PE Curriculum

How this document works:

This PE curriculum document allows a clear structured pathway of skill progression over time for both teaching staff and total sport staff to follow. The document is designed to allow pupils to access a wide range of activities where they can experience increased enjoyment, progress over time and a love for physical activity and sport. Staff can use the document to identify which activity they are teaching each half term with clear examples of skills that need to be taught, suggested tasks and expected outcomes. Staff can also identify what pupils will have covered in the previous year which allows progression to flow through each year. Alongside this document staff have access to an activity overview to help with the planning of each lesson. The document can be used as shown or parts can be used to work alongside schools specific long-term plans. We understand that all schools work differently in terms of how they plan PE into there timetable, but this document is workable for all.

Total Sports Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Multiskills	Multiskills (links to games)	Gymnastics Dance	HRE Ball skills	Athletics	Striking & Fielding
Class 2	Football Tag Rugby	Basketball Unihoc	Dance Gym	Netball (Endball) HRE	Athletics	Striking & Fielding
Class 3	Football Tag Rugby	Basketball Unihoc	Swimming Dance	Gymnastics HRE	Athletics Outdoor & adventurous (Orienteering)	Striking & Fielding
Class 4	Football Tag Rugby	Basketball Unihoc	Dance Gym	Netball (Endball) HRE	Athletics Outdoor & adventurous (Orienteering)	Striking & Fielding

Total Sports Limited

Aims & Vision:

- Bringing out the best in every child through Sport and Activity
- A LOVE of learning and growing
- Unlocking the potential of every child in our community
- Building self-confidence and a can-do, resilient approach

Key Values:

- **RESILIENCE** "Using our skills and strengths to respond positively to challenges"
- **GROW** "through dedication, hard work and practice"
- **INSPIRE** "To be amazing role models who sees each child for their individual merit"

How to use this document -

Above is our PE long term plan. It has been strategically planned to consider the activities that best suits the majority of our school. It takes into consideration all areas that need to be covered in the curriculum, time of year (weather), facilities, equipment.

When staff use this document, they can identify

1. What activity is being taught and when in the year.
2. Skill progression over the years.
3. Vocabulary progression to include in each lesson.
4. Which skills need teaching in that particular year group.
5. Suggested tasks to cover.
6. Outcomes that children should achieve by the end of the block of work.
7. Support with specific planning is provided by Total Sports which all staff have access to.
8. Assessment can be completed at the end of a block of work to identify progression over time (depending on each school assessment procedures in place)

Progression over time should look like this -

EYFS– Learn fundamental skills and physical movements as a bases for all sports and activities.

Year 1/2 – Develop fundamental skills, demonstrate, and start applying them to game situations. Introducing some tactics and strategies in games. Starting to produce short routines in gymnastics and dance, as well as understanding the importance of being active.

Year 3/4 – Still developing skills but also start to learn how to analyse and evaluate own and other performances. Introducing clear tactics in game situations and some leadership roles. Performing short routines in gymnastics and dance with improved confidence and being able to identify why being active is important.

Year 5/6 – Applying skills into competitive games, with the use of clear tactics and in depth understanding of rules. Children show confidence to lead parts of their lessons and running their own games. Perform with confidence and evaluate own and others performance in more depth with a clear understanding of how to improve.

What do children learn when taking part in these activities -

Gym – Children learn a range of rolls, jumps and balances. They then develop them into full routines and transfer them onto apparatus, individually and with partners. As well as learning about the important aspects that make a good gymnast.	**Dance** – Children learn about the different types of dance and different movements that can be applied into a dance routine. Children will follow set routines but will also have the opportunity to develop their own dance and perform and evaluate performances.	**Orienteering** – This is a great activity that children never normally get the opportunity to do out of school. They work individually and as teams to solve help solve problems. Aswell as fitness benefits it teaches self-resilience and sharpens decision making.
Athletics – Children will learn how to try and achieve their personal best. They have the opportunity to run different distance races, also throwing and jumping events and gain an understanding of how to make improvements.	**HRE** – One of the most important parts of the curriculum. Children learn why it is important to be active, how we can stay active out of school and the effects of exercise on the body.	**Games** – (Football, Netball, Uni Hoc, Basketball, Tag Rugby) All team sports are an integral part of the PE curriculum. Children have the opportunity to gain leadership skills, learn how to follow rules and most importantly learning how to deal with wining and losing.

Skills Progression over the years – This part of the document shows clear progress and challenge from year to year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	• I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping. • I can begin to adapt work from the floor safely to apparatus • I can experiment with different rolling actions. • I can begin to link a series of jumps and rolls together. • I can experiment with different ways to travel.	• I can understand and create different pathways (straight, zigzag and curving) and move in different directions. • I can begin to turn, twist and spin on different body parts showing control and coordination. • I can link together 3 different movements showing contrast in speed and height. • I can adapt work from the floor safely to apparatus. • I can start to put a range of rolls, jumps and balances together with a clear start and finish position.	• I can move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps • I can transfer learned skills onto apparatus • I can select and construct sequences, which use variations in speed, height, direction and pathways • With a partner, I can begin to analyse and say what I like about a sequence	• I can identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. • I can begin to identify which balances produce stable and unstable bases • I can use the floor and apparatus to create a sequence on balancing and rolling, showing variation in shape, speed and levels • I can observe the work of others and make judgements against given criteria. • I can incorporate group/partner balances into in to a routine.	• I can demonstrate five basic jumps showing different shapes and directions in the air. • Identify and use spinning, rotation and rolling around different axes. • I can sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills. • I can transfer flight safely onto apparatus. • I can design and create a sequence using variations in speed, height, direction and pathways. • I can observe, analyse and evaluate using correct terminology.	• I can identify and demonstrate contrasting matching, mirroring balances and movements, and identify counter balance and counter tension. • I can draw on past learning to travel over and under a moving partner. • I can travel rhythmically, develop timing and use synchronisation. • I can adapt and transfer sequences from the floor to apparatus. • I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness.
Dance	• I can perform basic actions with increasing control. • I can move in different directions and high and low. • Travel rhythmically on feet, hopping and skipping. • I can begin to work with others to create a dance and begin to suggest ways to improve.	• I can create and perform simple movement patterns. • I can copy and perform simple movements and rhythmic patterns. • I can work with others to create a dance and change and very my actions. • I can suggest ways to improve my performance.	• I can perform basic dance actions with greater control and fluency. • I can select and adapt appropriate movements for a dance idea. • I can create and structure a dance. • I can evaluate my own and others performance.	• I can use simple movement patterns to structure, remember and repeat dance phases. • I can link movements and sections together using appropriate transitional movement. • I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria.	• I can explore, improve and plan dances in a group. • I can use props as an integral part of dance. • I can link a series of more complex dance phases. • I can refine and compare my performances with that of others and use this to evaluate and improve my own performance.	• I can copy, refine and repeat dance phases and dances. with a partner or in a group. • I can create a series of more complex ideas, using a range of movements. • I can recognise that dance is a good activity for health and well – being. • I can compare my performances with that of others and use this to evaluate and improve my own performance.
Outdoor Adventure	• I can communicate with my peers about what to do in a task • I can solve simple problems • I can begin to think about how my group can improve KS1 meet these targets in forest school activities.	• I can solve simple problems with my peers. • I can think about how my group can improve to complete the task/problem more efficiently. KS1 meet these targets in forest school activities	• I can use clues and flags to complete a task • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve simple tasks in small groups.	• I can use clues and flags to complete a task. • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve problems and tasks in small groups. • I can solve problems by my self and with peers.	• I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan. • I can take the lead and solve more complex tasks in small groups increasing to larger groupings.	• I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan. • I can take the lead and solve more complex tasks in small groups increasing to larger groupings. • I can plan a map with peers and on my own.
Games	• I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. • I can begin to use a bat in different ways to strike, push and roll a ball. • I can begin to use these skills to observe, copy and play games individually and with a partner. • I can begin to understand the concept of rules and learn to change the rules of a game to make it harder. • I can aim at a range of targets. • I can begin move safely and actively around a space.	• I can throw, catch, bounce, dribble, kick and hit a ball in different ways. • I can begin to be more confident at using, sending and receiving skills. • I can remember, repeat and link skills to make up and play games. • I can apply basic tactics and strategies to a game. • I can observe, play and improve another person's game and try to evaluate my own work. • I can move safely and actively about a space and in a team. • I can explain why exercise is good for my fitness, health and well-being.	• I can consolidate and improve the quality of my hitting skills. • I can improve my ability to select and apply a range of simple tactics. • I can make up and play small sided games. • I can begin to apply attacking and defending principles in competitive games • I can recognise, describe and evaluate the effectiveness of a performance	• I can consolidate my striking skills and improve the quality and control. • I can adapt and transfer appropriate principles of play and tactics. • I can solve problems and being to modify rules. • I can apply attaching and defending principles in small invasion games. • I can recognise good quality in mine, and others', performance and techniques suggesting practices to improve play. • I can explain why exercise is good for my fitness, health and well-being.	• I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. • I can apply basic strategic and tactical principles in different game situations. • I can develop my ability to recognise my own strengths and weaknesses and use this to evaluate my own, and others', performance; communicating improvements with team mates. • I can experience and adapt to all roles in small -sided striking, fielding and invasion games.	• I can choose and use techniques and skills fluently and skills fluently in invasion, striking and net games. • I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. • I can choose, adapt rules and apply a range of tactics and strategies in game situations. • I can compare my performances with previous ones and demonstrate an improvement. • I can explain why exercise is good for my fitness, health and well-being.

