



## Physical Education (PE) - Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	run walk skip jump hop balance ball catch throw scarf up down side right left	N/A	<p><b><u>Physical Development:</u></b></p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> <li>• Continue To understand and develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams</li> <li>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> </ul>					



<p><b>Reception</b></p>	<p>Run Walk Skip Gallop Jump Hop slide Star jump Tuck jump Half turn Roll Balance Ball Catch Throw Aim Hoop Hurdle Cone</p>	<p>N/A</p>	<p><b><u>Physical Development:</u></b></p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Further develop and refine a range of ball skills including: throwing, catching</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> </ul> <p><b><u>Expressive Arts &amp; Design:</u></b></p> <p>Being imaginative and expressive:</p> <ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>• Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p><b><u>Physical Development:</u></b></p> <p>Gross motor skills:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others (ELG)</li> <li>• Demonstrate strength, balance and coordination when playing (ELG)</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</li> </ul>
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**Aims-** The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

#### **Key stage 1**

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.

Pupils should be taught to:

- 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

#### **Key stage 2**

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.

Pupils should be taught to:

- 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
- 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

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

perform safe self-rescue in different water-based situations



<p><b>Year 1</b></p>	<p>Autumn :  <u>Fundamentals-</u>  dodge, jog, ready position, skip, swing.  <u>Ball Skills-</u> control.  Ready position, soft, swing, track, underarm.  <u>Sending and Receiving-</u>net, racket, ready position, track, underarm.  <u>Invasion Games-</u> attacker, defender, dodge, goal, mark, track.</p> <p>Spring 1: action, control, direction, level, speed.</p> <p>Spring 2: balance, beat, copy, fast, level, pathway, pose, timing.</p> <p>Summer 1:  Target Games- Balance, distance, further, overarm, swing, underarm.  Team Building- challenge, co-operates, instructions, lead, listen, plan, share, talk.</p> <p>Summer 2:  Athletics- control, leap, further,</p>	<p><b>Sir Stanley Matthews</b></p>	<p><u>Fundamentals</u>  To explore balance, stability and landing safely.  To explore how the body moves differently when running at different speeds.  To explore changing direction and dodging.  To explore jumping, hopping and skipping actions.  To explore co-ordination and combination jumps.  To explore combination jumping and skipping in an individual rope.</p> <p><u>Ball Skills</u>  To develop dribbling a ball with your hands.  To explore accuracy when rolling a ball.  To explore throwing with accuracy towards a target.  To explore catching with two hands.  To explore dribbling a ball with your feet.  To explore tracking a ball that is coming towards me.</p> <p><u>Sending and Receiving</u>  To develop rolling and throwing a ball towards a target.  To develop receiving a rolling ball and tracking skills.  To be able to send and receive a ball with your feet.  To develop throwing and catching skills over a short distance.  To develop throwing and catching over a longer distance.  To apply sending and receiving skills to small games.</p> <p><u>Invasion Games</u>  To understand the role of defenders and attackers.  To recognise who to pass to and why.  To move towards goal with the ball.  To support a teammate when playing in attack.  To move into space showing an awareness of defenders.  To stay with a player when defending.</p>	<p><u>Gymnastics</u>  To explore travelling movements.  To develop and combine travelling movements.  To develop quality when performing and linking shapes.  To develop quality when linking shapes.  To develop stability and control when performing balances.  To develop stability and control when performing shape jumps.  To develop technique and control when performing shape jumps.  