	- Work individually, in pairs, small groups and as a whole class - Use action, space, dynamics and relationships to develop movement material				
	Understand the rules of handball	- Applying performance skills to both rehearsal and performance - Develop vocabulary to evaluate own and others dance work to aid improvement				
		Handball -To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal				
		 To begin to play effectively in different positions on the pitch in both attack and defence To increase power and strength of passes, moving the ball over longer distances Use a wide range of handball rules consistently 				

	Able to self-analyse, identifying success criteria	<u>Multiskills</u>				
Lent 1	Understand the various badminton shots	-Use space				
		- Extend knowledge of attacking and defending, using skills for each appropriately				
	Understand what fair play means	- Using a variety of tactics to keep the ball, knowing when to pass and when to dribble				
		- Explaining why a performance is good, recognising parts of the performance that could be				
		improved				
		<u>Badminton</u>				
		-Use different types of serves in-game and new shots learnt in games.				
		- Play with others to score and defend points in competitive games.				
		- Move confidently around the playing area using footwork techniques.				
		- Develop further ways of playing with others cooperatively and in competition				
Lent 2	Understand the different netball passes	<u>Netball</u>				
	Understand the positions on a netball court Understand the rules of cricket Understand the meaning of cardiovascular	-To be able to use specific netball skills in games for example confidently: pivoting, dodging,				
		bounce pass and previously learnt skills				
		- To begin to play efficiently in different positions on the court in both attack and defence				
		- To increase power and strength of passes, moving the ball over longer distances				
		Cricket				
		-Link together a range of skills and use in combination				
		- Collaborate with a team to choose, use and adapt rules in games				
		- Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and				
		cardiovascular endurance				

Pentecost 1	Explore the Ancient Greeks	Dance – The Ancient Greeks				
	Understand how to relay feedback in a positive way	Explore the theme of Ancient Greeks through improvisation				
		- Practice and develop different ways of moving using actions and dynamics				
	Understand the rules of relay and teamwork	- Work in pairs and small groups using different formations and relationships				
	onderstand the rules of relay and teamwork	- Create material, rehearse and improve with feedback				
		- Improve on performance skills				
		<u>Athletics</u>				
		-Sustain pace over short and longer distances such as running 100m and running for 2				
		minutes				
		- Able to run as part of a relay team working at their maximum speed				
		- Perform a range of jumps and throws demonstrating increasing power and accuracy				
Pentecost 2	Understand the rules of rounders	Rounders				
	Understand the importance of fitness in relation	-Link together a range of skills and use in combination.				
	to sporting success	- Collaborate with a team to choose, use and adapt rules in games.				
	Able to identify different muscle groups	- Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and				
		cardiovascular endurance				
		<u>Gymnastics</u>				
		-Develop an increased range of body actions and shapes to include in a sequence				
		- Define muscles groups needed to support the core of their body				
		- Refine taking weight on small and large body parts, for example, hand and shoulder				

	PE – YEAR 6 – TOPIC/SKILLS AND KNOWLEDGE					
Topic / Term	KNOWLEDGE AND UNDERSTANDING	SKILLS				
Advent 1	Explore the Viking era Understand and use the vocabulary associated with dance	 <u>Dance – The Vikings</u> Explore and develop ideas through improvisation related to the Viking era. Compose dances by using, adapting and developing steps; independently, with a partner 				
	Understand netball rules Able to officiate netball matches	and as a group. - Link music to movement expressively. - Practise dance in order to refine the quality. - Comment on work in order to improve skills and performance. - Explore space, change of speed, level and direction. - Demonstrate competence in actions and dynamics Netball - Work as a team to improve group tactics and gameplay - Play within the rules using blocking skills for shots and passes - Develop defensive skills				
Advent 2	Understand the Industrial Revolution Understand the rules of dodgeball To recognise the need for honesty and fair play	Dance – The Victorians Explore movement related to the Industrial Revolution Improvise freely, translating ideas from a stimulus into movement Create and link dance phrases using a simple dance structure Perform dances with awareness of rhythm, dynamics and expression Work independently with a partner and in a small or large group Appreciate the music that accompanies the dance Describe and evaluate how the dance might be improved Dodgeball To consolidate and improve throwing skills, speed, agility, accuracy and dodging skills				