Athletics	• I can begin to master basic movements such as running and jumping. • I can begin to compete against others in an event. • I can begin to throw using throwing actions.	• I can master basic movements such as running and jumping. • I can compete against others in an event. • I can use throwing actions more accurately to hit a target.	• I can run and jump. • I compete against others in events. • I can begin to demonstrate improved throwing, running and jumping technique. • I can say what is good about mine and others performance	• I can demonstrate improved throwing, running and jumping technique. • I compete against others in events. • I can say what is good about mine and others performance	• I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping. • I compete against others in events showing. increasing resilience • I can begin to evaluate and improve my performance.	• I can refine my technique showing precision in a variety of disciplines such as throwing, catching, running and jumping. • I can improve and evaluate my performance comparing it to previous performances.
HRE	• I know how we warm up before exercise. • I have some understanding about why it's important to stay active. • I have some understanding about what my heart and lungs do when I exercise. • I know two names of muscles in my body. • Understand what circuit training is.	• I know why we warm up before exercise. • I can suggest ways I can stay active. • I can try to find my pulse rate and have some understanding about what happens to my pulse rate when I exercise. • I know more than two names of muscles in my body. • Give examples of different exercises carried out in circuit training. • I have some understanding about why physical activity is alsogood for my mental health.	I can describe why it is important to stay active. I can find my pulse rate and have a clear understanding about what happens to my pulse rate when I exercise. I know two or more names of muscles in my body. I understand what circuit training is and can give examples of different exercises that can be included in a circuit session. I understand what my body feels like when I am tired when exercising.	I can give examples of how to stay active. I can describe what happens to the heart and lungs and other parts of the body when I exercise. I know 4 or more names of muscles in my body. I can describe different ways to exercise and stay healthy in school and out of school. I can challenge myself and continue to exercise even when I feel tired.	I can explain why exercise is good for my fitness, health and well – being I can find my pulse rate before and after exercise and explain why there is a difference. I know the names of at least 5 muscles. I can discuss how I can make improvements to my overall fitness.	I can find my pulse rate before and after exercise and explain why there is a difference. I can also use key words with in my explanation (Heart, lungs, blood, oxygen,muslces) I know the names of at least 6 muscles in my body, I can explain different ways to exercise to stay fit and healthy. I have a good understanding of my current fitness and know how I can make steps to improve it.

Swimming Progression – this progression takes place between Year 3, 4 and 5

Swimming	• I can show confidence when entering the pool. • I can begin to experiment using different strokes to move across the water. • I can float in the water.	• I can show confidence when entering the water. • I can use different strokes to move across the water more efficiently. • I can float in the water. • I can begin to understand how to keep safe in the water.	• I can use a variety of swimming strokes such as front crawl and back stroke more efficiently. • I can begin to develop an awareness of safety considerations around the pool.	• I can use a variety of strokes competently. • I can develop an awareness of safety considerations around the pool.	• I can begin to swim competently up to a distance of 25 metres. • I can begin to use a range of strokes effectively. • I can understand some ways to keep myself safe in the water.	• I can swim competently over a distance of 25 metres. • I can use a range of strokes effectively. • I can perform safe self- rescue techniques in different water based situations.

Vocabulary Progression –

We aim for pupils to learn key vocabulary throughout each year. Depending on the planned activity and ability of group coach/teachers can chose from the lists below which key words to work on with their classes.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Warm Up Cool Down Control Balance Move Jump Land High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment	Points Patches High Low Travel Strong (tension) Stretch (extension) control Flight Bounce Jump Flexible Balance Stretch Spin Shape Land Wide Narrow Curled Warm up Cool down	High Low Travel Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Shape Linking Sequence Technique Warm up Cool down Leap Direction	Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Contrasting Acceleration Deceleration Direction Forwards Backwards Sideways Co-ordination Leap Spin Side Step Tension Extension Even Uneven Symmetrical asymmetrical balance	Balance Travel Shape Extension Tension Direction Sliding Rolling Contrasting Communication Co-operation Receiving weight Jumping Bunny hop Leaping Cart-wheel Twisting Turning Speeds Levels Spin Flexibility Co-ordination Warm up Cool down	Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong Contrasting communication leadership Spin Rotate Axis Flight Wheel Spring Leap Take-off Land Clockwise & anti clockwise Warm up Cool down
Dance	Warm Up Cool Down Large Movements Small Movements Move Health Explore Performance Perform Diet Exercise Healthy Safe Space Music Copy Watch Equipment Travel Spinning Turning Rolling Jump Timing	Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm Up Cool Down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling Jump Timing Beats	Compose Perform Performance Pattern Express Dance Phrase Explore Direction Pathways Music Travel Slide Spinning Turning Rolling Jump Spring Speeds Levels Evaluate Tension Control Extension Warm Up Cool down Timing Beats	Turn Gesture Jump Travel Express Explore Mimic Mime Timing Music Flow Movement Patterns Motif Beats Rhythm Machinery Robotic Aesthetic Dynamic Transition Rotation Performance Perform Warm up Cool Down Evaluate	Unison Flow Choreograph Bouncy Formation Canon Explore Audience Narrative Character Transition Mirroring Music Beats Rhythm matching gestures performance Perform Warm Up Cool down evaluate Stimuli Improvise	Turn Gesture Jump Stillness Travel Expression Clarity Mimic Mime Formation Explore Relationship Timing Music Movement Patterns Motif Music Beats Rhythm Performance Perform Robotic Action Reaction Warm Up Cool down evaluate improvise