To develop technique in the barrel, straight and forward roll.  To develop rolls and use them in a sequence.</p>	<p><u>Dance</u>  THEME: Weather  To use counts of 8 to move in time and make my dance look interesting.  To explore pathways in my dance.  To create my own dance using, actions, pathways and counts.  THEME: Pirates  To explore speeds and actions in our pirate inspired dance.  To copy, remember and repeat actions that represent the theme.  To copy, repeat, create and perform actions that represent the theme.  THEME: The Lost Toy  To explore speeds and actions.  To use expression and create actions that relate to the story.  To use a pathway when travelling.  THEME: On Safari  To explore and copy actions in response to a theme.  To create my own actions for an animal.  To explore pathways with a partner.</p>	<p><u>Target Games</u>  To develop underarm throwing towards a target.  To develop throwing for accuracy.  To develop underarm and overarm throwing at a target.  To develop throwing for accuracy and distance using underarm and overarm.  To select the correct throw for the target.  To develop throwing for accuracy and distance.</p> <p><u>Team Building</u>  To co-operate with a partner to complete challenges.  To explore and develop working as a team.  To develop talking, listening and sharing skills.  To use speaking and listening</p>	<p><u>Athletics</u>  To move at different speeds over varying distances.  To develop balance.  To develop changing direction quickly.  To explore hopping, jumping and leaping for distance.  To develop throwing for distance.  To develop throwing for accuracy.</p> <p><u>Striking and Fielding Games</u>  To develop underarm throwing and catching.  To develop overarm throwing.  To develop hitting a ball.  To develop collecting a ball.  To learn how to get a batter out.  To play games and understand how to score points.</p>
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	<p>overarm, quickly, time, underarm, walk.</p> <p>Striking and Fielding- batter, batting, bowl, bowler, fielder, fielding, hit, out, overarm, ready position, track, underarm.</p>			<p>To link gymnastic actions to create a sequence.</p> <p>To develop quality in gymnastics sequences.</p>		<p>skills to lead a partner.</p> <p>To plan with a partner and small group to complete challenges.</p> <p>To use talking, listening and sharing skills to complete challenges.</p>	
Year 2	<p>Autumn 1:</p> <p><u>Fundamentals</u>- hurdle, speed, sprint, take off, weight.</p> <p><u>Ball Skills</u>- collect, prepare, receive, release, touch</p> <p><u>Sending and Receiving</u>- against, defend, quickly, receive, return, trap.</p> <p><u>Invasion Games</u>- attack, defend, goal keeper, opponent,</p>	Adam Peaty	<p><u>Fundamentals</u></p> <p>To explore how the body moves when running at different speeds.</p> <p>To develop changing direction and dodging.</p> <p>To develop balance, stability and landing safely.</p> <p>To explore and develop jumping, hopping and skipping actions.</p> <p>To develop co-ordination and combining jumps.</p> <p>To develop combination jumping and skipping in an individual rope.</p> <p><u>Ball Skills</u></p> <p>To develop rolling a ball to hit a target.</p> <p>To develop stopping a rolling ball.</p> <p>To develop dribbling a ball with your feet.</p> <p>To develop kicking a ball.</p>	<p><u>Gymnastics</u></p> <p>To perform gymnastic shapes and link them together.</p> <p>To perform gymnastics shapes with control and link them together.</p> <p>To use shapes to create balances.</p> <p>To use shapes to create balances.</p> <p>To link travelling actions and</p>	<p><u>Dance</u></p> <p><u>THEME: Secret Garden</u></p> <p>To remember, repeat and link actions to tell the story of my dance.</p> <p>To develop an understanding of dynamics and how they can show an idea.</p> <p>Use counts of 8 to help you stay in time with the music.</p> <p><u>THEME: The Circus</u></p>	<p><u>Target Games</u></p> <p>To consider how much power to apply when aiming at a target.</p> <p>To understand how to score using overarm and underarm throwing.</p> <p>To develop striking to a target.</p>	<p><u>Athletics</u></p> <p>To develop the sprinting action.</p> <p>To develop jumping for distance.</p> <p>To develop jumping for height.</p> <p>To develop throwing for distance.</p> <p>To develop throwing for accuracy.</p> <p>To select and apply knowledge and technique in an athletics carousel.</p>



