

# PE Overview

National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

## EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Physical Development	<ul style="list-style-type: none"> <li>Continue to 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>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> </ul>	<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>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, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</li> </ul>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</li> <li>Use a range of small tool, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
Expressive art and design		<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>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music.</li> </ul>

## Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  A1 – Multi-sports (feet) A2 – Gymnastics	<u>Multi-skills (feet)</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and	<u>Multi-skills (feet)</u> Can travel in a variety of ways including running and jumping. Receives a ball with basic control.		<u>Multi-skills (feet)</u> What are some ball games where we use our feet to kick/pass?  Who are some famous female football players?	<u>Multi-skills (feet)</u> Each foot contains over 26 bones and 100 muscles. Your balance, strength, power, and control begin with your feet.	<u>Multi-skills (feet)</u> Attack Defend Space Skills Net Pitch	Healthy lifestyles	Women in sport	

	<p>coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Gymnastics</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Beginning to develop hand-eye coordination. Participates in simple games.</p> <p><u>Gymnastics</u> Copies and explores basic movements with some control and coordination. Can perform different body shapes. Performs at different levels. Can perform a 2 footed jump. Can use equipment safely. Balances with some control. Can link 2-3 simple movements.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p>Why are there rules in invasion games?</p> <p><u>Gymnastics</u> What is gymnastics?</p> <p>Why is balance important for gymnastics?</p> <p>How can we be safe when practicing or performing?</p> <p><u>Physical Activity Lessons</u> Why is exercise important?</p> <p>How can we make ourselves healthy?</p>	<p><u>Gymnastics</u> Gymnastics is a sport that includes physical exercises requiring balance, strength, flexibility, agility, coordination, dedication, and endurance.</p> <p><u>Physical Activity Lessons</u> Exercising helps our brain work better.</p> <p>Staying healthy and active helps to keep us stay happy and improve our mental health.</p>	<p><u>Gymnastics</u> Shape Roll Travel Stretch Sequence Direction Control Balance Movement Land</p>			
<b>Oracy opportunities for Autumn term</b>									
<b>Spring</b> S1 – Dance S2 – Multi-sports (hands)	<p><u>Dance</u> 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)</p>	<p><u>Dance</u> Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music.</p>		<p><u>Dance</u> What is a sequence?</p> <p><u>Multi-skills (hands)</u> What is an overarm throw?</p> <p>What is an underarm throw?</p>	<p><u>Dance</u> Dancing is an act of stepping or moving through a series of movements usually in time to music.</p> <p><u>Multi-sports (hands)</u> Hand-eye coordination is important for sports involving our hands. It</p>	<p><u>Dance</u> Movement Speed Style Motif Sequence Unison Level Timing Action Stimulus</p>	Healthy Lifestyles		

	<p>and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Perform dances using simple movement patterns.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><u>Multi-sports (hands)</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Responds to a range of stimuli.</p> <p><u>Multi-sports (hands)</u> Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws. Beginning to develop hand-eye coordination. Participates in simple games.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p>What are some sports games that involve using our hands?</p> <p><u>Physical Activity Lessons</u> Why is exercise important?</p> <p>How can we make ourselves healthy?</p>	<p>allows us to use our muscles and vision at the same time.</p> <p><u>Physical Activity Lessons</u> Exercising helps our brain work better.</p> <p>Staying healthy and active helps to keep us stay happy and improve our mental health.</p>	<p><u>Multi-sports (hands)</u> Dribbling Bouncing Defending Teamwork Players Court</p>			
<b>Oracy opportunities for spring term</b>									
<b>Summer</b>  S1 – Multi-sports (Bat & Ball) S2 – Multi-skills (running and jumping)	<p><u>Multi-skills (Bat &amp; Ball)</u> 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</p>	<p><u>Multi-skills (Bat &amp; Ball)</u> Can travel in a variety of ways including running and jumping. Beginning to develop hand-eye coordination. Participates in simple games.</p> <p><u>Multi-skills (running and jumping)</u></p>		<p><u>Multi-skills (Bat &amp; Ball)</u> What equipment do we need to play sports like tennis and cricket?</p> <p><u>Multi-skills (running and jumping)</u> What are some different ways we can run?</p> <p>What is important when throwing and catching?</p>	<p><u>Multi-skills (Bat &amp; Ball)</u> Bat and ball games are usually played between two teams. Some of the most famous bat and ball games are cricket and tennis.</p> <p><u>Multi-skills (running and jumping)</u></p>	<p><u>Multi-skills (Bat &amp; Ball)</u> Batter Bowler Fielder Racket Runs Tactics</p> <p><u>Multi-skills (running and jumping)</u></p>	Healthy Lifestyles		