Games	Throw Catch Pass Roll Bounce Stop Looking Stopping Warm up Cool down Control Large movements Small movements Move Health Explore Diet Exercise Healthy Safety Space Copy Watch Equipment Team work	Actions Throw Catch Pass Receive Bounce Roll Dribble Hit Space Move Safety Looking Stopping Control Target Aiming Warm up Cool down Team Work	Throw Catch Pass Receive Bounce Roll Control Dribble Hit Space Move Safety Looking Stopping Evaluate Controlling Defender Attackers Rules Warm Up Cool Down Calling Signalling Team Work	Dribble Send Pass Receive Calling Signalling Space Movement Scoring High Low Tactics Space Opponent Target Throw Catch Evaluate Feed Aiming Striking Hitting Rules Overarm Underarm Fielding Net Games Chasing Rolling Barrier Space Movement Scoring Warm up Cool down Team Work	High Low Space Opponent Target Throw Catch Feed Aiming Chest Pass Agility Push pass Bounce Pass Opponent Movement Accurate Dodging Control Signalling Evaluate Tactics Overarm Under Arm Rules Warm Up Cool Down	Chest Pass Push Pass Space Opponent Target Movement accurate Control Signalling Balance Strength Agility Throw Send Receive Catch Calling Dodging Striking Hitting Fielding Chasing Rolling Movement Team work Overarm Under arm Scoring Evaluate Health Fitness Well-being Tactical Warm Up Cool Down
Athletics	Push Stop Jump Space Forwards Safely Balance Backwards Far Hop Aim Fast Slow Bend Improve Direction Travel	Spring Jog Distance Height Take off Landing Overarm Underarm	Sprint Jog Distance Height Take off Landing Overarm Underarm Speed Power Strength Accuracy Higher Pace Control Faster Further	Spring Jog Distance Height Take off Landing Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best	Spring Jog Distance Height Take off Landing Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best Technique Flight Rhythm Stride	Sprint Jog Distance Height Take off Landing Continuous Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best Technique Flight Rhythm Stride Trajectory Rotation Momentum
HRE	Warm up Cool Down Healthy Fitness Heart Lungs Circuit training Yoga	Muscles Demonstrate Circuit exercises Technique Active Hamstring Muscle	Blood Pulse Rate Effects of exercise Transport oxygen Tricep muscle Bicep Muscle Hitt training Mental well being	Zumba Pilates Specific Abdominal Muscles Quadricep muscle Strength Speed Evaluate	Stamina Flexibility/suppleness Analyse Glute Muscle Soleus Muscle Fitness testing Boxercise	Personal best Components of fitness Order of exercises Importance of exercise Long- and short-term effects
OAA			Warm Up Skills Maps Equipment Shapes Numbers	Concept Symbols Transferring Correct Orientation Team work	Challenge Obstacles Matching Symbols Relay	Map Key Clues Navigate

Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2
Curriculum	Invasion Games Football Tag Rugby	Invasion Games Basketball Unihoc	Dance Gym	Netball (End ball) HRE (Health Related Exercise)	Athletics	Striking and Fielding Rounders, Cricket, Tennis skills
Pupils will learn the following skills and knowledge. "Intent" Inspire	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games I can begin to understand the concept of rules. I can aim at a range of targets. I can observe, play, and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to use a bat in different ways to strike, push and roll a ball. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games. I can begin to understand the concept of rules and learn to change the rules of a game to make it harder I can aim at a range of targets. I can observe, play and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.	Dance I can perform basic actions with some increasing control. I can create and perform simple movement patterns I can move in different directions and high and low. Travel rhythmically on feet, hopping and skipping. I can begin to work with others to create a dance and begin to suggest ways to improve. I can copy and perform simple movements and rhythmic patterns I can work with others to create a dance and change and very my actions. I can suggest ways to improve my performance. Gym I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping, and skipping. I can understand and create different pathways (straight, zigzag and curving) and move in different directions. I can begin to adapt work from the floor safely to apparatus. I can begin to turn, twist and spin on different body parts showing control and coordination. I can experiment with different rolling and jumping actions. I can begin to link a series of rolls, jumps and balances together. I can link together 3 different movements showing contrast in speed and height. I can adapt work from the floor safely to apparatus with increasing control.	Netball (Same as invasion game description from Autumn 1) HRE I know how we warm up before exercise. I know why we warm up before exercise. I have some understanding about why it's important to stay active. I can suggest ways I can stay active. I have some understanding about what my heart and lungs do when I exercise. I can try to find my pulse rate and have some understanding about what happens to my pulse rate when I exercise. I know two names of muscles in my body. I know more than two names of muscles in my body. Understand what circuit training is. Give examples of different exercises carried out in circuit training. I have some understanding about why physical activity is also good for my mental health.	I can begin to master basic movements such as running, jumping, and throwing. I can master basic movements such as running, jumping, and throwing. I can move safely and actively around a space. I can try to improve my technique and throw further over a longer distance. I can begin to compete against others in an event. I can compete against others in an event. I can begin to throw using overarm throwing actions. I can use throwing actions to gain as much distance as possible.	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to use a bat in different ways to strike, push and roll a ball. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games I can begin to understand the concept of rules and learn to change the rules of a game to make it harder I can aim at a range of targets. I can observe, play, and improve another person's game and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.

