

Curriculum Overview PE

General rationale for placing of Sport and Physical Education Units at specific times of the Year

Our Physical Education and Sports curriculum is designed to mirror that of worldwide competitive sporting seasons and events. Some competitive sports such as football and hockey run during a 'Winter' season from September to early May/June. This then allows for Summer sports such as Cricket and Athletics to take place during the warmer months with the benefit of dry grass areas on which to play and compete safely. During the Summer months most competitive sport club seasons are finished which then allows athletes to take part in large events such as the Olympics. Our curriculum is designed in this way so that we can make the most of school facilities and provide children with lessons throughout the year which factor in harsh weather during the Winter months. It also allows children access to a variety of types of Physical Education as well as the chance to take part and try out a large number of sports. Each sport in KS2 is progressed from the basic skill units in KS1 such as ball skills and invasion games. In KS2 children will be taught 2 units of each sport so that they experience a varied PE curriculum. These units are spread throughout the Key stage. For example Hockey is taught in Yr 3 and then again in Yr 6 so that the children have time to develop physically and in terms of game awareness and tactics before playing the sport again. Due to its popularity in the UK and with boys and girls in our school Football is taught in Yr3, 4 and 5. As all Yr groups take part in our school sports day, Athletics is taught at the same time in every Yr group during Summer 1 so that all children have experienced the events of Sports Day.

General rationale for understanding how exercise affects your body

Throughout the PE curriculum children are developing understanding of their own bodies, how to be safe when exercising and how this can help them to stay healthy. The outcomes for this learning progress throughout the school in KS1 children focus on talking about ways to be healthy and safe, recognising changes in their bodies when they exercise and describing how that feels e.g. Knowing that the heart beat gets faster during exercise. In LKS2 Children start to understand the benefits of exercise and how this can help with physical and mental health. Children can now explain what happens to their body during exercise and how this helps to keep them healthy. In UKS2 the emphasis is on understanding how a variety of activities can benefit physical health as well as understanding the different areas of fitness such as agility and how this helps in other activities and sports.

General rationale for developing feedback

Developing feedback and understanding of key words is another important aspect of the PE curriculum and allows children to support others and also develop their own understanding of performance and how to improve. This is a key element of learning which we promote throughout the whole school curriculum and PE lessons provide a good opportunity for the development of verbal feedback. In EYFS and KS1 children are encouraged to be sensitive to others feelings, say when someone was successful and begin to provide feedback using some key words. This progresses in LKS2 to providing feedback with key words and correct terminology as well as understanding when they have been successful and what they need to do to improve. In Yr 6 this progresses further to recognise the strengths and areas for develop individually and for others as well as suggesting ways to improve. This feedback which may come from a set criteria should then be used to improve performance.

National curriculum statements

EYFS	KS1	KS2
<p>Early Learning Goals:</p> <p><i>Moving and Handling:</i> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Health and Self-care:</i> Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Yr R (EYFS)

Term	NC Aims	Content/ideas	Skills	Rationale
Autumn 1	Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	<p>Bikes Movement to rhymes Fine motor skills- ply dog/tracing etc Follow trim trail Parachute games Introduction to PE Unit- Using beanbags/quoits- getting to know equipment Introduction to large apparatus Use of space/footwork Ball skills</p>	<ul style="list-style-type: none"> • Confident to try new activities. • Ask for help if needed. • Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Show good control and co-ordination in small and large movements. • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Sensitive to others' feelings. • Play co-operatively, taking turns. • Talk about my own ideas and use them in response to a task. • Understand and follow rules. 	<p>In the Autumn term, the children are beginning to transition into school life, therefore most of their physical activity is centred around child-led learning and therefore there is a focus on gross motor skills through the use of bikes, trim trail, parachute etc. and fine motor skills through play dough, tracing etc. Throughout the term these fundamental skills are built upon through more formal 'PE' lessons:</p> <p>Basic throwing and catching skills will also be introduced with the use of quoits or beans bags and larger balls. This will help them to use equipment and balls throughout KS1.</p> <p>The large apparatus is introduced which builds upon movement, balance and co-ordination- this will link to vital gymnastics skills needs for KS1. Dance is also introduced with a theme both around Halloween and Christmas so that children can move in a range of ways and negotiate space. Dance is something that is focused on throughout the Yr because it explore different movements, the use of space, build control and co-ordination and allows children to work together.</p>
Autumn 2		<p>Fundamentals unit Large motor movement- space hoppers, bikes, skipping ropes, bean bags, hoops, obstacle courses</p> <p>Parachute games Dance- Monster Mash (Halloween)</p> <p>Fine motor movement- ply dough, K'nex, Lego, messy play. Creative dance using nursery rhymes. Moving and travelling in different ways Create dance to the music of ' The Snow man'</p>		

Spring 1	Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.	Large motor movements- Bikes, Space Hoppers, Hilltops Gym large apparatus	<ul style="list-style-type: none"> • Confident to try new activities. • Ask for help if needed. • Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Show good control and co-ordination in small and large movements. 	In Spring, Yr R continue to split their PE lessons so that '1 hour' is done through outside time with bikes, space hoppers, sand pit etc.
Spring 2	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a art, music, movement, dance, role-play, and design and technology	Gymnastics Unit- jumps, balancing, travelling Dance Unit- Mr Jelly and Mr Strong, Rabbits, using scarves and ribbons, Wriggling William, Blowing bubbles, Spring Throwing and caching- hoops and quoits	<ul style="list-style-type: none"> • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Sensitive to others' feelings. • Play co-operatively, taking turns. • Talk about my own ideas and use them in response to a task. • Understand and follow rules. 	Gymnastics and Dance are the other focus for the term because it supports the fundamental skills needed for PE throughout the school. The large apparatus are explore further, linking in the idea of jumping, travelling and balancing. More co-ordination and control should be developed this term. These movements will help to build the foundations so that a larger range of movements (hopping, skipping, running) can be developed in Yr 1. Further dance units links to their learning and helped them to work together and talk about their ideas. Several themes allow the children to explore different movements and try something new. The use of props is also introduced and the themes are several ideas or contrasting ones to allow for development from Autumn. Some catching and throwing will be done to help introduced a range of equipment so that they will be more confident as they progress through KS1.

<p>Summer 1</p>		<p>Ball Skills Unit- rolling, throwing and catching</p> <p>Large motor movements- space hoppers, bikes</p> <p>Gymnastics- climbing, jumping and balancing</p>	<ul style="list-style-type: none"> • Confident to try new activities. • Ask for help if needed. • Handle equipment effectively. • Move confidently in a range of ways. • Safely negotiate space. • Show good control and co-ordination in small and large movements. 	<p>In Summer, the children will be more confident and would have developed a deeper understanding of the importance of physical exercise. Their fine motor and gross motor skills will have developed further too. There will still be the use of bikes and space hoppers during their outside play to continue to develop this however there will be a larger focus on ball and games skills.</p>
<p>Summer 2</p>		<p>Games Unit- bat and ball skills, skills for tennis</p> <p>Dance- The Very Hungry Caterpillar (insects), snail dance, painting a picture</p> <p>Gymnastics- large apparatus</p> <p>Parachute games</p>	<ul style="list-style-type: none"> • Talk about ways to keep healthy and safe. • Know the importance for good health and physical exercise. • Sensitive to others' feelings. • Play co-operatively, taking turns. • Talk about my own ideas and use them in response to a task. • Understand and follow rules. 	<p>Previously they would be been working mostly with quoits, hoops and beanbags but different size balls are now introduced with different movements- throwing, catching and rolling. The use of bats and rackets are also introduced. All these skills give a basis for the skills needed in KS1 during net and wall, sending and receiving, invasion and striking and fielding units. They begin to develop techniques for these movements and the idea of a target. They may work together to encourage co-operative play too.</p> <p>The gym apparatus is used again with a larger range of equipment available and the skill of climbing incorporated. The children should gain more confidence and handle the equipment more effectively by this term. This will help them to continue to use the equipment correctly through the school.</p> <p>A final unit of dance is also taught, which focus around one this and allows the children to interpret in their own way- this build on the idea of creating and</p>

				following a series of movements. The dance units taught will help to give the base needed for dance units throughout the school.
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Yr 1				
Term	NC Aims	Content	Skills	Rationale
Autumn 1	<ul style="list-style-type: none"> •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending 	Fundamentals	<ul style="list-style-type: none"> • Show hopping and jumping movements. • Change direction. • Run at different speeds. • Select my own actions in response to a task. • Use co-ordination to turn a skipping rope. • Work co-operatively with others to complete tasks. • Recognise changes in my body when I do exercise. 	<p>This builds upon the skills learnt in EYFS, where they begin to develop co-ordination with small and large movements and being able to move in a range of ways. They are now able to perform specific movements (hopping, jumping, running), changing direction and speed.</p> <p>Equipment is introduced in EYFS then they begin to use equipment with co-ordination (skipping rope) which is developed further in Yr 2.</p>
	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing 	Gymnastics	<ul style="list-style-type: none"> • Link simple actions together to create a sequence. • Remember and repeat actions and shapes. • Perform confidently in front of others. 	<p>In EYFS they are able to move in a range of ways and negotiate space. This built upon so that in Yr 1 they can link actions together to make a sequence. They will continue to develop this by planning and repeating</p>