	<p>activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Multi-skills (running and jumping)</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Can run at different speeds. Can jump from a standing position. Performs a variety of different throws with basic control.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p><u>Physical Activity Lessons</u> Why is exercise important?  How can we make ourselves healthy?</p>	<p>Athletics is a group of sporting events that involves competitive running, jumping, throwing, and walking.</p> <p><u>Physical Activity Lessons</u> Exercising helps our brain work better.</p> <p>Staying healthy and active helps to keep us stay happy and improve our mental health.</p>	<p>Sprinting Jogging Take off Landing Speed Relay Obstacles Over arm thrown Under arm throw Competition Athletics</p>			
Oracy opportunities for summer term									

## Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  A1 – Football A2 – Gymnastics	<u>Football</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and	<u>Football</u> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of		<u>Football</u> Why is confidence important in sport?  Why do we need to be in a space when playing invasion games?	<u>Football</u> The first ever football match was played on 30 <sup>th</sup> November 1872 between England and Scotland.	<u>Gymnastics</u> Curl  <u>Football</u> Shoot	Healthy lifestyles		

	<p>coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Gymnastics</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>skills (to a game situation). Develops strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking and defending.</p> <p><u>Gymnastics</u> Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p>Why are rules in sports important?</p> <p><u>Gymnastics</u> What equipment can be used in gymnastics?</p> <p>What is a pathway?</p> <p>How can movements be linked together to create sequence?</p> <p><u>Physical Activity Lessons</u> How can we make sure to have a healthy lifestyle?</p> <p>What does a healthy lifestyle look like?</p>	<p><u>Gymnastics</u> Gymnastics is one of the oldest recorded sports. Ancient Greek competitors first practiced gymnastics over 2000 years ago.</p> <p><u>Physical Activity Lessons</u> Sleeping enough each night helps our body recover and reenergise ready for the next day.</p> <p>Physically active children are more likely to be successful at school.</p> <p>Exercise can happen at different points in the day – not just PE lessons.</p>				
<b>Oracy opportunities for Autumn Term</b>									
<b>Spring</b> S1 – Dance S2 – Basketball	<p><u>Dance</u> 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</p>	<p><u>Dance</u> Copies and explores basic movements with clear control. Varies levels and speeds in sequence. Can vary the size of their body shapes. Add change of direction to a sequence.</p>		<p><u>Dance</u> What is meant by 'levels' in dance?</p> <p>What effects speed in dance?</p> <p><u>Basketball</u></p>	<p><u>Dance</u> Belly dance is considered the oldest form of dance originating over 6000 years ago.</p> <p><u>Basketball</u> The first basketballs coloured brown.</p>	<p><u>Dance</u> Synchronise Tempo Pulse Formation Duet Precision Expression Direction Spinning</p>	Healthy lifestyles		

	<p>against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Perform dances using simple movement patterns.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><u>Basketball</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.</p> <p><u>Basketball</u> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation). Develops strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking and defending.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p>Why is accuracy important when throwing a ball?</p> <p>What are 'tactics'?</p> <p>Why is practice important when developing a skill?</p> <p><u>Physical Activity Lessons</u> How can we make sure to have a healthy lifestyle?</p> <p>What does a healthy lifestyle look like?</p>	<p>Because they were difficult to see, a coach in 1957 developed the idea of an orange ball.</p> <p><u>Physical Activity Lessons</u> Sleeping enough each night helps our body recover and reenergise ready for the next day.</p> <p>Physically active children are more likely to be successful at school.</p> <p>Exercise can happen at different points in the day – not just PE lessons.</p>	<p>Bending</p> <p><u>Basketball</u> Accuracy Aiming Distance Evaluation Grip Position Receive Target Technique</p>			
<b>Oracy opportunities for spring Term</b>									
<p>Summer</p> <p>S1 – Tennis</p> <p>S2 – Athletics</p>	<p><u>Tennis</u> 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</p>	<p><u>Tennis</u> Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation).</p>		<p><u>Tennis</u> What does 'backhand' mean?</p> <p>What does 'forehand' mean?</p> <p>What is an opponent?</p>	<p><u>Tennis</u> Tennis originated in France and was based on a game called 'Jeu de paume'. It is like tennis but you used your bare hands instead of rackets.</p>	<p><u>Tennis</u> Racket Competitive Opponent Backhand Forehand Serve Volley</p>	<p>Healthy lifestyles</p>		