	Football	Basketball	Gym	Netball	Athletics	Rounders, Cricket,
Core activities to deliver learning. "Implement ation" Care	Develop passing and receiving skills. Develop passing and receiving skills over longer distances as well as trying to hit targets. Begin to develop control skills to stop a ball with feet. Begin to develop dribbling skills to travel with a ball using feet. Work on team games that involve some attacking and defending. Develop games that give children opportunities to develop attacking and defending tactics. Moving into space in team games and introduce passing to teammates. Continue to develop sending and receiving skills, in and out of game situations. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. Tag Rugby Develop throwing and catching skills. Develop throwing and catching skills whilst on the move. Throw to hit a standing target. Throw to a moving target. Learn how to apply skills learnt into small game situations. Apply skills learnt into bigger game situations and start to develop tactics to win. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons.	Develop throwing and catching skills. Develop throwing and catching skills whilst on the move. Throw to hit a standing target. Throw to a moving target. Learn how to apply skills learnt into small game situations. Apply skills learnt into bigger game situations and start to develop tactics to win. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. Uni Hoc Begin to use a stick to control a ball. Continue to develop sending and receiving skills. Begin to strike a ball with control in a specific direction. Strike a ball towards a target. Strike the ball towards a moving target. Set up small, sided games so pupils can apply skills learnt. Set up games that give children opportunities to develop attacking and defending tactics. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons.	Practice making different shapes and balances. Practice making a greater range of shapes and balances including bridges. Continue to develop balances on different parts of the body. Move in different ways and speeds. Vary body shape to create low or high shapes. Link more than one move to make a sequence. Cooperate with a partner to perform a short sequence together. Produce short routines with a clear start and end position which incorporates all skills been learnt. Mirror a partner to create a sequence with at least 3 moves. Learn how to evaluate other groups performances. Evaluate performances. Dance Begin to step and use other body movements in time with a beat. Change the speed of movements. Imitate the moves of the teacher or from a video and mirror moves with a partner. Continue to develop accuracy when moving to rhythm and copy and perform moves with a partner. Develop ideas of several weeks to create a routine. Develop ideas of several weeks to create a routine with several moves. Work with a group to create a performance. Evaluate other performances.	Begin basic catching skills with bean bags or other softer equipment. Introduce different passes to a partner (Chest, bounce, shoulder) Practice receiving the ball and landing on two feet. Develop footwork further (Pivot) Work on team games that involve attacking and defending. Develop games that give children opportunities to develop attacking and defending tactics. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. HRE Demonstrate different ways of how to warm up correctly Explain how and why we warm up. Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder. Learn about why staying active is important. Learn ways stay active out of school. Develop knowledge of different muscles. Name some specific muscles.	Learn the correct running technique and how to start a race correctly. Develop awareness of need to change speed of running over different longer/shorter distances. Further development of how to pace yourself over set distances. Learn how to race over hurdles. Learn how to relay race as a team. Learn different Jumping techniques for distance (long jump). Develop standing long jump techniques further and introduce triple jump. Learn the correct technique for an over arm throw. Learn how to develop more power on an over arm throw.	Develop throwing and catching skills with a partner. Develop throwing technique at a standing and moving target. Begin to use a bat to strike different size balls. Begin to try and strike a ball with control in a specific direction. Strike a ball towards a target. Practice fielding techniques. Develop fielding techniques (look at positions e.g., Backstop, outfield, and bases). Develop a good understanding about the rules of each game. Take on some leadership roles. Tennis Skills Practice hand eye-coordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance.
Outcomes "Impact" Grow	Football and Tag Rugby Children can explain why it is important to warm up. Children to be able to pass and receive a ball with improved accuracy. Children to be able to pass and receive with increasing accuracy. Start to apply accurate passing and receiving skills within a game situation. Continue to develop attacking and defending skills. Children to begin to understand the rules of some team games. Begin to show an awareness of tactics needed to win a game. Play confidently in competitive situations. Develop some leadership skills.	Basketball and Uni Hoc Children to be able to start to travel while bouncing a ball or a stick and a ball. Children to be able to pass and receive a ball with improved accuracy. Children to be able to pass and receive with increasing accuracy. Travel more confidently with a bouncing ball or stick and ball. Continue to develop attacking and defending skills. Children to begin to understand the rules of some team games. Begin to show an awareness of tactics needed to win a game. Start to apply accurate passing and receiving skills within a game situation. Play confidently in competitive situations.	Gymnastics Sequence 3 or more moves to perform with a partner. Sequence 5 or more moves to perform with a partner using equipment such as benches. Dance Children to mirror a short routine with greater rhythmic accuracy. Children to perform a short dance that includes good rhythmic accuracy.	Netball – Impact is the same as football and Tag Rugby. HRE Children can explain why it is important to warm up. Children can demonstrate some ideas of how to warm up. Children to explain why the heart rate increases when exercising. Children to explain in more depth why the heart rate increases and state some other changes that happens to our body when exercising. Children to name two muscles. Children to name more than two muscles. Children to carry out a range of exercises within a circuit. Children carry out a range of exercises with improved technique. Children understand how to challenge themselves.	Athletics Children to confidently move in a variety of ways including running and jumping. Begin to compete individually. Children to be able to recognize when to sprint/run/jog depending on the distance of the race (Pace) Children to be able to compete in relay races as a team. Children to use an overarm throwing style for distance. Children to be able to throw with increasing distance in a throwing event. Children to complete a standing board jump and attempt a triple jump. Complete a standing broad jump confidently and improved triple jump technique. (Hop, step, jump) Children will then be prepared for, and then able to compete sports day.	Striking and fielding Children to be able to throw with increasing accuracy. Children to be able to throw and catch equipment to themselves. Begin to throw and catch with a partner and throw at targets. Begin to show an awareness of tactics needed to win a game Children to use a range of throwing styles for distance and accuracy. Develop tactics that respond and adapt to what the opposition are doing (e.g., throw bean bags away from fielders). Children to be able to hold rackets and bats correctly. Develop coordination to begin hitting stationary, then moving balls. Increased accuracy when hitting a ball.

Previous ←	EYFS: Multiskills Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically such as running, jumping, dancing, hopping, skipping, and climbing. Demonstrate balance and co-ordination when playing.	EYFS: Multiskills with links to games. Negotiate space and obstacles safely with increased control. Starting to develop basic movement (running, jumping, throwing, catching, balance, agility, and co-ordination). Start to play confidently in small game situations.	EYFS: Gymnastics Demonstrate strength, balance and co-ordination when moving with or without a partner. HRE Move energetically such as running, jumping, dancing, hopping, skipping, and climbing. Demonstrate different ways to exercise and have understanding about why its important to stay active.	EYFS: Dance Demonstrate movement to music that follow simple patterns. Ball Skills Demonstrate developing ball skills (bouncing, throwing, and catching)	EYFS:. Athletics Demonstrate improving running, jumping, and throwing technique. (75m sprint, standing broad jump and overarm throw).	EYFS: Striking and Feilding Demonstrate improving throwing, hitting, and catching skills. (Throwing and catching with a range of ball sizes, hitting and ball control with a tennis racquet)
Next →	Football and Tag-Rugby In Y1 and Y2 I can work on my skill foundation from multi-skills and apply them into all games (Football, tag rugby, basketball, Uni Hoc and Netball) I will also learn how to apply my skills into competitive game situations.	Basketball and Uni Hock In Y1 and Y2 I can work on my skill foundation from multi-skills and apply them into all games (Football, tag rugby, basketball, Uni Hoc and Netball) I will also learn how to apply my skills into competitive game situations.	Gymnastics In Y1 and Y2 I can improve my strength, balance, and co-ordination further and perform a short routine to show what I have learnt. I will also understand how to improve my own and other groups routines. HRE In Y1 and Y2 I can enjoy learning more about why its important to be active. I can demonstrate more exercises with better technique and develop my knowledge about the human body.	Dance In Y1 and Y2 I can improve my rhythm to music by following new dance routines as well as making some of my own dance ideas. Netball In Y1 and Y2 I can work on my skill foundation from multi-skills and apply them into all games (Football, Tag rugby, Basketball, Uni Hoc and Netball) I will also learn how to apply my skills into competitive game situations.	Athletics In Y1 and Y2 I can develop my running, throwing, and jumping technique to try and beat my personal best. I can then experience taking part in races and competitions within lessons and sports day.	Striking and Feilding In Y1 and Y2 I can work on my throwing, hitting, and catching skills further. I can practice accuracy and understand how to win (tactics for batter, fielder and bowler)