	balance, agility and co-ordination, and begin to apply these in a range of activities		<ul style="list-style-type: none"> • Recognise changes in my body when I do exercise. • Say what I liked about someone else's performance. • Use apparatus safely and wait for my turn. • Make my body tense, relaxed, stretched and curled. 	<p>sequences. More control and balance will be developed throughout Yr 2 and KS2.</p> <p>Movements continue to build on rolls, balances and shapes learnt in EYFS. Jumps not visited until Yr 2. The use of apparatus is developed so that it can be used with others safely.</p>
Autumn 2	<ul style="list-style-type: none"> •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending 	Ball skills	<ul style="list-style-type: none"> • Beginning to catch with two hands. • Roll and throw with some accuracy towards a target. • Track a ball that is coming towards me. • Beginning to dribble a ball with my hands and feet. • Work co-operatively with a partner. • Say when someone was successful. • Recognise changes in my body when I do exercise. • beginning to understand simple tactics. 	<p>They begin to now catch, throw and dribble balls, building upon handling equipment effectively in EYFS. These skills are developed further in Yr 2 and KS2 so that more control, accuracy and types of movement are developed. For example in Yr 2 they then begin to kick, throw and catch to send and receive balls. This will develop skills needed for specific sports in KS2. To begin rolling and throwing with some accuracy towards a target. This builds the skills to develop accuracy in Yr 2.</p> <p>Tactics are introduced but not used until Yr 2. These will continue to develop and be applied to a range of sports in KS2.</p>
		Invasion	<ul style="list-style-type: none"> • Beginning to dribble a ball with my hands and feet. • Send and receive a ball with hands and feet. • Change direction to move away from a defender. • Recognise space when playing games. • Move my feet to stay with another player when defending • Recognise changes in my body when I do exercise. • Use simple rules to play fairly. • Understand when I am a defender and when I am an attacker. • Know when I am successful. 	<p>The idea of invasion games are introduced in Yr 1 so that tactics can be developed to for upper Yrs. It is taught after ball skills so that the basic movements are introduced before developing tactics.</p> <p>The use of a defender and an attacker is introduced and this built upon so that they understand these roles more in depth as the Yrs progress and can apply it to different sports.</p> <p>In fundamentals, they began to change direction and speed, these skills are necessary to use in a game with a ball.</p> <p>Dribbling and sending/receiving a ball is revisited throughout KS1 and Ks2 so more control and consistency is seen.</p>

Spring 1	perform dances using simple movement patterns	Dance	<ul style="list-style-type: none"> • Show some sense of dynamic and expressive qualities in my dance. • Choose appropriate movements for different dance ideas. • Copy, remember and repeat actions. • Move confidently and safely. • Recognise changes in my body when I do exercise. • Say what I liked about someone else's performance. • Work with others to share ideas and select actions. • Beginning to use counts. 	<p>The skills for dancing are just beginning in Yr 1. They begin to develop a sense of dynamic and expressive qualities which develop to show a character of idea in Yr 2 and Yr 3.</p> <p>In Yr 1 they begin to select movement and repeat actions, this develops into a series of actions (Yr 2) or a short dance (Yr 3).</p> <p>Using count is introduced to understand the timing or music, these are used in Yr 2 to help stay in time and then to make group work and partner work perform in unison in KS2.</p>
	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	Net and Wall	<ul style="list-style-type: none"> • Hit a ball using a racket. • Throw a ball to land over the net and into the court area. • Use a ready position to move to the ball. • Track balls and other equipment sent to me. • Recognise changes in my body when I do exercise. • Know how to score points. • Show honesty and fair play when playing against an opponent. 	<p>This unit is introducing skills which will be used in games like: tennis and dodgeball in KS2. The use of equipment is developed here and an understanding of court spaces/use of a net.</p> <p>Throwing a ball over the net develops into hitting a ball over net in Yr 2.</p> <p>The ready position is introduced to move a ball, in Yr 2 this is also used to defend an area.</p> <p>An understanding of how to score points is introduced so these can be remembered and used in games for Yr 2 and KS2.</p>
Spring 2	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	Sending and Receiving	<ul style="list-style-type: none"> • Beginning to send and receive a ball using a piece of equipment. • Beginning to send and receive a ball with my feet. • Catch a ball after one bounce. • Roll a ball towards a target. • Throw a ball to a partner. • Track a ball that is coming towards me. • Work co-operatively with a partner. 	<p>These skills give a base to build upon for particular sports like: hockey, football, tennis etc. so that games can be played in KS2. It will help to introduced a variety of skills valuable across many sports. The use of equipment in introduces to send and receive balls.</p> <p>The use of kicking, catching, rolling and throwing is introduced so that accuracy can develop (e.g. a bounce in Yr 1 developed to with or without a bounce in Yr 2).</p> <p>In Yr 1 it is mostly partner work which develops to</p>

			<ul style="list-style-type: none"> Recognise changes in my body when I do exercise. 	<p>small groups in Yr 2 and larger teams in KS2. Yr 1 you can send and receive a ball with your feet this should then develop to being able to trap and cushion the ball in Yr 2.</p>
	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	Yoga	<ul style="list-style-type: none"> Work with others to create poses. Say what I liked about someone else's flow. Recognise changes in my body when I do exercise. <p>Remember and repeat actions, linking poses together.</p> <ul style="list-style-type: none"> Show an awareness of space when travelling. 	<p>This builds upon some skills learnt in Autumn (dance/gymnastics) the idea of repeating movement, linking them and balancing during a pose. Yoga poses are introduced and linked together so that they can be done with more control, clearer shapes and longer flows can be developed throughout Yr 2 and into KS2.</p>
Summer 1	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	Athletics	<ul style="list-style-type: none"> Beginning to link running and jumping movements. Run at different speeds. Beginning to show balance and co-ordination when changing direction. Understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. Developing over arm throwing. Throw towards a target. Work with others and make safe choices. Recognise changes in my body when I do exercise. Try my best. 	<p>This unit builds upon skills from both fundamentals and fitness. Running and jumping movements are linked together. Over arm throwing is introduced with the aim to increase distance in Yr 2. Target throwing is practiced again. Understanding the difference between a jump, leap and hop is introduced so that technique is developed in KS2. These skills are introduced to allow for co-ordination and balance to develop in later Yrs.</p>
	<ul style="list-style-type: none"> are physically active for sustained periods of time 	Fitness	<ul style="list-style-type: none"> Use co-ordination to turn a skipping rope. Show co-ordination when trying hula hoop skills. Change direction when running. Run at different speeds. Show hopping and jumping movements. 	<p>This builds on the skills learnt in, fundamentals in the Autumn term. A range of the movements and the use of equipment like skipping ropes and hula hoops is introduced, which develops into an understanding of fitness in Yr 2. There is a focus on co-ordination in Yr 1, with balance and control developing in later Yrs.</p>

			<ul style="list-style-type: none"> • Recognise changes in my body when I do exercise. • Work with others to turn a rope. • Try my hardest to keep working over longer periods of time 	In Yr 1 they need to try their hardest to keep working so they can build endurance and resilience in later Yrs.
Summer 2	<ul style="list-style-type: none"> •master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending 	Striking and fielding	<ul style="list-style-type: none"> • Catch a beanbag and a medium-sized ball. • Roll a ball towards a target. • Strike a ball using my hand. • Track a ball that is coming towards me. • Understand the rules and I am beginning to use these to play fairly. • Recognise changes in my body when I do exercise. • Say what I liked about someone else's performance. • Show honesty and fair play when playing against an opponent. • Know how to score points. 	These skills help to develop the skills needed to play both rounders, cricket and some athletics in KS2. Beanbags and larger balls are used at these stage so the action is easier to carry out. The ball size decreases once accuracy is developed. The type of throw is not yet identified. Otherwise hands are used to strike balls, which supports the use of a racket in Yr 2. Rules and opponents are introduced so that small games and tactics can be used more in Yr 2 and KS2.
		Team Building	<ul style="list-style-type: none"> • Follow instructions. • Communicate simple instructions. • Suggest ideas to solve tasks. • Listen to others' ideas. • Understand the rules of the game. • Work with a partner and a small group. • Follow a simple diagram/map. 	This is introduced to help support a development of team and OAA skills throughout KS1 and KS2. They begin to work in partners or small groups to follow and communicate instructions. An understanding o turn taking and listening is introduced so they can worked co-operatively and share ideas in Yr 2. Simple diagrams/maps are introduced to follow, which develops into map reading skills by KS2. By the end of the school Yr the class have worked together on many occasions and therefore this unit is appropriate to teach at the end of the Yr to allow for better success.

Yr 2

Term	NC Aims	Content	Skills	Rationale
Autumn 1	<p>•master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	Gymnastics	<ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. • Perform the basic gymnastic actions with some control and balance. • Proud of my work and confident to perform in front of others. • Describe how my body feels during exercise. • Beginning to provide feedback using key words. • Work safely with others and apparatus. • Use shapes when performing other skills. • use directions and levels to make my work look interesting. 	<p>This builds upon the skills learnt in EYFS, where they begin to develop co-ordination with small and large movements and being able to move in a range of ways. They are now able to perform specific movements (hopping, jumping, running), changing direction and speed. They are able to link movements in a simple sequence.</p> <p>Equipment is introduced in EYFS then they begin to use equipment with co-ordination (skipping rope) which is developed further in Yr 2.</p>
	<p>•master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>•participate in team games, developing simple tactics for attacking and defending</p>	Football (UC) Invasion games	<ul style="list-style-type: none"> • Dribble a ball with my feet with increasing control. • Send and receive a ball with increasing consistency with feet. • Move with a ball towards my goal. • Find space away from others when playing games. • Stay close to another player to try to stop them from getting the ball. • Describe how my body feels during exercise. • Understand the rules and can use them to keep a game going. • Understand the different positions on the pitch. • Understand what to do when I am an attacker and a defender. • Beginning to provide feedback using key words. 	<p>These skills build on the unit, Invasion Games taught in Yr 1 to focus on more specific skills of football (using only the feet). The concept of moving towards the goal is introduced in Yr 2 so that more control can be developed in Yr 3. The initial rules of defender and attacker are introduced so that the rules are beginning to be understood. This build upon the knowledge of defending and attacking in Yr 1 and then further supports the development of tactics in LKS2. It helps to consider the idea of space and tracking your opponent necessary skills for Yr 3 football.</p>