	Understand the importance of warming up	<u>Gymnastics</u>			
Lent 1	Explore the need for space and the correct way to handle equipment	-Lead group warm-up showing understanding of the need for strength and flexibility			
		- Demonstrate accuracy, consistency, and clarity of movement			
	Understand and follow rules when working on	- Work independently and in small groups to make up own sequences			
	high apparatus	- Arrange own apparatus to enhance work and vary compositional ideas			
	Understand how exercise affects the body short-	- Experience flight on and off of high apparatus			
	term	<u>Fitness</u>			
	Explore the link between physical activity and	- To warm up and prepare appropriately for different activities			
	well-being.	- Understand that physical activity is good for health and well — being			
		- Able to explain the importance of wearing appropriate clothing and being hygienic			
		- Perform actions and skills with more consistent control and accuracy			
	Understand how to score in tennis	<u>Tennis</u>			
Lent 2	Understand the rules of double play	-Develop backhand shots			
		- Introduce the lob			
	Define the lob shot	- Begin to use full tennis scoring systems			
	Explain the importance of tactics	- Continue developing doubles play and tactics to improve			
	Understand what is meant by taking weight on hands	<u>Gymnastics</u>			
		-Develop an increased range of body actions and shapes to include in a sequence			
		- Define muscles groups needed to support the core of their body			
		- Refine taking weight on small and large body parts, for example, hand and shoulder			

Pentecost 1	Able to judge in a fair manner	<u>Athletics</u>				
	Understand the expectations and criteria for	-Become confident and expert in a range of techniques and recognise their success				
	different events	- Apply strength and flexibility to a broad range of throwing, running and jumping activities				
	Understand the rules of the various games in year	- Work in collaboration and demonstrate improvement when working with self and others				
	6 competition	- Accurately and confidently judge across a variety of activities				
		Year 6 games				
		-Understand the rules of the various sports				
		- Apply tactics and teamwork in a competitive situation				
	Understand and follow the rules of sounders and	Rounders				
Pentecost 2	cricket	-Apply rounders rules consistently in conditioned games				
	Able to identify tactics in order to improve performance	- Play small sided games using standard rounders pitch layout				
		- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder				
		<u>Cricket</u>				
		-Apply with consistency standard cricket rules in a variety of different styles of games				
		- Attempt a small range of recognised shots in isolation and in competitive scenarios				
		- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder				

YEAR	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
	<u>GYM</u>	BODY	DANCE – OUR	<u>GYM</u>	DANCE –	Speed, Agility,
Reception	- To develop	<u>MANAGEMENT</u>	<u>WORLD</u>	-To develop	<u>DINOSAURS</u>	<u>Travel</u>
	confidence in	- Explore balance	-Can I gain greater	confidence in	-Explore the theme	-Participate in a
	fundamental	and managing own	understanding of	fundamental	of Dinosaurs and	variety of agility-
	movements	body including	the world in which I	movements	Evolution through	based activities
	- To experience	manipulating small	live?	-To learn and refine	movement	moving and
	jumping, sliding,	objects.	- Can I appreciate	a variety of shapes,	- Respond to given	controlling objects.
	rolling, moving	- Able to stretch,	and begin to	jumps, balances	movement	- Recognise the
	over, under and on	reach, extend in a	discuss music for	and rolls	instructions	difference between
	apparatus	variety of ways and	dance?	-To link simple	- Explore level,	actions such as:
	- To develop	positions.	- Can I begin to	balance, jump and	direction, speed	moving softly,
	coordination and	- Able to control	show good spatial	travel actions	and dynamics in	quietly, quickly,
	gross motor skills	body and perform	awareness?		space	powerfully, etc.
		specific	- Can I work in a	Manipulation and	- Create own	- Relate body
	Cooperate and	movements on	group with some	<u>coordination</u>	shapes and moves	movements to
	solve problems	command.	guidance from a	-Send and receive a	in response to	music and
	-Organise and		teacher?	variety of objects	stimuli	percussion beats
	match various	Cooperate and	- Can I recognise	with different body	- Work	
	items, images,	problem solving	and respond to	parts.	collaboratively	
	colours and	-Copy and repeat	changes in the	- Work with others	together with	Manipulation and
	symbols	various patterns	music?	to control objects	partners.	<u>coordination</u>
	- Work with a	and actions		in space.	parenersi	-Coordinate similar
	partner to listen,	- Continue to work	Speed, Agility,	- Coordinate body	F	objects in a variety
	share ideas,	in teams	Travel	parts such as hand-	-Experience	of ways
	question and	- Solve more	-Travel with some	eye, foot-eye over	working in groups	- Differentiate ways
	choose	complex task	control and	a variety of	- Observe and talk	to manoeuvre
	- Collect,		coordination.	activities and in	about each other's	objects
	distinguish and		- Change direction	different ways	dance work, being	- Skip in isolation
	differentiate		at speed through		good critical friends	and with rope
	colours and create		both choice and		- Learn to rehearse,	
	a shape as a team		instructions.		refine and perform	
	- Move confidently		- Perform actions		dance	
	and cooperatively		demonstrating			
			changes in speed.			