<p>possession, receive, send, shoot, tactic, team mate.</p> <p>Spring 1: link, pathway, pike, sequence, straddle, tuck.</p> <p>Dance: create, expression, mirroring, speed, dynamics, matching, perform, unison.</p> <p>Summer 1: Target Games- accurate, ahead, opponent, release, strike, teammate. Team Building- communicate, include, map, solve, successful, support.</p> <p>Summer 2: Athletics- aim, distance, far, height, landing, sprint, take off. Striking and Fielding- backstop, collect, runs, stump, tactics, team mate.</p>		<p>To develop throwing and catching. To develop dribbling a ball with your hands.</p> <p><b><u>Sending and Receiving</u></b> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. To send and receive a ball using a racket.</p> <p><b><u>Invasion Games</u></b> To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To apply simple tactics for attacking and defending.</p>	<p>balances using apparatus. To develop travelling actions and balances using apparatus. To demonstrate different shapes, takeoff and landing when performing jumps. To develop different shapes, take offs and landings when performing jumps. To develop rolling and sequence building. To refine rolling and sequence building. To create a sequence using apparatus. To create a sequence using apparatus.</p>	<p>To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. <b><u>THEME: The Rainforest</u></b> To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. <b><u>THEME: Jack Frost</u></b> To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group</p>	<p>To develop hitting a moving target. To select and apply the appropriate skill to the target game. To show an improvement in my personal best.</p> <p><b><u>Team Building</u></b> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map.</p>	<p><b><u>Striking and Fielding Games</u></b> To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.</p>
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<p><b>Year 3</b></p>	<p>Autumn Football- invasion, dribbling, respect, attack, passing communicate, defender, opponent, possession</p> <p>Netball Landing, footwork, pivot, Variety, receive, distance, chest, shoulder Bounce, direction, defender.</p> <p>Basketball Dribbling, protect, direction, accelerate, passing, receiver, sender, technique, shooting, attacking</p> <p>Hockey Sending, receiving, accuracy, control, dribbling, rotate, defender, accelerating, direction.</p> <p>Rugby Blocked, tagged, dodging, offside, forward, direction, space, opponent, delay, challenge defenders Spring 1: star, straight, tuck, straddle, pike, dish,</p>	<p><b>Lionel Messi</b></p> <p><b>Irene Van Dyk</b></p> <p><b>Michael Jordan</b></p> <p><b>Samantha Quek</b></p> <p><b>Jonathon Wilkinson</b></p> <p><b>Simone Biles</b></p> <p><b>Ashley Banjo</b></p> <p><b>Novak Djokovic</b></p> <p><b>Carolina Marin</b></p> <p><b>Mo Farah</b></p> <p><b>Freddie Flintoff</b></p>	<p><b><u>Invasion Games:</u></b></p> <p><b><u>Football</u></b> -To understand and develop the attacking skill of dribbling. -To apply attacking skills to move towards a goal. -To use defending skills to delay an opponent and gain possession.</p> <p><b><u>Netball</u></b> -To understand and develop passing and moving and play within the footwork rule. -To use a variety of passes to move towards a goal. -To understand and develop movement skills to lose a defender.</p> <p><b><u>Basketball</u></b> -To understand and develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. -To understand and develop passing and begin to recognise when to use different skills. -To understand and develop technique in the attacking skill of shooting.</p> <p><b><u>Hockey</u></b> -To understand and develop sending and receiving the ball with accuracy and control -To understand and develop the attacking skill of dribbling. -To understand and develop dribbling to beat a defender.