Year 3 and 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4
Curriculum	Invasion Games Football Tag Rugby	Invasion Games Basketball Unihoc	Dance Gym	Netball (End ball) HRE (Health Related Exercise)	Athletics OAA	Striking and Fielding Rounders, Cricket, Tennis skills
Pupils will learn the following skills and knowledge. "Intent" *Inspire*	I can continue to improve my passing and receiving techniques. I can continue to improve my passing and receiving skills under pressure. I can improve my ability to select and apply a range of simple tactics. I can adapt and transfer appropriate principles of play and tactics. I can make up and play small sided games. I can help organise/umpire a small sided game. I can solve problems and begin to modify rules. I can begin to apply attacking and defending principles in competitive games. I can be more confident at applying attacking and defending skills into all game situations. I can start to recognize, describe, and evaluate the effectiveness of a performance. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.	I can continue to improve my passing and receiving techniques. I can continue to improve my passing and receiving skills under pressure. I can continue to improve my dribbling skills when moving with a ball. I can continue to improve my dribbling skills under pressure. I can improve my ability to select and apply a range of simple tactics. I can adapt and transfer appropriate principles of play and tactics. I can make up and play small sided games. I can help organise/umpire a small sided game. I can solve problems and begin to modify rules. I can begin to apply attacking and defending principles in competitive games. I can be more confident at applying attacking and defending skills into all game situations. I can start to recognize, describe, and evaluate the effectiveness of a performance. I can recognize good quality in my, and others', performance and techniques suggesting practices to improve play.	Dance I can perform basic dance actions with greater control and fluency. I can use simple movement patterns to structure, remember and repeat dance phases. I can select and adapt appropriate movements for a dance idea. I can link movements and sections together using appropriate transitional movement. I can continue to create and structure a dance. I can evaluate my own and others performance. I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. Gym I can continue to work on my rolls, jumps and balances. Incorporate equipment into a routine. Use apparatus to create a routine on multiple levels. I can select and construct sequences, which use variations in speed, height, direction and pathways. I can challenge myself to increase speed, height and change of direction where I feel comfortable. With a partner, I can begin to analyse and say what I like about a sequence. Analyse performance of self and others to begin to suggest ways to improve.	Netball (Same as invasion game description from Autumn term 1) HRE I can describe why it is important to stay active. I can give examples of how to stay active. I can find my pulse rate and have a clear understanding about what happens to my pulse rate when I exercise. I can describe what happens to the heart and lungs and other parts of the body when I exercise. I know two or more names of muscles in my body. I know 4 or more names of muscles in my body. I understand what circuit training is and can give examples of different exercises that can be included in a circuit session. I can describe different ways to exercise and stay healthy in school and out of school. I understand what my body feels like when I am tired when exercising. I can challenge myself and continue to exercise even when I feel tired.	Athletics I can run and jump with more confidence. I can demonstrate improved throwing, running and jumping technique. I compete against others in events. I compete against others with increases confidence. I can begin to demonstrate improved throwing, running and jumping technique. I can describe how to improve my performance. I can say what is good about mine and others performance. I can describe how to improve others performances. OAA Begin to develop orienteering skills- creating and moving around a basic map in the correct orientation. I can use clues to complete a task. I can begin to negotiate with my peers to develop the most effective plan. Work as a team to find items on a map as quickly as possible. I can take the lead and solve problems and tasks in small groups.	I can continue to improve my throwing, catching and hitting skills. I have more confidence in my throwing, catching and hitting skills., even in pressured situations. I can consolidate and improve the quality of my hitting skills. I can consolidate my striking skills and improve the quality and control. I can recognise, describe and evaluate the effectiveness of a performance. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play. I can adapt and transfer appropriate principles of play and tactics into different game situations.
Core activities to deliver learning. "Implementation" *Care*	Football Passing drills looking at when to use different passing techniques over a shorter and longer distance. Passing drills involving other players standing or moving. Dribbling and shooting drills. Dribbling and shooting drills with increased challenge and speed. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 3 passes	Basketball Passing drills looking at when to use different passing techniques e.g. bounce pass, chest pass, overarm etc. Passing drills involving other players standing or moving. Shooting drills. Shooting drills with increased challenge. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (umpire) Continue to play larger games and conditioned games (e.g. 3 passes before a player can shoot). Uni Hoc Continue to develop striking,	Gym Practice a range of new moves including balances, ways to travel, roll, jump and balance. All routines must include rolls, jumps, balances, travel, start and end positions. Practice all moves learnt, if safe and able to pupils can challenge them selves more and apply forward rolls, backwards rolls, cartwheels, arab spring into routines. Transfer some skills to apparatus such as jumps off apparatus. Develop new moves and those from previous years into a routine and onto apparatus. Dance Follow the beginning of a new dance routine. A real focus on good rhythm and unison. Perform the dance with a partner or small group reflecting on their	Netball Passing drills looking at when to use different passing techniques over a shorter and longer distance (Chest,shoulder,bounce and overhead passing) Passing drills involving other players standing or moving. Shooting drills. Shooting drills with increased challenge and speed. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 5 passes before a player can shoot).	Athletics Develop awareness of need to change speed of running/ walking over different longer/shorter distances. Further development of how to pace yourself over set distances (this takes time which is why pupils repeat year after year) Develop relay racing as a team. Develop tactical skills when running a relay (order of runners) Learn different Jumping techniques for distance. Develop jumping techniques further especially triple jump. Develop the correct technique for an over am throw. Learn how to develop more power on an over arm throw, looking specifically at technique and speed. Start to compare different techniques (Standing start or run	Rounders, Cricket Develop throwing and catching skills with a partner. Develop throwing technique at a standing and moving target, recognizing change in hand positions for low and high catches. Develop striking skills. Develop striking a ball with control in a specific direction. Develop fielding techniques (specific body positions) Develop fielding techniques further (look at positions e.g.backstop, outfield, bases) Tennis Skills Practice and develop further hand eye-cordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance with increased challenge (specific