Autumn 2	perform dances using simple movement patterns	Dance	<ul style="list-style-type: none"> • Show a character and idea through the actions and dynamics I choose. • Copy, remember and repeat a series of actions. • Show confidence to perform. • Describe how my body feels during exercise. • Beginning to provide feedback using key words. • Work with a partner using mirroring and unison in our actions. • Use counts to stay in time with music. 	Dance skills are built upon each Yr. In Yr 1, the movements aren't necessarily linked but they can be copied and repeated. In Yr 2, they should develop this into a series of action and add more character to their performance. The length of the dance increases in Yr 3 and it surrounds a theme so the expressive qualities link. Confidence within their performance should develop. In Yr 1, they begin to work in partners so that mirroring and unison can be used in Yr 2. This should develop to using counts to keep To begin rolling and throwing with some accuracy towards a target. This builds the skills to develop accuracy in Yr 2.
	participate in team games, developing simple tactics for attacking and defending master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities	Basketball (UC) Ball Skills	<ul style="list-style-type: none"> • Send and receive a ball using throwing and catching skills. • Roll and throw a ball to hit a target. • Track a ball and collect it. • Dribble a ball with my hands with some control. • Work co-operatively with a partner and a small group. • Beginning to provide feedback using key words. • Describe how my body feels during exercise. • Beginning to understand and use simple tactics. • Understand the basics of shooting & defending. - Understand the basic rules of basketball and how they are different from netball. 	These build upon the skills learnt in the Yr 1 Ball Skills unit so that a target is introduced in Yr 2, with dribbling and tracking skills developing. The rules of basketball and netball are introduced so that these can be revisited in KS2 (netball Y3/ Y6 and Basketball Y4/Y5). Target practice in Yr 2 helps to develop the skills for shooting in Yr 3 netball and Yr 4 basketball
Spring 1	master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities	Yoga	<ul style="list-style-type: none"> • Work with others to create simple flows showing some control. • Beginning to provide feedback using key words. • Describe how my body feels during exercise. • Copy, remember and repeat yoga flows. • Use clear shapes when performing poses. • Move from one pose to another thinking about my breath. 	Yoga allows for the skills of balance, agility, flexibility and co-ordination to be revisited from the Autumn term (dance and gymnastics). Initial poses are introduced in Yr 1 so they can be repeated and linked. In Yr 2, they should then copy and repeat flows or create their own. More poses within a sequence are then introduced in Yr 3 and the idea of stability is built upon. The concept of breathing is introduced in Yr 2 and then done in time with transitions in Yr 3.

	perform dances using simple movement patterns			
	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending	Hockey (UC) Sending and Receiving	<ul style="list-style-type: none"> • Beginning to trap and cushion a ball that is coming towards me. • Understand the correct technique to hold the hockey stick. • To understand the basics of passing and dribbling using both side of the stick. • I can roll a ball to hit a target. • Track a ball and stop it using my hands and feet or a stick. • Beginning to provide feedback using key words. • Work safely to send a ball towards a partner using a piece of equipment. • Describe how my body feels during exercise. • Work co-operatively with a partner and a small group 	These skills build upon the prior unit taught un Yr 1 but there is now a focus on one sport (Hockey) so that is links to units taught in Yr 3 and 5. Equipment is introduced in Yr 1, which supports the use of a hockey stick in Yr 2 and a larger variety in KS2. The basic skills of sending and receiving a ball are introduced in Yr 1 so they can b put into context for Yr 2 through Hockey. The basics of passing and dribbling using a hockey stick is introduced in Yr 2 so that these skills can be used with an opponent with more control in Yr 3.
Spring 2	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities •participate in team games, developing simple tactics for attacking and defending	Net and Wall (Badminton focus)	<ul style="list-style-type: none"> • Hit a shuttle cock, ball o beanbag over the net and into the court area. • Throw accurately to a partner. • Defend space on my court using the ready position. • Describe how my body feels during exercise. • Use simple tactics to make it difficult for an opponent. • Know how to score points and can remember the score. • Show good sportsmanship when playing against an opponent 	Initial net and wall skills are introduced in Yr 1- using a racket, throwing over a net, the ready position and scoring points. In Yr 2 equipment is used to hit a ball over the net. This unit focuses on badminton more as it is slower and more control therefore allowing the student more time to react. Yr 2 begin to be introduced into a larger variety of equipment as more sports are played in KS2. The ready position in Yr 2 is used to defend space so simple. This helps to develop the skills of returning the ball/shuttle cock and basic rackets skills needed in Yr 3.

	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> •participate in team games, developing simple tactics for attacking and defending 	<p>Tennis (UC) Net and Wall</p>	<ul style="list-style-type: none"> • Hit a ball over the net and into the court area. • Throw accurately to a partner. • Defend space on my court using the ready position. • Describe how my body feels during exercise. • Use simple tactics to make it difficult for an opponent. • Know how to score points and can remember the score. • Show good sportsmanship when playing against an opponent • Understand the right technique to hold a racquet. • Learn the difference between fore hand and back hand. 	<p>Tennis skills are taught alongside the badminton skills so that Yr 2 become more aware of different rules and equipment to prepare them for Yr 3 and KS2. The initial concepts of a net and racket are introduced in Yr 1 with the idea of getting the ball over the net (throwing). This develops in Yr 2 so that use a racket to do this and then in Yr 3 the aim is for a partner to return the ball. Basic skills of holding the racket and understanding different types of hits is put into practice in Yr 3. In Yr 2, an opponent is introduced (including scoring) so that a small group can self-manage a game in Yr 3.</p>
Summer 1	<p>•master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> •participate in team games 	<p>Team Building</p>	<ul style="list-style-type: none"> • Follow instructions carefully. • Share my ideas and listen to others to help to solve tasks. • Say when I was successful at solving challenges. • Work co-operatively with a partner and a small group. • Show honesty and can play fairly. • Understand how to use, follow and create a simple diagram/map. 	<p>Team building is built upon each Yr as they are valuable skills needed to play and compete in sports. In Yr 1 it introduces the idea of rules, instructions and working in partners or small groups to solve a task. In Yr 2, this should develop so that co-operation and fairness is developed. Evaluation and reflection are skills needed in LKS2, which builds upon them recognising success in Yr 2. The idea of collaboration is also built upon each Yr. Simple maps and diagrams are introduced in Yr 1 so that in Yr 2 they can create and follow them. These develop into map reading skills in Yr 3.</p>
	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance,</p>	<p>Athletics (UC) Athletics</p>	<ul style="list-style-type: none"> • Link running and jumping movements with some control and balance. • Show balance and co-ordination when running at different speeds and in different directions. • Jump and land with control. 	<p>Athletic skills are developed upon each Yr as they cover a large variety of skills. Running and jumping movements are linked with more control and balance compared to Yr 1. Jumping is now landed with control and then is developed for distance and height in LKS2.</p>

	agility and co-ordination, and begin to apply these in a range of activities		<ul style="list-style-type: none"> • Use an overarm throw to help me to throw for distance. • Work with others, taking turns and sharing ideas. • Identify good technique. • Describe how my body feels during exercise. • Try my best. • Understand the different events in athletics. • Learn the basics in how to mark each event (Jumping & Running.) 	<p>Running should be done with more balance and co-ordination than in Yr 1. This supports the development of sprinting techniques in Yr 3.</p> <p>Over arm throwing is introduced in Yr 1 so that it can be used to throw for distance in Yr 2 and then a variety of equipment and accuracy is introduced in Yr 3.</p> <p>The technique for different events is built upon from Yr 1.</p>
Summer 2	<p>•are physically active for sustained periods of time master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	Fitness	<ul style="list-style-type: none"> • Describe how my body feels during exercise. • Link different hoop skills to create a routine. • Show hopping and jumping movements with some balance and control. • Persevere with new challenges. • Show determination to continue working over a longer period of time. • Understand that running at a slower speed will allow me to run for a longer period of time. • Work with others to turn a rope and encourage others to jump at the right time. 	<p>Children's endurance levels need to be worked on regularly and this unit supports a key NC target. In Yr 1, different movement, equipment and speeds are introduced. This support developed of using hoops to create a routine in Yr 2 and incorporates balance into challenge. Perseverance and determination is increased as the working time is increased. In Yr 3, running and different speeds develop to sprinting and more control/balanced when complete exercises. It becomes a more personal journey of fitness and self-evaluation as the skills develop through KS2.</p>
	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>•participate in team games, developing</p>	Kwik Cricket (UC) Striking and Fielding	<ul style="list-style-type: none"> • Developing underarm and overarm throwing skills. • Roll a ball to hit a target. • Sometimes hit a ball using a racket. • Track a ball and collect it. • Understand the rules of the game and can use these to play fairly in a small group. • Use simple tactics. • Describe how my body feels during exercise. • Beginning to provide feedback using key words. • Know how to score points and can remember the score • Understand the right technique to bowl (under arm). 	<p>These skills build upon the prior unit taught in Yr 1 but there is a focus on cricket- a key sport taught in KS2. The skills develop from Yr 1 because the ball size is reduced and specific throwing skills are developed. This supports the development of bowling (underarm throw) needed in LKS2.</p> <p>Rackets would be used in Yr 2 as opposed to hands in Yr 1. How to hold a cricket bat is also introduced so that in Yr 3 more accuracy can be developed.</p> <p>Rackets will be used more commonly to allow the children to strike the ball as it has a larger surface area. The rules of the game will be introduced in Yr 3 so that the skills learnt in Yr 2 can be put into</p>

	simple tactics for attacking and defending		<ul style="list-style-type: none"> Learn how to hold the cricket bat correctly. 	practice and the child will select the necessary skill. These skills will link to rounders taught in KS2 also.
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Yr 3

Term	NC Aims	Content	Skills	Rationale
Autumn 1	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.	Football	<ul style="list-style-type: none"> Dribble, pass, receive and shoot the ball with some control. Find space away from others and near to the goal. Move with a ball towards goal with increasing control. Track an opponent to slow them down. Understand the benefits of exercise. Work cooperatively with a group to self-manage games. Provide feedback using key words. Understand my role as an attacker and as a defender. Learning the rules of the game and begin to use them to play honestly and fairly. Begin to use simple tactics. 	Developing send/receive skills in order to use more control in Yr3 to dribble with the ball. Tracking a ball in order to track and slow down an opponent. Use of simple tactics in Yr2 progress to understanding of attacking and defending roles and using game rules to play honestly and fairly. Progression to Yr4 involves having increasing control when dribbling/receiving/shooting/passing. Using tracking and understanding of space to keep possession and delay an opponent from scoring. Yr4 Footballers should be sharing ideas and rule understanding to work together and manage games using rules as in Yr3. Tactics from Yr3 and Yr2 are now developed to help a team score or gain possession.
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Gymnastics	<ul style="list-style-type: none"> Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus. Use a greater number of my own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Understand the benefits of exercise. Provide feedback using key words. With help, Recognise how performances could be improved. Move in unison with a partner. 	In Yr2 children plan, repeat and perform simple actions in a sequence this progressed in Yr3 to adapting sequences to suit apparatus and using contrasting actions. Further developed in Yr4 by understanding how body tension improves control and quality of movements. In Yr3 actions are completed with improved balance which develops in Yr4 to performing these balances with a partner.