</p> <p><b><u>Rugby</u></b> -To understand and develop throwing, catching and running with the ball. To understand and develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To understand and develop movement skills to dodge a defender. -To track an opponent and begin to defend as a team.</p>	<p><b><u>Gymnastics</u></b> Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Know the importance of suppleness and strength.</p> <p><b><u>Dance</u></b> A trip to. -To understand, and remember, repeat and create actions to represent an idea. -To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>Country and Western -To understand and use straight</p>	<p><b><u>Net and Wall Games:</u></b></p> <p><b><u>Tennis</u></b> -To understand and develop racket and ball control -To understand and explore rallying using forehand. -To understand and explore returning the ball using a forehand and backhand. -To understand how to score and use simple rules. -To work co-operatively with others to begin to manage a game.</p> <p><b><u>Badminton</u></b> -To use a badminton racket to control an object. -To use different footwork to move across a space. -To use a badminton racket to control a shuttlecock to score points.</p> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p>	<p><b><u>Athletics:</u></b> - To understand and develop the sprinting technique and improve on your personal best. - To understand and develop jumping technique in a range of approaches and take off positions. - To understand and develop throwing for distance and accuracy. To understand and develop throwing for distance in a pull throw.</p> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p> <p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p>	<p><b><u>Striking and Fielding Games:</u></b></p> <p><b><u>Cricket</u></b> - To learn how to score points in a striking and fielding game. -To understand and develop batting to score points. -To understand and develop fielding skills to limit the batters score.</p> <p><b><u>Rounders</u></b> -To understand and develop batting to score. To understand and develop fielding skills to limit the batters score. -To understand the role of the bowler in a fielding game.</p> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p> <p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p>
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<p>arch, balance, take-off, flight, landing, suppleness, strength, evaluate</p> <p>Spring 1: Dance phrases, side by side, freeze, motif, imaginative, dynamics, rhythm, compositional features,</p> <p>Spring 2: Tennis Backhand control court forehand tactic react Badminton Competition cooperation face opponent rally opposition</p> <p>Summer 1: Sprint, hurdling, underarm throw, one handed push throw.</p> <p>Summer 2: Cricket- caught out Grip, strike, no ball short barrier, wicket. Rounders Run out technique tournament umpire, accuracy,</p>		<p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>All- To apply the rules and skills you have understandt and play in a game.</u></p> <p><u>Intra house- Football Tournament</u></p>	<p>pathways and clear changes in direction in a line dance.</p> <p>-To understand and use canon and unison to make our line dance look interesting.</p> <p>Superpowers -To understand, remember, repeat and create actions around a theme.</p> <p>-To understand and use formations.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p>Intra house Sports 4 All Tournament (SEN/less active)</p>	<p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p>	<p><u>Intra house Goal Ball Tournament (SEN/less active)</u></p>	<p><u>All- To apply the rules and skills you have understand and play in a game.</u></p> <p><u>Intra House- Cricket Tournament</u></p>