	before a player can shoot). Tag Rugby Passing drills looking at when to use different passing techniques, static and on the move. Passing drills involving other players standing or moving. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 3 passes before a player can score).	dribbling and control skills with a variety of drills. Further develop striking, dribbling and control skills with a variety of drills, focusing particularly on control. Continue to develop clear understanding of the rules. Develop further understanding of the rules of a game and take on some leadership roles (umpire) Compete in small and larger games as well as conditioned games.	performance and giving feedback to others. Create a longer sequence using own ideas with a group that links moves, and a clear focus on responding to rhythm. Learn from the performance of others and develop own moves.	HRE Demonstrate different ways of how to warm up correctly Explain how and why we warm up in more depth (using key words e.g. transport oxygen to muscles) Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder and know what order to complete exercises in. Learn about why staying active is important. Learn ways stay active out of school. Develop knowledge of different muscles. Name some specific muscles and describe an exercise that works that muscle group (e.g. abdominal muscles are worked whilst completing the plank exercise) Develop knowledge of different ways to exercise to increase fitness (Hitt, running, Zumba, yoga and boxercise)	up for both jumps and throws) OAA Begin to develop orienteering skills- creating and moving around a basic map in the correct orientation. Refresh basic orienteering skills- creating and moving around a basic map in the correct orientation. Work as a team to find items on a map as quickly as possible. Work as a team to find items on a larger map as quickly as possible (begin to use the school map). Plan with a group the quickest route to achieve a goal.	targets)
Outcomes "Impact" *Grow*	Football and Tag Rugby Children to be able to pass and receive a ball with improved accuracy over short and longer distances. Continue to develop attacking and defending skills. Children understand the rules of the games. Children to be able to pass and receive with increasing accuracy even in pressured situations. Show tactics needed to win a game (e.g. passing to players in space and marking opponents correctly). Apply skills learnt into competitive and conditioned games. Children can look at their skills and have some understanding of how to improve as well as suggesting improvements to others.	Basketball and Uni Hoc Children can confidently travel while bouncing a ball or a stick and a ball. Continue to develop attacking and defending skills. Children understand the rules of the games. Children to be able to pass and receive with increasing accuracy even in pressured situations. Show tactics needed to win a game (e.g. passing to players in space and marking opponents correctly). Apply skills learnt into competitive and conditioned games. Children can look at their skills and have some understanding of how to improve as well as suggesting improvements to others.	Gymnastics Children to develop previous moves and link moves together with improved fluency (e.g. start position, roll,jump,balance and end position) Children to use some moves on and off apparatus. Children to challenge them selves if confident and safe enough to (Forward, back ward roll, cartwheels) Have a clear understanding of how to improve own and others performance. Dance Children to confidently mirror a short routine with improved rhythmic accuracy. Have an understanding of how to evaluate performance. Children to perform a short dance that includes good rhythmic accuracy. Children to then create and add to the short dance routine. Working well in small groups to achieve this. Children understand how to evaluate own and others performances.	Netball – Impact is the same as football and Tag Rugby. HRE Can complete a range of exercises safely and correctly with increased level of challenge week by week. Children to increase their fitness by engaging in exercises each week. Measure their own performance in week 1 and see if it improves by week 6 (if fitness tests are completed e.g. plank, step ups, cooper run etc)	Athletics and Orienteering Children to have a clear understanding of how to pace their selves for different length races. Children to work well as a team when taking part in relay races. Children confidently know how to jump and throw (long jump and javelin) Children to challenge themselves as much as possible in terms of effort levels. Complete triple jump with confidence. Evaluate each other's performances and suggest ways of how to improve. OAA Children start to be able to orientate a map correctly. Navigate a simple map to move through controls in the correct order. Start to navigate a larger map.	Striking and fielding Children to use a range of throwing styles for distance and accuracy. Develop tactics that respond and adapt to what the opposition are doing (e.g. hitting the ball away from fielders). Demonstrate improved coordination when hitting stationary, then moving balls. Use specific tactics to try and win a game (e.g. in rounders the back stop automatically throws to first base to get the batter out).
Previous ←	Football and Tag Rugby I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to be more confident at using sending and receiving skills. I can begin to be more confident at using sending and receiving skills. I can develop understanding	Basketball and Uni Hock I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to be more confident at using sending and receiving skills. I can begin to be more confident at using sending and receiving skills. I can develop understanding of	Gymnastics I can link together 3 or more moves in a routine with a partner that may incorporate apparatus. Practice a range of new moves including balances, ways to travel, forward rolls, tucked backward rolls and transferring some skills to apparatus. I can produce a small routine with the moves that I have learnt.	Dance I can create and perform simple movement patterns. I can copy and perform simple movements and rhythmic patterns. I can work with others to create a dance and change and very my actions.	Athletics I can master basic movements such as running and jumping. I can compete against others in an event. I can use throwing actions more accurately to hit a target and throw over a distance,	Striking and Feilding I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to be more confident at using, sending and receiving skills. I can remember, repeat and link skills to make up and play games.

	of the rules of the game, while applying a range of skills. Tactics developed to include passing to players in space and marking opponents. Begin to recognize how important it is to work well as a team.	the rules of the game, while applying a range of skills. Tactics developed to include passing to players in space and marking opponents. Begin to recognize how important it is to work well as a team.	HRE I can enjoy learning more about why being active is important for my health and wellbeing. I can explain and demonstrate ways to stay active. I have some understanding about the human body and changes that happen when exercising.	I can suggest ways to improve my performance. I can understand that dance is active, and changes will occur to my body. Swimming NC swimming skills covered in swim lessons. Children aim to develop the skills to increase their swimming stamina.		I can apply basic tactics and strategies to a game. I can observe, play and improve another person's game and begin to evaluate my own work. I can move safely and actively about a space and in a team.
Next →	Football and Tag-Rugby I can continue to consolidate and improve the quality of my hitting, kicking, passing and receiving skills. I can improve my ability to select and apply a range of simple tactics. I can make up and play small sided games. I can begin to apply attacking and defending principles in competitive games. I can recognise, describe and evaluate the effectiveness of a performance.	Basketball and Uni Hock I can continue to consolidate and improve the quality of my hitting, kicking, passing and receiving skills. I can improve my ability to select and apply a range of simple tactics. I can make up and play small sided games. I can begin to apply attacking and defending principles in competitive games. I can recognise, describe and evaluate the effectiveness of a performance.	Gymnastics I can continue to identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. I can begin to identify which balances produce stable and unstable bases. I can use the floor and apparatus to create a sequence on balancing and rolling, showing variation in shape, speed and levels. I can observe the work of others and make judgements against given criteria. HRE I can describe why it is important to stay active. I can find my pulse rate and have a clear understanding about what happens to my pulse rate when I exercise. I know names of muscles in my body. I understand what circuit training is and can give examples of different exercises that can be included in a circuit session. I understand the changes in my body when exercising.	Dance I can continue use simple movement patterns to structure, remember and repeat dance phases. I can link movements and sections together using appropriate transitional movement. I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. Netball I can continue to consolidate and improve the quality of my hitting, kicking, passing and receiving skills. I can improve my ability to select and apply a range of simple tactics. I can make up and play small sided games. I can begin to apply attacking and defending principles in competitive games. I can recognise, describe and evaluate the effectiveness of a performance.	Athletics I can continue to demonstrate improving my throwing, running and jumping technique. I compete against others in events. I can say what is good about mine and others performance. Orienteering A new activity for 2023 for KS2. I can use clues and flags to complete a task. I can begin to negotiate with my peers to develop the most effective plan. I can take the least and solve simple tasks in small groups.	Striking and Feilding I can continue to consolidate my striking skills and improve the quality and control. I can adapt and transfer appropriate principles of play and tactics. I can solve problems and being to modify rules. I can apply attaching and defending principles in small games. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.