Autumn 2	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	Netball	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with some control. • Communicate with my team and move into space to support them. • Move with a ball towards goal with increasing control. • Defend an opponent and try to win the ball. • Understand the benefits of exercise. • Work cooperatively with my group to self-manage games. • Provide feedback using key words. • Understand my role as an attacker and as a defender. • Learn the rules of the game and begin to use them to play honestly and fairly. • Begin to use simple tactics. 	<p>Yr2 skills include sending a receiving a ball using hands with increasing consistency. Yr3/4 skills develop further with improved control. Other Yr2 skills include finding a space and staying close to players which develops to supporting the team with communication in yr3 and then using this to maintain possession and score goals in yr4. Understanding roles in yr3 of attacking and defending develops in yr4 to defending 1:1 and knowing when to use certain movements to win the ball. Yr2 rule understanding develops in yr3/4 to using them to play honestly and fairly. Yr3 simple tactic understanding develops to using tactics in Yr4 to score or gain possession.</p>
	Perform dances using a range of movement patterns.	Dance	<ul style="list-style-type: none"> • Use dynamic and expressive qualities in relation to an idea. • Create short dance phrases that communicate the idea. • Respectful of others when watching them perform. • Repeat, remember and perform a dance phrase. • Understand the benefits of exercise. • Provide feedback using key words. • Work with a partner and in a small group, sharing ideas. • Use counts to keep in time with a partner and group. 	<p>Yr3 lessons develop using counts to stay in time with music from Yr2 to using counts to stay in time with a partner or group. Further development in Yr4 when counts are used to keep in time with music and others. Yr2 skills such as creating ideas and characters through movements are developed in Yr3 to creating short dance phrases which are developed in Yr4 by the use of space and timing with increased confidence. Repeating dance moves develops in Yr4 to copying and remembering set choreography.</p>

Spring 1	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.	Hockey	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control. • Find space away from others and near to my goal. • Move with a ball towards goal with increasing control. • Track an opponent to slow them down. • Understand the benefits of exercise. • Work cooperatively with my group to self-manage games. • Provide feedback using key words. • Understand my role as an attacker and as a defender. • Learn the rules of the game and I am begin to use them to play fairly. • Begin to use simple tactics. 	Hockey units in Yr3 & 5 Yr2 Invasion game skills include using equipment nor progress to holding a hockey stick effectively. Send/receiving/dribbling with increased control through Yr3/4. Understanding when to be an attacker develops to how this can be done in Yr3/5. Moving your feet to stay with a player now develops to doing this in order to stop them getting the ball. Yr2 skill of recognising space now develops to doing so away from others (Yr3) and in order to maintain possession or score in Yr5. Yr3 understanding of rules develops in order to use rules in Yr5 to keep a game going. Tracking an opponent (Yr3) develops to tracking in order to delay in yr5. Using rules learnt in Yr 3 in order to play the game honestly and fairly and using known tactics to help a team score or keep possession (Yr5).
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Yoga	<ul style="list-style-type: none"> • Work with others to create a flow including a number of poses. • Provide feedback using key words. • Describe how yoga makes me feel. • Copy and link yoga poses together to create a short flow. • Show some stability when holding my yoga poses. • Move from one pose to another in time with my breath. 	Work with others to create simple flows showing control (Y2) including a number of poses (Yr3) demonstrating each with clear poses and increased control and balance. I can copy, remember and repeat yoga poses (Yr2) and flows (Yr3). Use clear shapes when performing poses (Yr2) and move from one pose to another thinking about my breath (Yr3). Developing this in Yr4 by transitioning from pose to pose in time with their breath.
Spring 2	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,	Tennis	<ul style="list-style-type: none"> • Return a ball to a partner. • Learn the rules of the game and I am begin to use them to play honestly. • Understand the benefits of exercise. • Provide feedback using key words. • Working cooperatively with my group to self-manage games. • Use basic racket skills. 	Children should be able to hit a ball using a racket over the net and into the court (Yr2) and return a ball to a partner (Yr3) which then develops in sometimes playing a continuous game and using a range of basic racket skills (Yr4). Spacing on the court develops from using the ready position (Yr2) to defending the space on court (Yr3) which then progresses to moving and then returning to the ready position on court (Yr4). Simple

	netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.		<ul style="list-style-type: none"> Understand the aim of the game. 	tactics are used in Yr2 to make it difficult for the opponent. Tactics are developed in Yr4 and communicated to team mates. Children in Yr2 learn how to score and remember the score, this allows them to self-manage games with others in Yr3 and share ideas whilst self-managing in Yr4. Knowledge of rules are developed throughout each Yr children use these to play honestly and fairly.
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Fitness	<ul style="list-style-type: none"> Collect and record personal fitness data and I can recognise my strengths. Complete exercises with control. Persevere when I find a challenge is hard. Provide feedback using key words. Use key points to help me to improve my sprinting technique. Work safely with others. Show balance when changing direction. Understand the benefits of exercise. 	Children in Yr3 develop hopping and jumping skills learnt in Yr2 and use them with control. Children learn how to persevere with new things (Yr2), challenges that they find hard (Yr3) and use this to show determination in Yr4 when continuing over a period of time. Children will collect and record personal fitness data in order to show strengths (Yr3) and how to improve (Yr4). Children will understand that running at a slower speed will allow them to run for longer (Yr2). Yr3/4 children will use key points to improve sprinting technique. Yr3 children will show balance when changing direction and do the same but at speed in Yr4.
Summer 1	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending	Cricket	<ul style="list-style-type: none"> Bowl a ball towards a target. Begin to strike a bowled ball after a bounce. Use overarm and underarm throwing, and catching skills. Learning the rules of the game and I am beginning to use them honestly. Develop an understanding of tactics and begin to use them in game situations. Understand the benefits of exercise. Provide feedback using key words. Work cooperatively with my group to self-manage games. Persevere when learning a new skill. Understand the aim of the game and this shows in my performance. 	Children will be able to send and receive a ball using throwing and catching skills (Yr2) and bowl a ball towards a target (Yr3) with some accuracy and consistency (Yr4). Yr2 children can roll and throw a ball to hit a target, this is developed in Yr3 to bowl towards a target. Children should use overarm and underarm throwing and catching skills (Yr3) with increased accuracy (Yr4.) Begin to strike a ball after a bounce and develop confidence and accuracy into Yr4. Children begin to understand basic tactics (Yr2), use these in game situations (Yr3) and communicate them to their teammates (Yr4).

	Use running, jumping, throwing and catching in isolation and in combination			
	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Athletics	<ul style="list-style-type: none"> • Use key points to help me to improve my sprinting technique. • Take part in a relay activity, remembering when to run and what to do. • Develop jumping for distance and height. • Use different take off and landings when jumping. • Throw a variety of objects, changing my action for accuracy and distance. • Work with a partner and in a small group, sharing ideas. • Identify when I was successful. • Understand why it is important to warm up. 	Children in Yr2 learn to jump with balance and control; this develops in Yr3 to jumping for distance and height. Yr4 jumping is an important blend of both. Yr2 children learn to throw using overarm to achieve distance, this is developed in Yr3 by throwing a variety of objects and changing the action for accuracy. Throwing is developed again in Yr4 as children throw with some accuracy and power towards a target area. Yr2 children show balance and co-ordination whilst running at different speeds in different directions this helps the understanding of relay running and is developed in Yr4 when children can demonstrate the difference between sprinting and jogging techniques. Children in Yr2 are taught to link running and jumping movements with control and balance. Different take off and landings are taught in Yr3 and linked together in Yr4.
Summer 2	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.	Rounders	<ul style="list-style-type: none"> • Bowl a ball towards a target. • Begin to strike a bowled ball. • Use overarm and underarm throwing and catching skills. • Learn the rules of the game and I am beginning to use them. • Develop an understanding of tactics and I am beginning to use them in game situations. • Understand the benefits of exercise. • Provide feedback using key words. • Work cooperatively with my group to self-manage games. • Understand the aim of the game. 	Children will be able to send and receive a ball using throwing and catching skills (Yr2) and bowl a ball towards a target (Yr3) with some accuracy and consistency (Yr4). Yr2 children can roll and throw a ball to hit a target, this is developed in Yr3 to bowl towards a target. Children should use overarm and underarm throwing and catching skills (yr3) with increased accuracy (Yr4.) Begin to strike a ball after a bounce and develop accuracy in Yr4 when using adapted equipment e.g. tennis rackets. Children begin to understand basic tactics (Yr2) and use these in game situations (Yr3) as well as communicating them to their teammates (Yr4).

	Take part in outdoor and adventurous activity challenges both individually and within a team	OAA	<ul style="list-style-type: none"> • Follow and give instructions. • Listen to and am accepting of others' ideas. • Plan and attempt to apply strategies to solve problems. • Reflect on when I was successful at solving challenges and begin to understand why. • Work collaboratively with a partner and a small group. • Develop map reading skills. 	OAA used in Yr 3 as a foundation block for Yr 5 units and the Yr 5 residential. Yr 3 also have a Geography unit in late Spring term where map reading, co-ordinates and compass points are introduced. OAA not completed in Yr 4 due to swimming. Yr 3 children develop map reading skills which are used in Yr 5 to orientate the map confidently and navigate around a course using a map. Children are accepting of other's ideas and try to plan and attempt to apply strategies for problem solving. Yr5 children develop these skills and use critical thinking to approach a task as well as working in a team, including others and sharing job roles.