in space. Travel in a	- Stop, start, pause,	Body management	
range of ways	prepare for and	<u>-</u> Explore a variety	
	anticipate	of rolling, sliding	
	movement in a	and slithering.	
	variety of situations	-Jump using a	
		variety of take offs	
		and landings,	
		moving on and off	
		low apparatus	
		using hands and	
		feet in a variety of	
		combinations.	
		- Participate in a	
		variety of small	
		group co-operative	
		activities.	

Year 1 Dance - Pirates & treasures - Explore the theme of Pirates and treasure-hunting through movement - Respond to given movement instructions - Explore level, direction, speed and dynamics in space - Create own shapes and moves in response to stimuli - Work collaboratively together with partners Experience working in groups - Observe and talk about each other's dance work, being good critical friends Attack Defend Shoot - To practice basic movements including running,	Gymnastics -Identify and use simple gymnastics actions and shapes. -Apply basic strength to a range of gymnastics actions. -Begin to carry basic apparatus such as mats and benches. -To recognise like actions and link. Attack Defend Shoot -To recognise rules and apply them in competitive and cooperative games. -Use and apply simple strategies for invasion games. -Preparing for, and explaining the	- Explore the theme of Space and Space Travel through movement - Respond to given movement instructions - Explore level, direction, speed and dynamics in space - Create own shapes and moves in response to stimuli - Work collaboratively together with partners Experience working in groups - Observe and talk about each other's dance work, being good critical friends - Learn to rehearse, refine and perform dance Send and Return - Able to send an object with	Gymnastics - To perform a variety of basic gymnastics actions showing control -To introduce turn, twist, spin, rock and roll and link these into movement patterns -To perform longer movement phrases and link with confidence Send and Return -Develop sending skills with a variety of balls -Track, intercept and stop a variety of objects such as balls and beanbags	Orienteering - Orientate the map -Use shape and symbols -Understand that maps have Keys -Experience a range of orienteering courses Hit Catch Run -Able to hit objects with hand or batTrack and retrieve a rolling ballThrow and catch a variety of balls and objects.	Dance- Dancing around the world - Explore the theme of different environments and cultures of the world. -Use various stimuli, such as music and masks - Learn different dance styles - Appreciate the importance of warm ups, cool downs and stretching. - Create dance material alone and with others, using different body parts, levels and dynamics. - Learn control and coordination in travelling, jumping, turning, gesture and stillness. - Use movement expressively to explore moods and feelings.
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jumping, throwing	reasons why we	increased	-Select and apply	- Make simple
and catching	enjoy exercise.	confidence using	skills to beat the	judgements about
_	,	hand or bat.	opposition	dance.
-To begin to engage			' '	
in competitive		-Move towards a		Run Jump Throw
activities		moving ball to		- Pupils will begin
detivities		return.		
-To experience		return.		to link running and
opportunities to		-Sending and		jumping.
		_		
improve agility,		returning a variety		-To learn and refine
balance and		of balls.		a range of running
coordination				which includes
				varying pathways
				and speeds.
				'
				-Develop throwing
				techniques to send
				objects over long
				distances
				distances