Year 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6
Curriculum	Invasion Games Football Tag Rugby	Invasion Games Basketball Unihoc	Dance Gym	Netball (End ball) HRE (Health Related Exercise)	Athletics OAA	Striking and Fielding Rounders, Cricket, Tennis skills
Pupils will learn the following skills and knowledge. "Intent" *Inspire*	I continue to practice and repeat skills to the best of my ability (passing, receiving, shooting, defense and attacking skills) I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. I can choose and use techniques and skills fluently in game situations. I can apply basic strategic and tactical principals in different games situations. I can choose, adapt rules and apply a range of tactics and strategies in games situations. I can compare my performances with previous ones and demonstrate an improvement.	I continue to practice and repeat skills to the best of my ability (passing, receiving, shooting, defense and attacking skills) I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. I can choose and use techniques and skills fluently in game situations. I can apply basic strategic and tactical principals in different games situations. I can choose, adapt rules and apply a range of tactics and strategies in games situations. I can compare my performances with previous ones and demonstrate an improvement.	Dance I can respond to a range visual stimuli and accompaniment. I can explore, improve and plan dances in a group. I can use props as an integral part of dance. I can link a series of more complex dance phases. I can refine and compare my performances with that of others and use this to evaluate and improve my own performance I can copy, refine and repeat dance phases and dances with a partner or in a group. I can create a series of more complex ideas, using a range of movements. I can recognise that dance is a good activity for health and well – being. I can compare my performances with that of others and use this to evaluate and improve my own performance Gym I can identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension. I can draw on past learning to travel over and under a moving partner. I can travel rhythmically, develop timing, and use synchronization. I can adapt and transfer sequences from the floor to apparatus. I can work with others to construct, design, practice, evaluate and improve the composition of a sequence and evaluate its' effectiveness.	Netball (Same as invasion game description from Autumn term 1) HRE I can explain why exercise is good for my fitness, health and well – being. I can find my pulse rate before and after exercise and explain why there is a difference. I can find my pulse rate before and after exercise and explain why there is a difference. I can also use key words with in my explanation (Heart, lungs, blood, oxygen,muslces) I know the names of at least 5 muscles. I know the names of at least 6 muscles in my body, I can explain different ways to exercise to stay fit and healthy. I can discuss how I can make improvements to my overall fitness. I have a good understanding of my current fitness and know how I can make steps to improve it.	Athletics I can refine my technique showing precision in a variety disciplines such as throwing, running and jumping. I can compete against others showing increasing resilience. I can begin to evaluate and improve my performance. I can improve and evaluate my performance comparing it to previous performances. I have increased confidence to compete and want to beat my previous scores. OAA I can use multiple plans and maps for a task. I can negotiate with my peers to develop the most effective plan. I can take the lead and solve more complex tasks in small groups increasing to larger groupings.	I can now consolidate my throwing, catching and hitting skills. I have confidence in my throwing, catching and hitting skills., even in pressured situations. I can recognise, describe and evaluate the effectiveness of a performance with more confidence. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play. I can adapt and transfer appropriate principles of play and tactics into different game situations with increased confidence.
Core activities to deliver learning. "Implementation" *Care*	Football Although skills will have been developed through each year, skills always need to be re capped/repeated and made harder for pupils that need more challenges. Build on skills from previous years to add accuracy with passing and shooting. Set up games to keep possession by dribbling or passing. Play full games with emphasis on attacking (finding space) and defending (marking) tactics. Continue with conditioned	Basketball Although skills will have been developed through each year, skills always need to be re capped/repeated and made harder for pupils that need more challenges. Build on skills from previous years to add accuracy with passing and shooting. Set up games to keep possession by dribbling or passing. Play full games with emphasis on attacking (finding space) and defending (marking) tactics. Continue with conditioned	Gym Practice a range of new moves including stag jump, split leap, pike rolls and round offs. Jump onto apparatus. Develop these new moves and those from previous years into a routine that is independently planned with a partner or small group. Develop sequences that incorporate a great range of balances, jumps and rolls, incorporate rhythmic elements and transfer from the floor to apparatus. Work with a group to evaluate performance of self and others	Netball Same as football and basketball. HRE A more in-depth explanation about how and why we warm up in more depth (using key words e.g. transport oxygen to muscles) Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder and know what order to complete exercises in. Explain in depth why it is important to stay active with some examples. Explain how it helps the body mentally as well as physically.	Athletics Develop sprint and long-distance running techniques e.g. sprint start techniques. Improve jumping for more height and distance by analysing performance of self and others. Develop throwing for distance techniques and compete against others. Start to describe what fitness activities could help improve a throwing technique e.g. strength work like weight straining. Introduce more middle and long distance runs and alter running style accordingly. Practice and compete in relay races. Compete in relay races and	Rounders, Cricket Recap and repeat all skills learnt in terms of throwing, catching and hitting. Continue to develop striking a ball with control in a specific direction and more consistency. Continue to develop fielding techniques (specific body positions) Continue to develop fielding techniques further (look at positions e.g.backstop, outfield, bases) Continue to increase catching accuracy with 2 hands and 1 hand. Begin to work on non-dominant hand. Focus on defending tactics to work as a team to return the ball