Yr 4

Term	NC Aims	Content	Skills	Rationale
Autumn 1	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.	Football	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with increasing control. • Move to space to help my team to keep possession and score goals. • Delay an opponent and help to prevent the other team from scoring. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Share ideas and work with others to manage our game. • Provide feedback using key terminology and understand what I need to do to improve. • Learn the rules of the game and begin to use them to play honestly and fairly. • Use simple tactics to help my team score or gain possession. 	Progression to Yr4 involves having increasing control when dribbling/receiving/shooting/passing and doing this under pressure and at the right time in Yr5. Yr5 children understand how these skills can be used in different situations and are starting to apply it. Yr3/4 children use tracking and understanding of space to keep possession and delay an opponent from scoring. This is developed in Yr5 by communicating these movements with the team and by intercepting when in defence. Yr4 Footballers should be sharing ideas and rule understanding to work together and manage games honestly (Yr5). Tactics from Yr3 are now developed to help a team score or gain possession in yr4 and developed further in Yr5 when different tactics are used in different situations depending on position.

	<p>Perform dances using a range of movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p>	Dance	<ul style="list-style-type: none"> • Use changes in timing and spacing to develop a dance. • Choose actions and dynamics to convey a character or idea. • Respond imaginatively to a range of stimuli relating to character and narrative. • Copy and remember set choreography. • Show respect for others when working as a group and watching others perform. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Provide feedback using appropriate language relating to the lesson. • Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. • Use counts to keep in time with others and the music. 	<p>In the hall or gym due to cold/bad weather.</p> <p>Yr3 use counts to stay in time with a partner or group, in yr4 this is used to keep in time with others and music and developed further in yr5 when used to help choreograph.</p> <p>Children in Yr3 create short dance phrases which are developed in Yr4 by the use of space and timing with increased confidence. In yr5 children choreograph individually and with others considering actions and dynamics. Children in yr4 can copy and remember set choreography whilst in yr5 they do this with improved accuracy. Yr5 children become confident with different styles of dance and can lead short warm-up routines.</p>
Autumn 2	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing</p>	Basketball	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with increasing control. • Move to space to help my team to keep possession and score goals. • Delay an opponent and help to prevent the other team from scoring. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Share ideas and work with others to manage our game. • Provide feedback using key terminology and understand what I need to do to improve. • Learn the rules of the game and begin to use them to play honestly and fairly. • Use simple tactics to help my team score or gain possession. 	<p>Unit not used in Yr3.</p> <p>Yr4 children can dribble, pass, receive and shoot the ball with some control but yr5's should be able to do it under pressure. Children move to space to aid team possession and scoring (Yr4) whilst communicating this with their team and making correct decisions about who to pass to and when (Yr5). Delay an opponent (Yr4) by tracking and intercepting (Yr5.) Use simple tactics (Yr4) and different skills in different situations. Understand and use rules (Yr4) and positioning to contribute to attacking, defending and playing the game honestly most of the time (Yr5.)</p>

	and catching in isolation and in combination.			
	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	Tag Rugby	<ul style="list-style-type: none"> • Pass and receive the ball with increasing control. • Help my team keep possession and score tries when I play in attack. • Delay an opponent and help prevent the other team from scoring. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Share ideas and work with others to manage our game. • Provide feedback using key terminology and understand what I need to do to improve. • Learn the rules of the game and begin to use them to play honestly and fairly. • Use simple tactics to help my team score or gain possession. 	<p>Only started in Yr4 to allow for physical development and tactical understanding as well as using skills in different ways e.g. only passing backwards.</p> <p>Children will pass and receive the ball (Yr4) with increasing control under pressure and by making quick decisions about who to pass to and how (Yr6). Help my team to score when I am in attack and keep possession (Yr4) by using different skills in different situations (Yr6). Delay an opponent (Yr4) and tag opponents individually and as a unit to close down space. Learn the rules of the game (Yr4) and use these consistently to play honestly and fairly. Develop simple tactics (Yr4) by working collaboratively with my team and evaluate the effectiveness of them.</p>
Spring 1	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and</p>	Tennis	<ul style="list-style-type: none"> • Sometimes play a continuous game. • Learn the rules of the game and begin to use them to play honestly and fairly. • Communicate with my teammates to apply simple tactics. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Provide feedback using key terminology and understand what I need to do to improve. • Share ideas and work with others to manage our game. 	<p>Children should be able to return a ball to a partner (Yr3) which then develops in sometimes playing a continuous game and using a range of basic racket skills (Yr4) under pressure (Yr5.) Defend the space on court (Yr3) which then progresses to moving and then returning to the ready position on court (Yr4). Tactics learnt in Yr3 are developed and communicated to team mates in yr4. Yr5 Children understand the need for tactics and can identify when to use them in different situations. Self-manage games with others in Yr3 and share ideas whilst self-managing in Yr4/5. Knowledge</p>

	<p>apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>		<ul style="list-style-type: none"> • Use a range of basic racket skills. • Return to the ready position to defend my own court. 	<p>of rules (Yr3) are developed throughout each Yr children use these to play honestly and fairly (yr4) to referee games honestly (Yr5).</p>
	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.]</p>	Gymnastics	<ul style="list-style-type: none"> • Plan and perform sequences with a partner that include a change of level and shape. • Understand how body tension can improve the control and quality of my movements. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Identify some muscle groups used in gymnastic activities. • Watch, describe and suggest possible improvements to others' performances and my own. • Provide feedback using appropriate language relating to the lesson. • Safely perform balances individually and with a partner. 	<p>In the hall or gym due to cold/bad weather.</p> <p>Yr3 children adapt sequences to suit apparatus and use contrasting actions. This is developed in Yr4 by understanding how body tension improves control and quality of movements. Yr5 children can create and perform sequences using apparatus individually or with a partner. They can also use canon, synchronisation, matching and mirroring with a partner. Children should be able to safely perform a balance individually and with a partner (Yr3) and keep themselves and others safe when learning a new skill (Yr5). In Yr3 actions are completed with improved balance which develops in Yr4 to performing these balances with a partner. Yr5 children can use strength and flexibility to improve the quality of a performance. Yr4 children can identify some muscle groups used in gymnastics activities.</p>
Spring 2	<p>Play competitive games, modified where appropriate [for example, badminton, basketball,</p>	Dodgeball	<ul style="list-style-type: none"> • Learning the rules of the game and begin to use them to play honestly and fairly. • Communicate with my teammates to apply simple tactics. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Provide feedback using key terminology and understand what I need to do to improve. 	<p>Developing throwing skills such as overarm throws from Yr3 netball in order to throw with accuracy and power.</p> <p>Children should learn the rules and some tactics (Yr4) and apply them honestly and fairly in different situations (Yr5). Children should be able to catch and throw with increasing accuracy and consistency (Yr4) and use these skills under pressure (Yr5). Yr5 children</p>

	<p>cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>		<ul style="list-style-type: none"> • Catch with increasing consistency. • Throw with some accuracy at a target. • Share ideas and work with others to manage our game. • Return to the ready position to defend myself. 	<p>should be able to throw accurately at a target. Understand different skills such as returning to the ready position (Yr4) and how to use these skills in different situations during the game. Children should be able to share ideas to manage the game(yr4/5).</p>
	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	Fitness	<ul style="list-style-type: none"> • Collect and record personal fitness data and identify areas I need to improve. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Use key points to help me to improve my sprinting technique. • Share ideas and work with others to manage activities. • Show balance when changing direction at speed. • Show control when completing activities to improve balance. • Show determination to continue working at over a period of time. • Understand there are different areas of fitness and that each area challenges my body differently. 	<p>Children show determination in Yr4 when continuing over a period of time. Yr5 children know what their maximum effort looks and feels like and will be determined to achieve this. Children will collect and record personal fitness data in order to show strengths (Yr3) and how to improve (Yr4). Yr5 children will know the different components of fitness and how to test them as well as analyse fitness data for areas of improvement. Yr3/4 children will use key points to improve sprinting technique. Children in Yr5 will progress to understand and choose the best pace for a running event and maintain that speed. Yr3 children will show balance when changing direction and will do the same at speed in Yr4.</p>
Summer 1	<p>Develop flexibility, strength, technique, control and balance</p>	Athletics	<ul style="list-style-type: none"> • Demonstrate the difference in sprinting and jogging techniques. • Jump for distance and height with balance and control. 	<p>Children in Yr 3 aim to develop their jumping for distance and height this is progressed in yr4 by adding balance and control. Yr3 throw a variety of objects with increased accuracy which develops to yr4 when they throw with accuracy at a target area. Children in</p>

	<p>[for example, through athletics and gymnastics].</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>		<ul style="list-style-type: none"> • Throw with some accuracy and power towards a target area. • Support and encourage others to work to their best. • Identify when I was successful and what I need to do to improve. • Explain what happens in my body when I warm up. • Show determination to improve my personal best. • Demonstrate the difference in sprinting and jogging techniques. 	<p>yr5 can show accuracy and power when throwing for distance. Yr4 children can demonstrate the difference between sprinting and jogging techniques. Yr5 children can then choose the best pace for a running event. Jumping with different take off and landings are taught in Yr3. These are linked together with running in Yr4. The jumps are used with different techniques in yr5 and children show some control over take-off and landing.</p>
	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	Rounders	<ul style="list-style-type: none"> • Able to bowl a ball with some accuracy, and consistency. • Strike a bowled ball with adapted equipment (e.g. a tennis racket). • Use overarm and underarm throwing and catching skills with increasing accuracy. • Learn the rules of the game and begin to use them to play honestly and fairly. • Communicate with my teammates to apply simple tactics. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Provide feedback using key terminology and understand what I need to do to improve. • Share ideas and work with others to manage our game. 	<p>Children can bowl a ball towards a target (Yr3) with some accuracy and consistency (Yr4). Yr5 children develop a wider range of fielding skills and are starting to use these under pressure. Children should use overarm and underarm throwing and catching skills (yr3) with increased accuracy (Yr4.) Begin to strike a ball after a bounce (Yr3) and develop accuracy when using adapted equipment e.g. tennis rackets in yr4 or rounders bats in Yr5. Children use tactics in game situations (Yr3) as well as communicating them to their teammates (Yr4). Yr5 children understand the rules and apply these honestly most of the time.</p>
Summer 2	<p>Play competitive games, modified where appropriate [for</p>	Cricket	<ul style="list-style-type: none"> • Able to bowl a ball with some accuracy, and consistency. • Strike a bowled ball after a bounce. • Use overarm and underarm throwing, and catching skills with increasing accuracy. 	<p>Children can bowl a ball towards a target (Yr3) with some accuracy and consistency (Yr4). Children should use overarm and underarm throwing and catching skills (yr3) with increased accuracy (Yr4.) Yr5 children develop a wider range of fielding skills and begin to use</p>