Year 2	Gymnastics -Describe and explain how performers can transition and link gymnastic elements -Perform with control and consistency basic actions at different speeds and on different levels -Challenge themselves to develop strength	Dance – Superheroes - Improvise to an idea and display an immediate response Explore different levels, directions and speeds Appreciate the music used for movement Choose appropriate movement to convey superheroes.	Dance- The Great Fire of London - To explore movement related to The Great Fire of London To move safely and confidently in general space exploring changes of speed, level, and direction To improvise to a given stimuli To learn a group fire-dance using	Gymnastics -Develop body management through a range of floor exercises -Use core strength to link recognised gymnastics elements, e.g., back support and half twist -Attempt to use rhythm while performing a sequence Run Jump Throw	- Enhance learning about issues concerning the world's rainforests Find out about animals that live in the rainforest and their habitats Work cooperatively with a partner Seek and explore new movement ideas using movement improvisation.	Run Throw Jump -Improve running and jumping movements, work for sustained periods of time -Reflect on activities and make connections between a healthy active lifestyle -Experience and improve on jumping for distance and height
	-Create and perform a simple sequence that is judged using simple gymnastic scoring Attack Defend Shoot -Can send a ball using feet and can receive a ball using feet. -Refine ways to control bodies and	- Explore different methods of travelling Work cooperatively to create a short dance phrase Work alone, with guidance from the teacher, to create movement ideas in response to the stimuli. Attack Defend Shoot	pattern, level, direction and space. - To listen and share ideas. - To listen and appreciate the music to accompany the dance. - To show a clear beginning, middle and ending in the dance. - To perform movement	-Develop power, agility, coordination and balance over a variety of activities -Can throw and handle a variety of objects including quoits, beanbags, balls, hoops -Can negotiate obstacles showing	- Show appreciation of the music that accompanies the movement Begin to create short dance phrases with a partner using different body parts, levels, speed and direction. Cricket	-Work on a variety of ways to score runs in the different hit, catch, run games -Work in teams to field -Begin to play the role of wicketkeeper or backstop

a range of	-To select and apply a	sequences using a	increased control	-To developing	
equipment.	small range of simple	range of body	of body and limbs	hitting skills with a	
• •	tactics	actions & body	,	variety of bats	
-Recall and link		parts.		1 2 2 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
combinations of	-Recognise good	parts.		-Practice	
		His Court Day			
skills, e.g. dribbling	quality in self and	Hit Catch Return		feeding/bowling	
and passing.	others	-To developing		skills	
		hitting skills with a		_	
	-To work with others	variety of bats		-Hit and run to	
	to build basic attackii	- Practice		score points in	
	play	feeding/bowling		games	
	•	skills		=	
		- Hit and run to			
		score points in			
		games			

Year 3	Orienteering -Understand that maps have scales Understand the use of the compass -How to set and walk on bearings and experience a range of orienteering courses Gymnastics -Modify actions independently using different pathways, directions and shapes - Consolidate and improve the quality of movements and gymnastics actions - Relate strength and flexibility to the actions and movements they are performing - To use basic compositional ideas to improve sequence work— unison	Dance – The Stone Age Explore, improvise and combine movement ideas - related to the three eras of The Stone Age - fluently and effectively. Compose creative and imaginative dance sequences. Explore and plan dance motifs; independently, with a partner, in small groups and as a whole class. Observe and evaluate own and others' dance works. Develop physical strength and suppleness by practicing moves and engaging in stretching exercises. Display appropriate dynamics to colour	Tag Rugby -Handle a rugby ball with confidence -Evade attackers using footwork and body control - Link skills to perform as a team in attack - Use basic game principles of tag rugby and play within simpler rules Gymnastics -Identify similarities and differences in sequences - Develop body management over a range of floor exercises - Attempt to bring explosive moves into floor work through jumps and leaps - Show increasing flexibility in shapes and balances	Tennis -To identify and describe some rules of tennisTo serve to begin a game - To explore forehand hitting Cricket -To be able to adhere to some of the basic rules of cricket -To develop a range of skills to use in isolation and a competitive context - To use basic skills with more consistency including striking a bowled ball	Athletics -Control movements and body actions in response to specific instructions - Demonstrate agility and speed - Jump for height and distance with control and balance - Throw with speed and power and apply appropriate force SWIMMING	Rounders -To be able to play simple rounders games -To apply some rules to games - To develop and use simple rounders skill SWIMMING
	sequence work—	appropriate	and balances			

between music and
movement and
appreciate
different music
genre
Netball
-To be able to
perform basic
netball skills such
as passing and
catching using
recognised throws
- To use space
efficiently to build
attacking play
To invalous and the
- To implement the
basic rules of
netball