	games to challenge pupils. Allow pupils to lead parts of the lesson and umpire and organize some games. Analyse own and others' performance regularly. Tag Rugby Same as above	games to challenge pupils. Allow pupils to lead parts of the lesson and umpire and organize some games. Analyse own and others' performance regularly. Uni Hoc Same as above.	to make improvements over time. Dance Using a range of dances (e.g. haka, thriller) as a stimulus, copy a dance, then create a dance with a range of moves in a similar style. Develop a routine over the unit that includes improvised sections, as well as elements planned with a group that respond to visual or musical stimulus. A real focus on working as a team, being creative, working on unison and enthusiasm. Compare performances so children can pick out elements to help them improve their own and each other's.	Develop further knowledge of different muscles. Name some specific muscles and describe an exercise that works that muscle group (e.g. squats mainly work the glutes and quads.) Develop knowledge of different ways to exercise to increase fitness (Hitt, running, Zumba, yoga and boxercise) Have some understanding of the components of fitness (strength, speed, stamina, suppleness) known as the 4 S's Start to describe some understanding of how to improve sports performance. E.g. sprint training would help a footballer improve their speed. A circuit session with a lot of leg exercises would help a rugby player improve strength in their legs.	demonstrate tactical thinking (e.g. what order do team mates run in, how can the changeover of the baton be more effective) OAA Refresh how to orientate a larger map (school map). Recover map basics such as orientation, symbols etc. Solve multiple orienteering maps. Use multiple maps to work individually and in groups to complete maps as quickly as possible. Begin to create your own maps. Use maps to create own courses.	back to the correct base as quickly as possible. Tennis Skills Practice and develop further hand eye-cordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance with increased challenge (specific targets) Rally challenges (keep going for as long as possible).
Outcomes "Impact" *Grow*	Football and Tag Rugby Children to be able to make a range of passes to stationary and moving players. Continue to apply these skills to a competitive game. Children can look at their own skills and performance, as well as those of a partner and suggest ways to improve. Children begin to pass in different ways for distance and accuracy to stationary and moving players. (e.g. inside foot pass in football to pass over a shorter distance for accuracy). Tactics developed to include when to dribble and when to pass. Give feedback to other players to help them improve their play. Children pass, dribble and shoot with increased accuracy. During full games, children look to find space when attacking and mark when defending. Children to be able to attack and defend with increasing confidence, understanding the importance of space. Children should be helping organise and referee games.	Basketball and Uni Hock Children to be able to make a range of passes to stationary and moving players. Continue to apply these skills to a competitive game. Children can look at their own skills and performance, as well as those of a partner and suggest ways to improve. Children begin to pass in different ways for distance and accuracy to stationary and moving players. (e.g. inside foot pass in football to pass over a shorter distance for accuracy). Tactics developed to include when to dribble and when to pass. Give feedback to other players to help them improve their play. Children pass, dribble and shoot with increased accuracy. During full games, children look to find space when attacking and mark when defending. Children to be able to attack and defend with increasing confidence, understanding the importance of space. Children should be helping organise and referee games.	Gymnastics Children to develop previous moves and link moves together with improved fluency (e.g. start position, roll,jump,balance and end position) Children develop new moves such as slit jump and stag jump and pike role. Children to use some moves on and off apparatus. Children to challenge themselves if confident and safe enough to (Forward, back ward roll, cartwheels and round offs) Have a clear understanding of how to improve own and others performance. Children to improve new moves including those referred to above. Children to use these moves as part of a sequence. Children can evaluate their performance and others with clear articulation of what is good about it and what can be improved. Dance Children to confidently mirror a routine with improved rhythmic accuracy. Children to perform a longer dance that includes good rhythmic accuracy. Children to then create and a dance routine of their own. Working well in small groups to achieve this. Children understand how to evaluate own and other performances and can articulate how to make performances better.	Netball – Impact is the same as football and Tag Rugby. HRE Can complete a range of exercises safely and correctly with increased level of challenge week by week. Children to increase their fitness by engaging in exercises each week. Measure their own performance in week 1 and see if it improves by week 6 (if fitness tests are completed e.g. plank, step ups, cooper run ect) Children should be able to articulate a clear understanding of the importance of being active, In relation to the changes and difference it makes to the mind and body.	Athletics Children will be able to alter their technique for different distances e.g. sprint start. Children show increased confidence in knowing how to throw and jump to the best of their ability. Evaluate their own performance and suggest improvements with clear constructive examples. Children show how to challenge themselves as much as possible in terms of effort levels. OAA Children become more confident using a map of the school to find different gates. Children begin to create their own simple maps. Children can work as a group to complete courses on larger maps as quickly as possible. Children to create their own courses.	Striking and fielding Children to be able to hit the ball with increasing accuracy. Children to have a basic grasp of the rules of rounders and cricket. Children demonstrate improving catching, throwing and batting skills. Children to understand what to do in a variety of defensive situations- e.g. which base to throw to. Children to watch a performance of another player and give constructive feedback.

Previous	Football and Tag Rugby	Basketball and Uni Hock	Gymnastics	Dance	Athletics	Striking and Feilding
	I can consolidate my striking skills and improve the quality and control. I can adapt and transfer appropriate principles of play and tactics. I can solve problems and being to modify rules. I can apply attaching and defending principles in small invasion games. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.	I can consolidate my striking skills and improve the quality and control. I can adapt and transfer appropriate principles of play and tactics. I can solve problems and being to modify rules. I can apply attaching and defending principles in small invasion games. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.	I can identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. I can begin to identify which balances produce stable and unstable bases. I can use the floor and apparatus to create a sequence on balancing and rolling, showing variation in shape, speed and levels. I can observe the work of others and make judgements against given criteria. HRE I can give examples of how to stay active. I can describe what happens to the heart and lungs and other parts of the body when I exercise. I know 4 or more names of muscles in my body. I can describe different ways to exercise and stay healthy in school and out of school. I can challenge myself and continue to exercise even when I feel tired.	I can use simple movement patterns to structure, remember and repeat dance phases. I can link movements and sections together using appropriate transitional movement. I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. Netball I can consolidate my striking skills and improve the quality and control. I can adapt and transfer appropriate principles of play and tactics. I can solve problems and being to modify rules. I can apply attaching and defending principles in small invasion games. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.	I can demonstrate improved throwing, running and jumping technique. I compete against others in events. I can say what is good about mine and others performance. OAA I can use clues and flags to complete a task. I can begin to negotiate with my peers to develop the most effective plan. I can take the lead and solve problems and tasks in small groups.	I can consolidate my striking skills and improve the quality and control. I can adapt and transfer appropriate principles of play and tactics. I can solve problems and being to modify rules. I can apply attaching and defending principles in small invasion games. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.
Next	Football and Tag-Rugby	Basketball and Uni Hock	Gymnastics	Dance	Athletics	Striking and Feilding
	I can now choose and use techniques and skills fluently and skills fluently in invasion, striking and net games. I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. I can choose, adapt rules and apply a range of tactics and strategies in game situations. I can compare my performances with previous ones and demonstrate an improvement. I can explain why exercise is good for my fitness, health and well-being.	I can now choose and use techniques and skills fluently and skills fluently in invasion, striking and net games. I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. I can choose, adapt rules and apply a range of tactics and strategies in game situations. I can compare my performances with previous ones and demonstrate an improvement. I can explain why exercise is good for my fitness, health and well-being.	I can now identify and demonstrate contrasting matching, mirroring balances and movements, and identify counterbalance and counter tension. I can draw on past learning to travel over and under a moving partner. I can travel rhythmically, develop timing and use synchronisation. I can adapt and transfer sequences from the floor to apparatus. I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness. HRE I can now find my pulse rate before and after exercise and explain why there is a difference. I can also use key words with in my explanation (Heart, lungs, blood, oxygen,muslces). I always aim to answer in greater depth. I know the names of at least 6 muscles in my body, I can explain different ways to exercise to stay fit and healthy. I have a good understanding of my current fitness and know how I can make steps to improve it.	I can now copy, refine and repeat dance phases and dances with a partner or in a group. I can create a series of more complex ideas, using a range of movements. I can recognise that dance is a good activity for health and well – being. I can compare my performances with that of others and use this to evaluate and improve my own performance. Netball Same as football and Tag Rugby.	I can now refine my technique showing precision in a variety of disciplines such as throwing, running and jumping. I can confidently compete against others. I can improve and evaluate my performance comparing it to previous performances. OAA I can now use multiple plans and maps for a task. I can negotiate with my peers to develop the most effective plan. I can take the lead and solve more complex tasks in small groups increasing to larger groupings.	I can now choose and use techniques and skills fluently and skills fluently in invasion, striking and net games. I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. I can choose, adapt rules and apply a range of tactics and strategies in game situations. I can compare my performances with previous ones and demonstrate an improvement. I can explain why exercise is good for my fitness, health and well-being.

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