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<b>Year 4</b>	Autumn :	<b>Lucy Bronze</b>	<b><u>Invasion Games:</u></b> Football -To understand and develop changing direction and speed when dribbling. -To apply attacking skills to move towards a goal. -To use defending skills to delay an opponent and gain possession.	<b><u>Gymnastics</u></b> To understand and develop the range of actions (including front support and back support), body shapes and balances they include in a performance, performing them more accurately and consistently.	<b><u>Net and Wall Games:</u></b> <b><u>Tennis</u></b> -To understand and develop racket and ball control. -To understand and develop returning the ball using forehand and backhand and understand when to use it. -To keep continuous rally going showing increased technique. -To use and apply rules and simple tactics. -To understand and use rules to manage a game.	<b><u>Athletics:</u></b> -To understand and develop stamina and an understanding of speed and pace in relation to distance. To understand and develop power and speed in the sprinting technique. -To understand and develop technique when jumping for distance. -To understand and develop power and technique when throwing for distance. To understand and develop a pull throw for distance and accuracy.	<b><u>Striking and Fielding Games:</u></b> Cricket - To develop overarm and underarm throwing and apply these to a striking and fielding game. -To understand and develop batting technique and understand where to hit the ball. -To understand and develop fielding techniques and apply them to game situations.
	Netball Landing, footwork, pivot, opponent, attacker, defender, shooting, accuracy, pressure, persevere.  Basketball Dribbling, protect, direction, accelerate, hip width apart, foul, delay, tactics, block, technique, shooting, attacking.  Hockey Sending, receiving, accuracy, control, tackle, delay, attempt, goal.  Rugby Block, tagged, dodging, offside, forward, direction, space, opponent, delay, challenge defenders, tagging.	<b>LeBron James</b>  <b>Jack Waller</b>  <b>Jonah Tali Lomu</b>  <b>Max Whitlock</b>  <b>Misty Copeland</b>  <b>Serena Williams</b>  <b>Viktor Axelsen</b>  <b>Usain Bolt</b>  <b>Shane Warne</b>	Netball -To understand and develop passing and moving and play within the footwork rule. -To defend an opponent and try to win the ball. -To understand and develop the shooting action.  Basketball -To understand and develop the attacking skill of dribbling. To protect the ball when dribbling against an opponent. -To use defending skills to delay an opponent and gain possession. -To understand and develop technique in the attacking skill of shooting.  Hockey -To understand and develop sending and receiving the ball with accuracy and control. -To use defending skills to delay an opponent and gain possession. -To apply attacking skills to move towards goal and find space.  Rugby -To understand and develop throwing, catching and running with the ball. To understand and develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To understand and develop movement skills to dodge a defender. -To track an opponent and begin to defend as a team.	Create sequences that meet a theme or set of conditions.  Use compositional devices when creating sequences (e.g. changes in speed, level and direction)  <b><u>Dance</u></b> Carnival -To understand and create dance moves in the theme of carnival. -To understand and develop a carnival dance using formations, canon and unison.  States of Matter	Badminton 1-To use a badminton racket to strike a shuttlecock with accuracy and control. 2-To use a badminton racket to control a shuttlecock to score points. 3-To defend against an opponent scoring a point  <b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b>  <b><u>Compare their performances with previous ones and</u></b>	Rounders -To understand and develop bowling and learn the rules of the skill within this game. -To develop batting technique and understand where to hit the ball. To understand and develop fielding techniques and apply them to game situations.  <b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b>	
Spring 1:							