<p>example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>			<ul style="list-style-type: none"> • Learn the rules of the game and begin to use them to play honestly and fairly. • Communicate with my teammates to apply simple tactics. • Explain what happens to my body when I exercise and how this helps to make me healthy. • Provide feedback using key terminology and understand what I need to do to improve. • Share ideas and work with others to manage our game. • Persevere when learning a new skill. 	<p>them under pressure. Begin to strike a ball after a bounce and develop confidence and accuracy (yr4), with consistency (Yr5). Children use basic tactics in game situations (Yr3), communicate them to their teammates (Yr4) and know when to use them in different situations (Yr5). Learn the rules of the game (Yr4) and apply them (Yr5). Work collaboratively to score runs (Yr5).</p>
<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Swimming (in rotation throughout the Yr)</p>		<ul style="list-style-type: none"> • Beginners • Explain a pool rule that helps me to stay safe. • Float on my front and back. • Move and submerge confidently in the water. • Swim over a distance of 10m with a buoyancy aid. • Know and can demonstrate what to do if I fall into water. • Begin to use arms and legs together to move effectively across the water. • Demonstrate what to do if I fall into water. • Float on my front and back. • Glide on both front and back. • Roll from my front to my back and then regain a standing position. • Swim over a distance of 10m unaided. • Know several pool rules and can explain how they help me to stay safe. <p>Developers</p>	<p>Swimming takes place in Yr 4. This Yr group means that children are better developed physically than KS1 and it also means they may have more confidence and could have experienced lessons outside of school. Completing swimming targets in Yr 4 also allows us enough time in Yr 5 & 6 to re-send children to lessons who may not have met the targets in Yr 4. Yr 4 does not have any formal tests during the academic Yr so it is a better option for swimming and the logistics of getting to and from the lessons each week which may affect time for other curriculum subjects.</p>

			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke, supporting and encouraging and breaststroke]. <p>Intermediate</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres. Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. 	
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Yr 5

Term	NC Aims	Content	Skills	Rationale
Autumn 1	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance	<ul style="list-style-type: none"> Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. Choreograph phrases individually and with others considering actions and dynamics. Accurately copy and repeat set choreography. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Identify how different activities can benefit my physical health. Suggest ways to improve my own and other people's work using key terminology. Use feedback provided to improve my work. Lead a group through short warm-up routines. Use counts when choreographing to stay in time with others and the music When performing begin use emotions, matching, mirroring and transitions. 	<p>In the hall or gym due to cold/bad weather.</p> <p>Yr4 use counts to keep in time with others and music and developed further when used to help choreograph routines (Yr5) safely with props (Yr6). Yr4 dance phrases are developed by the use of space and timing with increased confidence. Yr5 children choreograph individually and with others considering actions and dynamics. This is developed in yr6 when children refine how they use actions and dynamics to represent feelings, ideas and characters individually and with partners. Children can copy and remember set choreography (Yr4) accurately (Yr5). Yr5/6 children become confident with different styles of dance and can lead short warm-up routines.</p>

				Further development in Yr6 leads to confident and fluent performances with good timing.
	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Football (UC)	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control under pressure. • Understand there are different skills for different situations and I am beginning to apply this. • Communicate with my team and move into space to keep possession and score. • Often make the correct decision of who to pass to and when. • Use tracking and intercepting when playing in defence. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. • Use feedback provided to improve my work. • Know what position I am playing in and how to contribute when attacking and defending. • Understand the rules of the game and I can apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations. • Begin developing skills for goalkeeping 	Yr4 skills involve having increasing control when dribbling/receiving/shooting/passing and doing this under pressure and at the right time quickly (Yr5/6). Yr5 children understand how these skills can be used in different situations and are starting to apply it. Yr4 children use tracking and understanding of space to keep possession and delay an opponent from scoring. This is developed in Yr5 by communicating these movements with the team and by intercepting when in defence. Yr6 children are taught how to create space and use it and how to tackle/intercept to improve defence. Yr4 Footballers should be sharing ideas and rule understanding to work together and to manage games honestly (Yr5) and fairly (Yr6). Tactics are used to gain possession (yr4) and developed further in Yr5 when they are used in different situations depending on position. Yr6 tactics are created and evaluated as a team this understanding is applied to other sports.
Autumn 2	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics	<ul style="list-style-type: none"> • Use strength and flexibility to improve the quality of a performance. • Create and perform sequences using apparatus, individually and with a partner. • Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. • Use set criteria to make simple judgments about performances and suggest ways they could be improved. • Use feedback provided to improve my work. • Work safely when learning a new skill to keep myself and others safe. • Lead a partner through short warm-up routines. 	In the hall or gym due to cold/bad weather. Yr4 children create sequences by understanding how body tension improves control and quality of movements. Yr5 children can create and perform sequences using apparatus individually, with a partner (Yr5) or with others (Yr6). Children in Yr6 can perform with control and fluency. Children can also use canon, synchronisation, matching and mirroring with a partner (Yr5) and compositional devices to improve quality (Yr6). Children should be able to safely perform a balance individually (Yr3) and with a partner (Yr4) and keep themselves and others safe when

			<ul style="list-style-type: none"> • Begin to develop skills to be able to cartwheel and handstand 	learning a new skill (Yr5). Yr6 children can show counter balance and counter tension examples with a partner. Yr5 children can use strength and flexibility to improve the quality of a performance.
	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Basketball (UC)	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control under pressure. • Understand there are different skills for different situations and begin to apply this. • Communicate with my team and move into space to keep possession and score. • Often make the correct decision of who to pass to and when. • Use tracking and intercepting when playing in defence. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. • Use feedback provided to improve my work. • Know what position I am playing in and how to contribute when attacking and defending. • Understand the rules of the game and apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations 	Yr4 children can dribble, pass, receive and shoot the ball with some control and yr5's should be able to do it under pressure. Progression in yr6 means that children can complete the previous skills with control, under pressure and make decisions quickly in a game. Children move to space to aid team possession and scoring (Yr4) whilst communicating this with their team and making correct decisions about who to pass to and when (Yr5). Yr6 children will learn to make space for their team. Delay an opponent (Yr4) by tracking and intercepting (Yr5.) Use simple tactics (Yr4) and different skills in different situations. Understand and use rules (Yr4) and positioning to contribute to attacking, defending and playing the game honestly most of the time (Yr5.) Yr6 children will learn to use different defensive styles in game situations. Children in can understand rules (Yr4) and use them (Yr5) to make the game run smoothly and honestly (Yr6). Children understand tactics (Yr4) and use them (Yr5) to work collaboratively with their team and evaluate them (Yr6).
Spring 1	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate	Dodgeball	<ul style="list-style-type: none"> • Understand the rules of the game and apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. 	Only units in Yr4 & 5 Developing throwing skills such as overarm throws from Yr3 netball in order to throw with accuracy and power. Children should learn the rules and some tactics (Yr4) and apply them honestly and fairly in different situations (Yr5). Children should be able to catch and throw with increasing accuracy and

	and apply basic principles suitable for attacking and defending		<ul style="list-style-type: none"> • Use feedback provided to improve my work. • Develop a wider range of skills and begin to use these under some pressure. • Throw accurately at a target. • Work co-operatively with others to manage our game. • Understand there are different skills for different situations and begin to use these 	consistency (Yr4) and use these skills under pressure (Yr5). Yr5 children should be able to throw accurately at a target. Understand different skills such as returning to the ready position (Yr4) and how to use these skills in different situations during the game (Yr5) Children should be able to share ideas to manage the game (yr4/5).
	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Hockey (UC)	<ul style="list-style-type: none"> • Dribble, pass, receive and shoot the ball with some control under pressure. • Understand there are different skills for different situations and I am beginning to apply this. • Communicate with my team and move into space to keep possession and score. • Often make the correct decision of who to pass to and when. • Use tracking, tackling and intercepting when playing in defence. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. • Use feedback provided to improve my work. • Know what position I am playing in and how to contribute when attacking and defending. • Understand the rules of the game and I can apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations. 	Only units in Yr3 & 5 Send/receiving/dribbling with increased control through Yr3 and doing so under pressure in Yr5. Understanding when to be an attacker develops to how this can be done in Yr5 by tackling and intercepting when playing in defence. Moving your feet to stay with a player (Yr3) now develops to doing this in order to stop them getting the ball (Yr5). Recognise and use space (Yr3) in order to maintain possession or score in Yr5. Yr3 understanding of rules develops in order to use rules in Yr5 to keep a game going. Tracking an opponent (Yr3) develops to tracking in order to delay in yr5. Using rules learnt in Yr 3 in order to play the game honestly and fairly and using known tactics to help a team score or keep possession (Yr5).
Spring 2	compare their performances with previous ones and demonstrate improvement to	Fitness	<ul style="list-style-type: none"> • Understand the different components of fitness and how to test them. • Choose the best pace for a running event and maintain speed. • Identify how different activities can benefit my physical health. 	Children show determination in Yr4 when continuing over a period of time. Yr5 children know what their maximum effort looks and feels like and will be determined to achieve this (consistently Yr6). Children will collect and record personal fitness data in order to show strengths