	<p>with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Athletics</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Develops strong spatial awareness.</p> <p>Beginning to develop own games with peers. Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking and defending.</p> <p><u>Athletics</u> Can change speed and direction whilst running. Can jump from standing position with accuracy. Performs a variety of throws with control and coordination – preparation for shotput and javelin. Can use equipment safely.</p> <p><u>Physical Activity Lessons</u> Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body. Can explain the importance of a healthy lifestyle.</p>		<p><u>Athletics</u> Why is balance important for running and jumping?</p> <p>What should we remember when jumping?</p> <p>How can we improve our chances of hitting a target?</p> <p><u>Physical Activity Lessons</u> How can we make sure to have a healthy lifestyle?</p> <p>What does a healthy lifestyle look like?</p>	<p><u>Athletics</u> The Olympic 100-meter race determines who is the 'fastest on earth' – Usain Bolt owns the all-time record with a time of 9.58 seconds.</p> <p><u>Physical Activity Lessons</u> Sleeping enough each night helps our body recover and reenergise ready for the next day.</p> <p>Physically active children are more likely to be successful at school.</p> <p>Exercise can happen at different points in the day – not just PE lessons.</p>	<p><u>Athletics</u> Pivot Aim Coordination Agility</p>			
Oracy opportunities for summer Term									

## Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/Texts
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<p><b>Autumn</b></p> <p>A1 – Hockey A2 - Gymnastics</p>	<p><u>Hockey</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Gymnastics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in</p>	<p><u>Hockey</u> Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with each other during game situations.</p> <p>Use skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> <p><u>Gymnastics</u> Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores, and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements.</p> <p>Beginning to develop good technique when</p>		<p><u>Hockey</u> What is 'dribbling'?</p> <p>What does an effective pass look like?</p> <p>Why is communication important in team sports?</p> <p><u>Gymnastics</u> What is 'flexibility'?</p> <p>How can we improve our flexibility?</p> <p>What is a vault?</p> <p><u>Physically Active Lessons</u> Why do we warm up before exercise?</p> <p>Why do we cool down after exercise?</p>	<p><u>Hockey</u> Hockey is an invasion game played by two teams of 11 players. Each team's goal is to push a small ball into the oppositions goal using a hockey stick.</p> <p><u>Gymnastics</u> The sport of gymnastics tests an athlete's strength, grace and body control.</p> <p>There are two main types of gymnastics – artistic and rhythmic. Both can be performed individually or in a team.</p> <p><u>Physically Active Lessons</u> Regular physical activity can help build strong bones and muscles, reduce symptoms of anxiety and depression, and reduce later health risks in adult life.</p> <p>If you exercise 3 times a week for 45 minutes, you're less likely to get wrinkles when you're older!</p>	<p><u>Hockey</u> Fair Possession Pass Field Attack Defend</p> <p><u>Gymnastics</u> Align Base Centre of gravity Compose Flight Fluency Hang Leap Level Vault</p>	<p>Healthy lifestyles</p>		
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	<p>different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>travelling, balancing, using equipment, etc.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>								
<b>Oracy opportunities for Autumn term</b>										
<b>Spring</b> S1 – Dance S2 - OAA	<p><u>Dance</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p>	<p><u>Dance</u> Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>		<p><u>Dance</u> How can we express ourselves in dance?  What does ‘improvise’ mean?  Why is rehearsing important?  <u>OAA</u> Why should we listen to others?  Why is our safety important when doing OAA?  <u>Physically Active Lessons</u> Why do we warm up before exercise?</p>	<p><u>Dance</u> Dancing is known to reduce stress and tension for the mind and body.  Dancers have increased muscular strength, endurance, and motor fitness.  <u>OAA</u> Though orienteering is considered a sport, it is not yet in the Olympics.  Orienteering is considered a life skill.</p>	<p><u>Dance</u> Improvise Inspiration Link Movement phrase Rehearse  <u>OAA</u> Orienteering Problem solving Trail Route Obstacle</p>	Healthy lifestyles			