<p>Gymnastics-speed, level, direction, balances, transferring, front support, back support Dance-Characters, narratives, choreographic principles, mirroring, co-ordination, quality, dance phrases, refine, trajectory, boundary, stance, pull shot, square cut,</p> <p>Spring 2: Tennis Alternate extend continuous deny swing Badminton Contact receiver co-operative reflect compete</p> <p>Summer 1: Track, field, pace, relay baton, jump combination, standing triple jump, pull throw, pentathlon, heartbeat, warm up, evaluate</p> <p>Summer 2: momentum pressure limit retrieve</p>		<p><b><u>All- To apply the rules and skills you have understand and play in a tournament.</u></b></p> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p> <p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p> <p><b><u>Intra house Football Tournament</u></b></p>	<p>-To understand how dynamics, space and relationships can be used to represent a state of matter. -To use actions, dynamics, space and relationships to represent a state of matter.</p> <p>The Twist -To understand, copy and repeat a set phrase in a 1960s style showing energy and rhythm. -To understand and perform a partner dance in a 1960s style</p> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p> <p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p>	<p><b><u>specific activities affect their bodies.</u></b></p> <p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p>	<p><b><u>demonstrate improvement to achieve their personal best.</u></b></p> <p><b><u>Intra house Goal Ball Tournament (SEN/less active)</u></b></p>	<p><b><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></b></p> <p>Intra house- Cricket Tournament</p>
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	Rounders-competete, decision, cushion,			<u>Intra house Sports 4 All Tournament (SEN/less active)</u>			
<b>Year 5</b>	<p>Autumn: Football Invasion, dribbling, control, pressure, support, teammate, space, receive, defending, attacking, opponent, possession</p> <p>Netball Passing, possession, landing foot, attacker, defender, opposition, intercept, consecutive</p> <p>Basketball Dribble, support, create space, protect, defender, cooperatively, intercept, pass, shoot, technique</p> <p>Hockey Defender, dribbling, static, control, pressure, track the ball, choose, intercept, maintain, consecutive</p>	<p><b>Pele</b></p> <p><b>Laura Malcolm</b></p> <p><b>Diana Taurasi</b></p> <p><b>Lee Morton</b></p> <p><b>Magali Harvey</b></p> <p><b>Beth Tweddle</b></p> <p><b>Diversity (Dance group)</b></p> <p><b>Boris Becker</b></p> <p><b>Tai Tzu-ying</b></p> <p><b>Carys Grey Thompson</b></p> <p><b>Sarah Storey</b></p>	<p><u><b>Invasion Games:</b></u> Football -To maintain possession when dribbling. To dribble with control under pressure. -To move into and create space to support a teammate. -To use the appropriate defensive technique for the situation</p> <p>Netball -To understand and develop passing and moving to maintain possession. -To use a variety of attacking skills to lose a defender. -To move into and create space to support a teammate.</p> <p>Basketball -To dribble with control under pressure. To move into and create space to support a teammate. -To choose when to pass and when to dribble. -To understand and develop shooting technique and make decisions about when to pass, dribble or shoot.</p> <p>Hockey -To understand and develop dribbling to beat a defender. -To send and receive the ball with control under pressure. -To select the appropriate skill, choosing when to pass and when to dribble.</p>	<p><u><b>Gymnastics</b></u> Perform previously-taught actions, shapes and balances consistently and fluently in specific activities.</p> <p>Choose and apply basic compositional ideas to the sequences they create, adapting them to new situations.</p> <p><u><b>Dance</b></u> Dance by Chance -To create a dance using a random structure and perform the actions showing quality and control. -To understand how changing dynamics changes the appearance of the performance.</p> <p>Rock 'n' Roll</p>	<p><u><b>Net and Wall Games:</b></u> <u><b>Tennis</b></u> Tennis -To return the ball using a forehand groundstroke under pressure. -To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. -To understand and develop the underarm serve and understand the rules of serving. - To understand and develop the volley and understand when to use it. -To apply rules, skills and principles to play against an opponent.</p> <p>Badminton -To understand and use the serve with consideration of attacking principles.</p>	<p><u><b>Athletics:</b></u> - To understand pace and apply different speeds over varying distances. To understand and develop fluency and co-ordination when running for speed. - To understand and develop technique when jumping for distance. To build momentum and power in the triple jump. - To understand and develop power and technique when throwing. To understand and develop throwing with Force for longer distances.</p> <p>Swimming -Understand and perform safe</p>	<p><u><b>Striking and Fielding Games:</b></u> Cricket -To understand and develop throwing and catching skills and apply them to a striking and fielding game. -To understand and develop bowling under pressure whilst abiding by the rules of the game. -To understand and develop fielding techniques and select the appropriate action for the situation.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Evaluate their own and others' performances and suggest improvements.</p>