	<p>achieve their personal best. use running, jumping, throwing and catching in isolation and in combination</p>		<ul style="list-style-type: none"> Analyse my fitness data to identify areas of improvement. Encourage and motivate others to work to their personal best. Work with others to manage activities. Understand what my maximum effort looks and feels like and I am determined to achieve it. 	<p>and how to improve (Yr3/4). Yr5 children will know the different components of fitness and how to test (and develop Yr6) them. They will analyse fitness data for improvement (Yr5) and areas of the most improvement (Yr6). Yr3/4 children will use key points to improve sprinting technique. Children in Yr5 will progress to understand and choose the best pace for a running event and maintain that speed. Yr6 children will adapt running techniques to different distances. Yr3 children will show balance when changing direction and will do the same at speed in Yr4.</p>
	<p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Tennis (UC)</p>	<ul style="list-style-type: none"> Developing a wider range of skills and begin to use these under some pressure. Understand the rules of the game and I can apply them honestly most of the time. Understand the need for tactics and can identify when to use them in different situations. Identify how different activities can benefit my physical health. Identify when I was successful and what I need to do to improve. Use feedback provided to improve my work. Work co-operatively with others to manage our game. Understand there are different skills for different situations and begin to apply this. Play cooperatively with a partner. Use forehand and backhand for different hits (groundstroke/volley). 	<p>Children can use a range of basic racket skills during a continuous game (Yr4) under pressure (Yr5) and with control (Yr6). Understand that different situations on court require different skills (Yr4) and identify when to use them (Yr5) and make this decision quickly (Yr6) e.g. choosing a back handed return.</p> <p>Tactics learnt in Yr3 are developed and communicated to team mates in yr4. Yr5 Children understand the need for tactics and can identify when to use them in different situations. Yr6 children work on tactics collaboratively and evaluate them as a team.</p> <p>Self-manage games with others and share ideas whilst in Yr4/5. Knowledge of rules (Yr3) are developed throughout each Yr. Children use these to play fairly (yr4) to referee games honestly (Yr5) in a consistent way (Yr6).</p>

Summer 1	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Cricket	<ul style="list-style-type: none"> • Developing a wider range of fielding skills and begin to use these under some pressure. • Strike a bowled ball with increasing consistency. • Understand there are different skills for different situations and begin to use this. • Understand the rules of the game and apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. • Use feedback provided to improve my work. • Work collaboratively with others to score runs. • Work co-operatively with others to manage our game 	<p>Children can bowl towards a target with accuracy and consistency a (Yr4). Children should use overarm and underarm throwing and catching skills (yr3) with increased accuracy (Yr4.) Yr5 children develop a wider range of fielding skills and begin to use them under pressure and with increasing control (Yr6)</p> <p>Begin to strike a ball after a bounce and develop confidence and accuracy (yr4), with consistency (Yr5/6). Children use basic tactics in game situations and communicate them to their teammates (Yr4) Yr5 children can use tactics in different situations e.g. as bowler, batter and fielder (Yr6). Learn the rules of the game (Yr4) and apply them (Yr5) in order to play the game fairly (Yr6). Work collaboratively to score runs (Yr5) and to get batters out (Yr6)</p>
	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping, throwing and catching in isolation and in combination	Athletics (UC)	<ul style="list-style-type: none"> • Choose the best pace for a running event. • Use feedback to improve my sprinting technique. • Perform a range of jumps showing some technique. • Show control at take-off and landing in jumping activities. • Show accuracy and power when throwing for distance. • Take on the role of coach, official and timer when working in a group. • Identify good athletic performance and explain why it is good. • Understand how stamina and power help people to perform well in different athletic activities • Understand and take part in a relay race and understand the rules regarding the races. • Compete against others using the rules. 	<p>Children can use balance and control when jumping for height or distance (Yr5) and do this using good technique (Yr6). Yr4 children can throw with accuracy at a target area. Children in yr5 can show accuracy and power when throwing for distance. In Yr6 children are taught to use throwing techniques. Yr4 children can demonstrate the difference between sprinting and jogging techniques. Yr5 children can then choose (and apply Yr6) the best pace for a running event. Jumping with different take off and landings are taught in Yr3. These are linked together with running in Yr4. The jumps are used with different techniques in yr5 and children show some control over take-off and landing. Yr6 children compete within the rules showing fair play and honesty.</p>

<p>Summer 2</p>	<p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>OAA</p>	<ul style="list-style-type: none"> • Use critical thinking skills to approach a task. • Reflect on when I was successful at solving challenges and alter my methods in order to improve. • Inclusive of others and can share job roles. • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Navigate around a course using a map. • Orientate a map confidently. 	<p>OAA used in Yr 3 as a foundation block for Yr 5 units and the Yr 5 residential. Yr 3 also have a Geography unit in late Spring term where map reading, co-ordinates and compass points are introduced. OAA not completed in Yr 4 due to swimming. Yr 3 children develop map reading skills which are used in Yr 5 to orientate the map confidently and navigate around a course using a map. Children are accepting of other's ideas and try to plan and attempt to apply strategies for problem solving. Yr5 children develop these skills and use critical thinking to approach a task as well as working in a team, including others and sharing job roles.</p>
	<p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Rounders (UC)</p>	<ul style="list-style-type: none"> • Beginning to strike a ball with a rounders bat. • Developing a wider range of fielding skills and begin to use these under some pressure. • Understand there are different skills for different situations and begin to use this. • Understand the rules of the game and apply them honestly most of the time. • Understand the need for tactics and can identify when to use them in different situations. • Identify how different activities can benefit my physical health. • Identify when I was successful and what I need to do to improve. • Use feedback provided to improve my work. • Work co-operatively with others to manage our game. 	<p>Children can bowl a ball towards a target (Yr3) with some accuracy and consistency (Yr4). Yr5 children develop a wider range of fielding skills and are starting to use these under pressure with increasing control (Yr6). Children should use overarm and underarm throwing and catching skill with increased accuracy (Yr4.) Begin to strike a ball after a bounce and develop accuracy (and increasing consistency Yr5/6) when using adapted equipment e.g. tennis rackets in yr4 or rounders bats in Yr5/6. Children use tactics in game situations and communicate them to their teammates (Yr4). Children understand the need for tactics (Yr5) and can use them in a variety of positions e.g. bowler, batsman or fielder. Yr5/6 children understand the rules and apply these honestly and fairly most of the time (consistently Yr6). Children can work collaboratively with others (Yr5) in order to get batters out (Yr6).</p>

Yr 6

Term	NC Aims	Content	Skills	Rationale
Autumn 1	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best	Gymnastics	<ul style="list-style-type: none"> Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Work collaboratively with others to create a sequence. Understand what counter balance and counter tension is and can show examples with a partner. Understand that there are different areas of fitness and how this helps me in different activities. Use appropriate language to evaluate and refine my own and others' work. Use feedback provided to improve the quality of my work. Understand how to work safely when learning a new skill. Lead a small group through a short warm-up routine. Develop skills to be able to cartwheel, handstand and vault 	Gymnastics and the skills associated with it are taught every Yr. By Yr 6 they have built upon these skills so that they use more control and fluency within movements. They should be creating and performing sequences with confidence. The use of counter balance and counter tension is introduced as they have better body awareness, flexibility and strength. This builds upon partner work of mirroring, matching and use of canon so that they are able to work together more effectively. They are now confident with a range of movements which has built up over KS2. Rolls are jumps are the focus of LKS2, with bridges and shoulder stands introduced in Yr 4. The shoulder stands developed to a headstand in Yr 5 and finally a handstand in Yr 6 as they are stronger and have better balance. A cartwheel is also only introduced in Yr 5 and 6- these would be incorporated into their sequences.
	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball,	Netball	<ul style="list-style-type: none"> Pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Create and use space to help my team. Use marking, and/or interception to improve my defence. Understand that there are different areas of fitness and how this helps me in different activities. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve. 	Netball is taught in Yr3 and Yr 6 during KS2. It builds upon ball skills taught in KS1 and is taught side by side basketball. They both contain similar skills but involve different rules. Passing, receiving and shooting will be skills they have continued to work on throughout KS2 both in basketball and netball. By Yr 6 these skills will be done under pressure in a game setting. In Yr 3 the tactics are introduced and the role of attacker and defender. In Yr 4 and 5 this developed through basketball. The concept of keeping possession through correct passes, tracking/intercepting is built upon to marking

	rounders and tennis], and apply basic principles suitable for attacking and defending		<ul style="list-style-type: none"> • Use feedback provided to improve the quality of my work. • 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 	players and making quick decisions during play in Yr 6. They are able to adapt to different sports using similar skills learnt in previous Yrs.
Autumn 2	perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance	<ul style="list-style-type: none"> • Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. • Choreograph a dance and work safely using a prop. • Perform dances confidently and fluently with accuracy and good timing. • Understand that there are different areas of fitness and how this helps me in different activities. • Use appropriate language to evaluate and refine my own and others' work. • Use feedback provided to improve the quality of my work. • Lead a small group through a short warm-up routine. • Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. • Use counts when choreographing to improve the quality of my work. 	Dance is another unit taught every Yr with confidence, length, complexity and co-ordination improving each Yr. By Yr 6, they should be able to choreograph a dance in a group with the use of actions, dynamics, emotions, feelings and characters. The use of feelings and emotions build upon the idea of expressive qualities first introduced in Yr 3. Counts are used to stay in time with the music and used with more confidence as they progress through KS2. By Yr 6, counts could now be used to improve their work. Different styles of dance have been explored throughout the Yrs so that these skill can be used to create their own dance and the use of props can be introduced. The themes of matching, mirroring and canon (also used in gymnastics) are used in Yr 5 and 6 to display a more complex understanding of timing.
	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for	Tag Rugby	<ul style="list-style-type: none"> • Pass and receive the ball with increasing control under pressure. • Select the appropriate action for the situation and make this decision quickly. • Create and use space to help my team. • Tag opponents individually and when working within a unit. • Understand that there are different areas of fitness and how this helps me in different activities. • Work in collaboration with others so that games run smoothly. 	Tag Rugby is taught in Yr 4 and Yr 6. More complex ball skills are needed for rugby due to the shape ball and rules of the games therefore it is taught at the older ages of phase teams. In continues to build upon the skills learnt in several invasion games (football, netball, basketball and hockey) throughout KS2. Passing and receiving the ball with some control in introduced in Yr 4 and the rules of the game are introduced so that some tactics can be played. This gives the foundation for a collaborative game to run in Yr 6. The concept of 'tagging' your opponent rather