Year 4	SWIMMING	SWIMMING	SWIMMING	SWIMMING	Dance – The	<u>Athletics</u>
					Environment	-Using running,
	<u>Basketball</u>	<u>Benchball</u>	<u>Gymnastics</u>	<u>Cricket</u>	Gain a greater	jumping and
	- Perform dribbling	-Use the 3 types of	-To become	-To develop the	understanding of	throwing stations,
	skills accurately	pass in a group and	increasingly	range of Cricket	our environment.	children investigate
	with control.	moving to follow	competent and	skills they can apply	Appreciate and	in small groups
	- Gain a greater	the pass	confident to	in a competitive	discuss music used	different ways of
	understanding of	 look at creating 	perform skills more	context	for dance.	performing these
	the rules and what	space and moving	consistently	- Choose and use a	Show awareness	activities
	an illegal dribbling	into space to open	- Able to perform in	range of simple	of own and others'	 Using a variety of
	is.	up options for the	time with a partner	tactics in isolation	space.	equipment, ways of
	 Understand the 	team	and group	and in a game	 Work together as 	measuring and
	different types of	- Understand the	- Use compositional	context	a group with	timing, comparing
	passing; chest pass,	need to keep	ideas in sequences	 Consolidate 	guidance from the	the effectiveness of
	shoulder pass and	possession of the	such as changes in	existing skills and	teacher.	different styles of
	bounce pass.	ball	height, speed and	apply with	• Create movement	runs, jumps and
	- Be able to	- Start to develop	direction	consistency	portraying different	throws.
	combine dribbling,	tactical knowledge			aspects of the	
	passing and	and positioning of			environment.	<u>Gymnastics</u>
	shooting skills and	players on court			 Recognise and 	-Develop an
	incorporate them				respond to changes	increased range of
	into a game				in the music.	body actions and
	situation.				 Observe and talk 	shapes to include in
	- Greater ability to				about each other's	a sequence
	receive the ball by				dance work, being	- Define muscles
	making a target for				good critical friends	groups needed to
	the person passing				<u>Tennis</u>	support the core of
	to aim at.				-Explore different	their body
					shots (forehand,	- Refine taking
					backhand)	weight on small
					- Work to return	and large body
					the serve	parts, for example, hand and shoulder
					- Positions in play	nanu anu snouidei
			<u> </u>			

Y	e	a	r	

Basketball

- -Be able to change direction whilst dribbling.
- Be able to add an end product such as passing after dribbling skill has been performed.
- Be able to perform each type of passing with greater accuracy and confidence.
- Be able to perform these passes when working in a team to achieve an objective.
- Be able to effectively work together as a team to score a basket.
- Be able to effectively apply dribbling, passing and shooting skills against a defender.
- Be able to work together as a team to work towards scoring a basket and defending your own basket.

all

-Use text, props and imagery as a stimulus for creating movement

Dance - WW 1

- Work individually, in pairs, small groups and as a whole class
- Use action, space, dynamics and relationships to develop movement material
- Applying performance skills to both rehearsal and performance
- Develop vocabulary to evaluate own and others dance work to aid improvement

Handball

-To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal - To begin to play effectively in

different positions

Multiskills

- -Use space
- Extend knowledge of attacking and defending, using skills for each appropriately
- Using a variety of tactics to keep the ball, knowing when to pass and when to dribble
- Explaining why a performance is good, recognising parts of the performance that could be improved

Badminton

- -Use different types of serves in-game and new shots learnt in games.
- Play with others to score and defend points in competitive games.
- Move confidently around the playing area using footwork techniques.