<p>Rugby Block, tagged, dodging, offside, forward, direction, space, support, try, offside/onside, tagging.</p> <p>Spring 1: Symmetrical, asymmetrical, level, body tension, co-ordination, weight on hands, compositional ideas, unison Stimuli, complementing, compose, expressive, warm up, cool down, analyse, evaluate,</p> <p>Spring 2: Tennis Pressure situation option technique sportsmanship dominant adjust readjust cushion consecutive non-dominant Badminton Grip serve baseline release create communicate groundstroke</p>	<p><b>Ian Botham</b></p>	<p>Rugby -To understand and develop throwing, catching and running with the ball. To understand and develop an understanding of how to defend using tagging rules. -To begin to use the 'forward pass' and 'offside' rule. To understand and develop movement skills to dodge a defender. -To move into space to support a teammate abiding by the rules.</p> <p>Swimming -Understand and perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>All- to apply the rules and skills you have understandt and play in a tournament.</u></p> <p><u>Intra house football tournament</u></p>	<p>-To understand, copy and repeat movements in the style of rock 'n' roll. -To work with a partner to copy and repeat actions in time with the music.</p> <p>Ancient Maya -To understand, develop set choreography inspired by a Mayan god. -To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</p> <p>Swimming -Understand and perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for</p>	<p>-To understand and explore an underarm return with consideration of attacking principles -To understand and explore an underarm return. -To select and apply skills and tactics to play competitively.</p> <p>Swimming -Understand and perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to</u></p>	<p>self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>Intra house Goal Ball Tournament (SEN/less active)</u></p>	<p>Rounders -To understand and develop bowling accuracy and perform the skill within the rules of the game. - To understand and develop batting skills, identify when I am successful and what I need to do to improve. -To understand and develop fielding techniques and begin to use them under pressure.</p> <p><u>All- to apply the rules and skills you have understandt and play in a tournament.</u></p> <p>Swimming -Understand and perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front crawl,</p>
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	<p>Summer 1: Technique, pace, jump, jump combination, heartbeat, warm up, evaluate</p> <p>Summer 2: deep catch situation long barrier close catch,</p> <p>Rounders-stance, backing up</p>			<p>example, front crawl, backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>Intra house Sports 4 All Tournament (SEN/less active)</u></p>	<p><u>achieve their personal best.</u></p>		<p>backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>Intra house- Cricket Tournament</u></p>
<p><b>Year 6</b></p>	<p>Autumn: Football Intercept, defending, attacking, dribble, support, teammate, space, receive, appropriate, cooperatively, opponent, possession.</p> <p>Netball Passing, possession, landing foot, defender,</p>	<p><b>Pep Guardiola</b></p> <p><b>Geva Kate Mentor</b></p> <p><b>Kobe Bryant</b></p> <p><b>Amy Tennant</b></p> <p><b>Dan Carter</b></p> <p><b>Nikolai Andrianov</b></p>	<p><u>Invasion Games:</u></p> <p>Football -To maintain possession when dribbling. To dribble with control under pressure. -To move into and create space to support a teammate. -To use the appropriate defensive technique for the situation.</p> <p>Netball -To understand and develop passing and moving to maintain possession. -To use defending skills to gain possession. -To move into and create space to support a teammate.</p> <p>Basketball</p>	<p><u>Gymnastics</u> Combine and perform gymnastics actions, shapes and balances more fluently and effectively across the activity areas.</p> <p>Develop their own gymnastic sequences by understanding, choosing and applying a range of</p>	<p><u>Net and Wall Games:</u> Tennis -To understand and develop placement of the ball using forehand -To understand and develop placement of the ball using backhand groundstroke. -To understand and develop the volley and understand when to use it.</p>	<p><u>Athletics:</u> - To understand and develop my own and others sprinting technique. To identify a suitable pace for an event. - To understand and develop technique when jumping for distance. To understand and develop power, control and</p>	<p><u>Striking and Fielding Games:</u> Cricket -To understand and develop bowling under pressure whilst abiding by the rules of the game. -To strike a bowled ball with increasing consistency. -To understand and develop fielding techniques and select the appropriate action for the situation.</p>