	attacking and defending		<ul style="list-style-type: none"> Recognise my own and others strengths and areas for development and can suggest ways to improve. Use feedback provided to improve the quality of my work. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. 	than just 'delaying' them is introduced. Tactics are now used more effectively after using them to gain possession or score in Yr 4. Similar idea of communication and collaboration are built upon in this unit and other sports throughout KS2.
Spring 1	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Tennis	<ul style="list-style-type: none"> Use a wider range of skills with increasing control under pressure. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Understand that there are different areas of fitness and how this helps me in different activities. Recognise my own and others strengths and areas for development and can suggest ways to improve. Use feedback provided to improve the quality of my work. Work in collaboration with others so that games run smoothly. Select the appropriate action for the situation and make this decision quickly. Play cooperatively with a partner. Develop further skills with a range of hits (forehand groundstroke, backhand groundstroke, forehand volley, backhand volley). Develop a more accurate underarm serve Develop footwork skills- split step 	Tennis is taught every Yr as it is a key sport during the Spring term (it is a vita sport from net and wall games). By Yr 6, they have learnt a range of racket skills can sometimes play a continuous game (Yr 4) and then developed this to understanding different skills can be used for different situations (Yr 5). In Yr 6, they should now be able to select the appropriate actions (forehand, backhand, groundstroke, volley). The rules of the games are understood in Yr 5 so that they can be played consistently and with the use of effective tactics in Yr 6. The underarm serve is introduced in Yr 5 and done with more accuracy and power in Yr 6. Using the ready position to defend your court is introduced in Yr 4 which supports the use of a split step to defend and be ready for the game in Yr 6.
	perform dances using a range of movement patterns compare their performances with previous ones and	Yoga	<ul style="list-style-type: none"> Confident to lead others, demonstrating poses and teaching them my flow. Recognise my own and others strengths and areas for development and can suggest ways to improve. Use feedback provided to improve the quality of my work. 	Yoga is taught most Yrs (excluding Yr 5) to help build upon the skills learnt in both gymnastics and dance during the Autumn term. In LKS2 they can work with others to create a flow with a number of poses, linking to create a flow and using their breath from one pose to another. Some stability and control is developed so that there is more

	demonstrate improvement to achieve their personal best. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		<ul style="list-style-type: none"> • Choose poses which link easily from one to the other to help my sequence flow. • Use yoga poses to improve my flexibility, strength and balance. • Use my breath to transition from one pose to another with control. 	flexibility, strength and balance by Yr 6. Their breath should be used to transition through poses. The yoga poses and shapes are clear in Yr 4 so that in Yr 5 they are lead and demonstrate to others. Yoga will help to support the flexibility, strength and balance needed for more complex movements in gymnastics.
Spring 2	compare their performances with previous ones and demonstrate improvement to achieve their personal best. use running, jumping, throwing and catching in isolation and in combination	Fitness	<ul style="list-style-type: none"> • Change my running technique to adapt to different distances. • Understand the different components of fitness and ways to test and develop them. • Understand that there are different areas of fitness and how this helps me in different activities. • Collect, record and analyse data to identify areas where I have made the most improvement. • Encourage and motivate others to work to their best. • Work with others to organise, manage and record information at a station. • Work to my maximum consistently when presented with challenges 	Fitness is taught every Yr in KS2 as it help to build stamina and work on achieving their personal best. The skills developed throughout KS2 are agility, balance, co-ordination, speed, stamina, strength and power. In Yr 6 they should change their running technique to suit the distance this builds on choosing the best pace for an event in Yr 5. An understanding of speed and the length of the activity is developed throughout LKS2. Determination is built upon each Yr so that in Yr 6 they are able to work at their maximum effort more consistently. In LKS2 they should collect personal fitness data and identify area to improve so that it can be analysed in Yr 5 and 6 to identify where the most improvement has been made in Yr 6. The different components of fitness should be understood by Yr 6 after taking part in a range of activities during these units in KS2 (strength, agility, balance etc).
	use running, jumping, throwing and catching in isolation and in combination	Volleyball	<ul style="list-style-type: none"> • Confident to make decisions when refereeing. • Select the appropriate action for the situation and make this decision quickly. • Use a wider range of skills with increasing control under pressure. 	Volleyball is only introduced in Yr 6 as the skills needed for it are more complex. It builds on the skills learnt in tennis and dodgeball in KS2. They learn the skills to play a continuous rally, learning the ready position, ball control and sending a ball over the net. These are all skills learnt

	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		<ul style="list-style-type: none"> • Use feedback provided to improve the quality of my work. • Use the rules of the game consistently to play honestly and fairly. • Work collaboratively to create tactics with my team and evaluate the effectiveness of these. • Work in collaboration with others so that games run smoothly. • Recognise my own and others strengths and areas for development and can suggest ways to improve. • Understand that there are different areas of fitness and how this helps me in different activities. 	throughout tennis in KS2 but they are now applying them to a different sport- a skill that is vital in Yr 6 and prepares them for KS3. Similar language of 'volley' is used but no equipment is needed for it. They should be continuing to apply their skills or different tactics, communication and space learnt throughout KS2 in different game settings. They would have developed different sending/receiving and throwing/catching skills in KS2 which support the movements needed to maintain a rally (volley, dig, set, serve).
Summer 1	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination	Rounders	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use a wider range of skills with increasing control under pressure. • Use the rules of the game consistently to play fairly. • Understand and can apply some tactics in the game as a batter, bowler and fielder. • Understand that there are different areas of fitness and how this helps me in different activities. • Recognise my own and others strengths and areas for development and can suggest ways to improve. • Use feedback provided to improve the quality of my work. • Work in collaboration with others so that games run smoothly. • Work collaboratively with others to get batters out 	Rounders is taught throughout KS2 building upon the skills or striking and fielding learnt in KS1. The skill set needs is similar to cricket. The use of a rounders bat is only introduced in Yr 5 and it should then be used with more accuracy and consistency. Bowling is introduced in Yr 3 with accuracy developing in Yr 4 and consistency increasing by Yr 6. A wider range of fielding tactics are used under some pressure in Yr 5 so that tactics can be applied collaboratively to get batters out. The tactics learnt for different areas of the game (batter, bowler, fielder) throughout KS" are now put into practice altogether in one session (game). They should be able to adapt to the role they are playing so the game runs more smoothly.

	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] use running, jumping, throwing and catching in isolation and in combination	Athletics	<ul style="list-style-type: none"> • Select and apply the best pace for a running event. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Help others to improve their technique using key teaching points. • Identify my own and others' strengths and areas for development and can suggest ways to improve. • Understand that there are different areas of fitness and how this helps me in different activities. • Use different strategies • Persevere to achieve my personal best. • Compete within the rules showing fair play and honesty 	Athletics is taught throughout KS2, with the basic skills embedded during EYFS and KS1. It covers a wide range of skills and links a variety of sports together. The movements are more isolated so that the skill can be developed and adapted to use in other circumstances by Yr 6. It builds upon the skills of different speeds learnt during the fitness unit in Spring and in previous Yrs. It builds upon the idea of power and strength and how this can support different activities. Different sprinting and jogging techniques are developed in Yr 4 so that the best pace can be selected in Yr 6. Jumping for distance and height is introduced in Yr 4 and developed through UKS2 so that good technique can be used by Yr 6. Throwing a variety of objects is introduced in Yr 3 so that power, accuracy and aim can be developed through KS2 so develop a good technique in Yr 6. By Yr 6 they should be able to reflect on their own and other's performance suggesting improvement because they would have learnt the techniques and skills throughout KS2.
Summer 2	take part in outdoor and adventurous activity challenges both individually and within a team	OAA	<ul style="list-style-type: none"> • Pool ideas within a group, selecting and applying the best method to solve a problem. • Use critical thinking skills to form ideas and strategies to solve challenges. • Reflect on when and how I was successful at solving challenges and alter my methods in order to improve. • Be inclusive of others, can share job roles and lead when necessary • Work effectively with a partner and a group to solve challenges. • Orientate a map efficiently to navigate around a course. 	OAA is taught in KS2 (excluding Yr 4 because of swimming) and the skills build upon those taught in team building units during KS1. It is taught in Summer 2 because it coincides with the Yr 6 residential trip where many skills are taught or revisited. Climbing, abseiling, orienteering, archery, raft building etc. are all skills covered during the residential trip. This builds upon skills they sometimes learn during a day trip in Yr 5. Critical thinking skills are developed by Yr 6 through learning to listen, plan and reflect on different strategies in LKS2. They should be able to work effectively together, being inclusive and share roles. They should be able to adapt their plans during a challenge, which builds upon the

				reflective skills gained in KS2. The key symbols are learnt in Yr 4 so that they can orientate a map in Yr 5 and then use this to navigate around a course in Yr 6.
	use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Cricket	<ul style="list-style-type: none"> • Use a wider range of fielding skills with increasing control under pressure. • Select the appropriate action for the situation. • Strike a bowled ball with increasing consistency and accuracy. • Use the rules of the game consistently to play fairly. • Understand and can apply some tactics in the game as a batter, bowler and fielder. • Understand that there are different areas of fitness and how this helps me in different activities. • Recognise my own and others strengths and areas for development and can suggest ways to improve. • Use feedback provided to improve the quality of my work. • Work collaboratively with others to score runs and to get batters out. • Work in collaboration with others so that games run smoothly 	Cricket is taught throughout KS2 and introduced in Yr 2 as a key striking and fielding game. Due to the bat being wider it is easier to play. It is a key sport and linked to British heritage. Bowling is introduced in Yr 3 and built upon to incorporate a bounce (Yr 4) and consistency (Yr 5) so that a bowled ball can be hit with consistency and accuracy by Yr 6. The underarm and overarm throwing skills introduced in LKS2 should be selected for the appropriate situation in Yr 6. The rules and management of the game is introduced in LKS2 to enable skills needs in UKS2. In Yr 5, they should understand the rules and the need for tactics so that the game can be played fairly and the tactics can be applied to different roles in Yr 6. In Yr 5 they are beginning to work collaboratively to score runs, which should develop to also getting batters out in Yr 6.