	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>OAA</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>	<p><u>OAA</u> Develops listening skills. <b>Creates simple body shapes.</b></p> <p>Listens to instructions from a partner/adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>		<p>Why do we cool down after exercise?</p>	<p><u>Physically Active Lessons</u> Regular physical activity can help build strong bones and muscles, reduce symptoms of anxiety and depression, and reduce later health risks in adult life.</p> <p>If you exercise 3 times a week for 45 minutes, you're less likely to get wrinkles when you're older!</p>				
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	<p>principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>								
<b>Oracy opportunities for spring term</b>									
<p><b>Summer</b></p> <p>S1 – Badminton S2 - Athletics</p>	<p><u>Badminton</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u></p>	<p><u>Badminton</u> Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with each other during game situations.</p> <p>Use skills with co-ordination and control. Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>		<p><u>Badminton</u> What equipment is needed to play a badminton match?</p> <p>What does the ready position look like?</p> <p><u>Athletics</u> What is the difference between how you run to sprint or run for cross country?</p> <p>How can we ensure our safety when using athletics equipment?</p> <p><u>Physical Activity Lessons</u> Why do we warm up before exercise?</p> <p>Why do we cool down after exercise?</p>	<p><u>Badminton</u> Badminton is a racket sport that is played by two or four players. A singles game involves one person playing against another, and a doubles game is when two players play against another two players.</p> <p><u>Athletics</u> Athletics is a name for various sports that test speed and strength. A person who takes part in an athletics competition is called an athlete.</p> <p><u>Physical Activity Lessons</u> Regular physical activity can help build strong bones and muscles, reduce symptoms of anxiety and depression, and</p>	<p><u>Badminton</u> Shuttlecock Hand-eye coordination Opponent Rally Ready position Singles Doubles</p> <p><u>Athletics</u> Pull throw Olympics Stamina Track event Field event Long distance Hurdles High jump Long jump Triple jump Fling throw</p>	Healthy lifestyles		

<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p><u>Athletics</u> Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>			<p>reduce later health risks in adult life.</p> <p>If you exercise 3 times a week for 45 minutes, you're less likely to get wrinkles when you're older!</p>				
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	[for example, through athletics and gymnastics].								
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.								
<b>Oracy opportunities for summer term</b>									

## Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b> A1 – Hockey A2 - Gymnastics	<p><u>Hockey</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Gymnastics</u> 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</p>	<p><u>Hockey</u> Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing and kicking. Use skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Use running, jumping, throwing and catching in</p>		<p><u>Hockey</u> Why is control important in games like hockey?</p> <p>How do we grip a hockey stick?</p> <p>What are some rules of a hockey game?</p> <p><u>Gymnastics</u> Why is it important to have good balance in gymnastics?</p> <p>What is a linking action?</p> <p>Name some types of jumps.</p> <p><u>Physical Activity Lessons</u> What happens to our bodies when we exercise?</p> <p>What happens to our bodies if we don't exercise?</p>	<p><u>Hockey</u> At the London 2012 Olympics, hockey was the 3rd most spectated sport.</p> <p>Hockey was originally called shinty.</p> <p><u>Gymnastics</u> 14-year-old Romanian gymnast Nadia Comaneci was the first person to ever be awarded the maximum score of 10 at an Olympic Games, in 1976.</p> <p>In the 1800s, a German schoolteacher, named Friedrich Jahn, invented many of the apparatus we use today in gymnastics. His inventions include the parallel bars, the rings and the horizontal bars.</p> <p><u>Physical Activity Lessons</u> People who don't exercise regularly could lose up to 80%</p>	<p><u>Hockey</u> Straight dribble Tackle Intercept Umpire Foul Attacker Defender</p> <p><u>Gymnastics</u> Counterbalance Flexibility Forwards roll Backwards roll Linking action Pike Straddle Balance point Levels</p>	Healthy lifestyles		

	<p>should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>isolation and combination.</p> <p><u>Gymnastics</u> Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>			<p>of their muscle strength by the age of 65.</p> <p>Only 1 in 5 children around the world do enough physical exercise.</p> <p>Being fit and healthy is good for your heart because it strengthens the muscles needed to make your heart system function well.</p>				
<b>Oracy opportunities for Autumn Term</b>									
<b>Spring</b>	<u>Dance</u>	<u>Dance</u>		<u>Dance</u>	<u>Dance</u>	<u>Dance Dynamics</u>	Healthy lifestyles		