<p>opposition, mark, goal Keeper (GK) Goal Defence (GD) Goal Attacker (GA) Goal shooter (GS) Centre (C), intercept, consecutive.</p> <p>Basketball Dribble, support, create bspace, protect, tracking, defensive technique, direction, speed, pass, shoot, technique.</p> <p>Hockey Defender, dribbling, static, intercept, create space, tackle, jab, defensive technique, strike</p> <p>Rugby Block, tagged, dodging, offside, forward, direction, space, support, try, offside/onside, tagging.</p> <p>Spring 1: acceleration, deceleration, adapt, perform, refine</p> <p>Haka, alternating, link, repetition,</p>	<p><b>Gregory Hines</b></p> <p><b>Alfie Hwett</b></p> <p><b>Lin Dan</b></p> <p><b>Ellie Simmonds</b></p> <p><b>Lea Tahuu</b></p>	<p>-To dribble with control under pressure. To move into and create space to support a teammate.</p> <p>-To use the appropriate defensive technique for the situation.</p> <p>-To understand and develop shooting technique and make decisions about when to pass, dribble or shoot.</p> <p>Hockey</p> <ul style="list-style-type: none"> <li>- To understand and develop dribbling to beat a defender.</li> <li>- To move into and create space to support a teammate.</li> <li>- To use the appropriate defensive technique for the situation.</li> </ul> <p>Rugby</p> <ul style="list-style-type: none"> <li>-To understand and develop throwing, catching and running with the ball. To understand and develop an understanding of how to defend using tagging rules.</li> <li>-To begin to use the 'forward pass' and 'offside' rule. To understand and develop movement skills to dodge a defender.</li> <li>-To move into space to support a teammate abiding by the rules.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>-Understand and perform safe self-rescue in different water based situations</li> <li>-Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p>	<p>compositional principles.</p> <p>Understand why warming up and cooling down are important and carry out warm ups safely and effectively.</p> <p><b><u>Dance</u></b></p> <p>Stamp, clap.</p> <ul style="list-style-type: none"> <li>-To understand, copy and repeat a dance phrase showing confidence in movements.</li> <li>-To work with others to explore and develop the dance idea.</li> </ul> <p>Bhangra</p> <ul style="list-style-type: none"> <li>-To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</li> <li>-To understand and perform a bhangra dance, showing an awareness of timing, formations and direction.</li> </ul> <p>70s Disco</p> <ul style="list-style-type: none"> <li>-To understand, copy and repeat a</li> </ul>	<ul style="list-style-type: none"> <li>-To employ tactics when playing with a partner.</li> <li>-To understand and develop accuracy and consistency using the underarm serve.</li> <li>-To apply rules, skills and principles to play against an opponent.</li> </ul> <p>Badminton</p> <ul style="list-style-type: none"> <li>-To understand and develop returning the shuttlecock using an underarm clear and overhead clear.</li> <li>-To use a variety of shots to keep a continuous rally going. To understand and develop the serve and understand the rules of serving.</li> <li>-To employ tactics to play against an opponent and with a partner. To apply rules, skills and principles to play against an opponent.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>-Understand and perform safe self-rescue in different water based situations</li> <li>-Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p>	<p>technique for the triple jump</p> <ul style="list-style-type: none"> <li>- To understand and develop power and technique when throwing. To understand and develop throwing with Force for longer distances.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>-Understand and perform safe self-rescue in different water based situations</li> <li>-Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p>	<p>Rounders</p> <ul style="list-style-type: none"> <li>-To understand and develop bowling under pressure whilst abiding by the rules of the game.</li> <li>-To strike a bowled ball with increased consistency.</li> <li>-To understand and develop fielding techniques and select the appropriate action for the situation.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>-Understand and perform safe self-rescue in different water based situations</li> <li>-Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul> <p><b><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></b></p>
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<p>motifs, dance phrases, evaluate, refine,</p> <p>Spring 2: Tennis Prepare stance direct doubles, thrust placement limit service</p> <p>Badminton Abide recover opposing appropriate footwork</p> <p>reaction time, opponent, tactic, strategy, horizontal, wellbeing, cool down, warm up, strength, speed, stamina, evaluate, improve</p> <p>Summer 1: Reaction time, downsweep baton exchange, endurance, lead leg, overhead heave throw</p> <p>Summer 2: Cricket- appropriate consistently collaborate, Rounders-abide, assess, consecutive.</p>		<p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p><u>All- To apply the rules and skills you have understand and play in a tournament.</u></p> <p>Intra house- Football Tournament</p>	<p>phrase of movement in the 1970s disco style. -To choreograph a freeze frame montage in the 1970s style</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p>Swimming -Understand and perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front</p>	<p>distance of at least 25 metres -Understand and use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p> <p><u>Understand the importance of warming up and recognising how specific activities affect their bodies.</u></p> <p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p>	<p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p>Intra house Goal Ball Tournament (SEN/less active)</p>	<p><u>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</u></p> <p>Intra house tournament- cricket</p>
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				<p>crawl, backstroke and breaststroke.</p> <p><b>Intra house Sports 4 All Tournament (SEN/less active)</b></p>			
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