Netball

- -To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills
- To begin to play efficiently in different positions on the court in both attack and defence
- To increase power and strength of passes, moving the ball over longer distances

Cricket

- -Link together a range of skills and use in combination
- Collaborate with a team to choose, use and adapt rules in games
- Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and

<u>Dance – The</u> Ancient Greeks

- Explore the theme of Ancient Greeks through improvisation
- Practice and develop different ways of moving using actions and dynamics
- Work in pairs and small groups using different formations and relationships
- Create material, rehearse and improve with feedback
- Improve on performance skills

Athletics

- -Sustain pace over short and longer distances such as running 100m and running for 2 minutes
- Able to run as part of a relay team working at their maximum speed

Rounders

- -Link together a range of skills and use in combination.
- Collaborate with a team to choose, use and adapt rules in games.
- Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance

Gymnastics

- -Develop an increased range of body actions and shapes to include in a sequence
- Define muscles groups needed to support the core of their body
- Refine taking weight on small and large body parts, for example, hand and shoulder

		D. d. f. d		D (
	on the pitch in both	- Develop further	cardiovascular	- Perform a range	
<u>Gymnastics</u>	attack and defence	ways of playing	endurance	of jumps and	
-To become	- To increase power	with others		throws	
increasingly	and strength of	cooperatively and		demonstrating	
competent and	passes, moving the	in competition		increasing power	
confident to	ball over longer			and accuracy	
perform skills more	distances				
consistently	- Use a wide range				
- Able to perform in	of handball rules				
time with a partner	consistently				
and group	Consistently				
- Use compositional					
ideas in sequences					
such as changes in					
_					
height, speed and					
direction					

Year 6	Dance – The	Dance – The	Gymnastics	Tennis	Athletics	Rounders
	Vikings	Victorians	-Lead group warm-	-Develop backhand	-Become confident	
	Explore and	Explore movement	up showing	shots	and expert in a	-Apply rounders
	develop ideas	related to the	understanding of	- Introduce the lob	range of	rules consistently in
	through	Industrial	the need for	- Begin to use full	techniques and	conditioned games
	improvisation	Revolution	strength and	tennis scoring	recognise their	
	related to the	• Improvise freely,	flexibility	systems	success	- Play small sided
	Viking era.	translating ideas	- Demonstrate	- Continue	- Apply strength	games using
	 Compose dances 	from a stimulus	accuracy,	developing doubles	and flexibility to a	standard rounders
	by using, adapting	into movement	consistency, and	play and tactics to	broad range of	pitch layout
	and developing	 Create and link 	clarity of	improve	throwing, running	
	steps;	dance phrases	movement		and jumping	- Use a range of
	independently,	using a simple	- Work	<u>Gymnastics</u>	activities	tactics for attacking
	with a partner and	dance structure	independently and	-Develop an	- Work in	and defending in
	as a group.	 Perform dances 	in small groups to	increased range of	collaboration and	the role of bowler,
	 Link music to 	with awareness of	make up own	body actions and	demonstrate	batter and fielder
	movement	rhythm, dynamics	sequences	shapes to include in	improvement when	
	expressively.	and expression	- Arrange own	a sequence	working with self	<u>Cricket</u>
	 Practise dance in 	• Work	apparatus to	- Define muscles	and others	-Apply with
	order to refine the	independently with	enhance work and	groups needed to	- Accurately and	consistency
	quality.	a partner and in a	vary compositional	support the core of	confidently judge	standard cricket
	 Comment on 	small or large	ideas	their body	across a variety of	rules in a variety of
	work in order to	group	- Experience flight	- Refine taking	activities	different styles of
	improve skills and	 Appreciate the 	on and off of high	weight on small	V 6	games
	performance.	music that	apparatus	and large body	Year 6 games	- Attempt a small
	 Explore space, 	accompanies the	Fitmasa.	parts, for example,	Line dia vete ve di tile e	range of recognised
	change of speed,	dance	Fitness -Understand how	hand and shoulder	-Understand the	shots in isolation
	level and direction.	Describe and	exercise affects the		rules of the various	and in competitive
	 Demonstrate 	evaluate how the	body short-term		sports - Apply tactics and	scenarios
	competence in	dance might be	- To warm up and		teamwork in a	- Use a range of
	actions and	improved	prepare		competitive	tactics for attacking
	dynamics		appropriately for		situation	and defending in
			different activities		Situation	the role of bowler,
			amerent activities			batter and fielder

Netball -Work as a team to improve group tactics and gameplay - Play within the rules using blocking skills for shots and passes - Develop defensive skills	Dodgeball -To consolidate and improve throwing skills, speed, agility, accuracy and dodging skills - To understand the rules of fair play and honesty	- Understand that physical activity is good for health and well – being - Able to explain the importance of wearing appropriate clothing and being hygienic - Perform actions and skills with more consistent		
·		- Perform actions and skills with		