<p>S1 – Dance S2 - OAA</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>OAA</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> 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</p>	<p>Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p> <p><u>OAA</u> Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates and understanding on how to stay safe.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body.</p>		<p>What does 'choreograph' mean?</p> <p>How are routines created?</p> <p>What is mirroring?</p> <p><u>OAA</u> What strategies help us to problem solve?</p> <p>What should we consider when trying to problem solve in a group?</p> <p><u>Physical Activity Lessons</u> What happens to our bodies when we exercise?</p> <p>What happens to our bodies if we don't exercise?</p>	<p>Though dance has some athletic aspects it isn't a sport. Instead, it is an art form.</p> <p>Dances can be planned, or they can be created spontaneously. However, most dances follow some general style or pattern.</p> <p><u>OAA</u> Orienteering started in Sweden and was initially part of training soldiers to get ready for war.</p> <p><u>Physical Activity Lessons</u> People who don't exercise regularly could lose up to 80% of their muscle strength by the age of 65.</p> <p>Only 1 in 5 children around the world do enough physical exercise.</p> <p>Being fit and healthy is good for your heart because it strengthens the muscles needed to make your heart system function well.</p>	<p>Mirroring Spatial awareness Choreograph Transition Pace Routine Repetition</p> <p><u>OAA</u> Boundary Checkpoints Course Location Scale Strategy</p>			
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	<p>make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>							
<p><b>Oracy opportunities for spring Term</b></p>									
<p><b>Summer</b> S1 – Badminton S2 - Athletics</p>	<p><u>Badminton</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p><u>Badminton</u> Vary skills, actions and ideas and link these in ways that suit the games activity. Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing and kicking. Use skills with co-ordination, control and fluency.</p>		<p><u>Badminton</u> What is a chasse step?  What is a running step?  What is a split step?  <u>Athletics</u> What moves make up the triple jump?</p>	<p><u>Badminton</u>  <u>Athletics</u>  <u>Physical Activity Lessons</u> People who don't exercise regularly could lose up to 80% of their muscle</p>	<p><u>Badminton</u> Chasse step Footwork Return Running step Split step</p>	<p>Healthy lifestyles</p>		



<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> 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</p>	<p>Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Use running, jumping, throwing and catching in isolation and combination.</p> <p><u>Athletics</u> Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately. Beginning to think about how they can improve their own work.</p>			<p>What makes a good athletic performance?</p> <p><u>Physical Activity Lessons</u> What happens to our bodies when we exercise?</p> <p>What happens to our bodies if we don't exercise?</p>	<p>strength by the age of 65.</p> <p>Only 1 in 5 children around the world do enough physical exercise.</p> <p>Being fit and healthy is good for your heart because it strengthens the muscles needed to make your heart system function well.</p>				
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	physical activities and sports and learn how to evaluate and recognise their own success.  Use running, jumping, throwing and catching in isolation and in combination.	Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on the similarities and differences. Can describe the effects exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.							
<b>Oracy opportunities for summer Term</b>									

## Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  A 1 – Netball A 2 – Gymnastics  Swimming lessons	<u>Netball</u> 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.  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.  Compare their performances with previous ones and demonstrate	<u>Netball</u> Vary skills, actions and ideas and link these in ways that suit the games activity.  Shows confidence in using ball skills in various ways, and can link these together.  Uses skills with co-ordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Can make suggestions as to what resources can be used to differentiate a game.		<u>Netball</u> How many players are in a netball team?  What is the difference between high-five netball and standard netball matches?  How many sections is a netball court split into?  What are the names of the netball positions and what are they allowed to do?  What are the differences between netball and basketball?  <u>Gymnastics</u> What is the difference between balance and counterbalance?  What does coordination mean?	<u>Netball</u> Netball was invented in England in 1895 as a female’s alternative to basketball – originally known as women’s basketball.  The first ever international netball match was played between the netball teams Australia and New Zealand in 1938.  <u>Gymnastics</u> The youngest ever person to compete in the Olympics was a Greek gymnast named Dimitrios Loundras – she was only 10 when the competition started!  In women’s gymnastics there are four activities (floor, uneven bars, balance	<u>Netball</u> Chest pass Bounce pass Overhead pass Shoulder pass Dodging Marking Centre pass Toss-up Offside  <u>Gymnastics</u> Align  <u>Swimming</u> Breaststroke Freestyle Backstroke Butterfly Lane Safety measures Hygiene Floating Travelling Water safety Armbands	Healthy lifestyles	Simone Biles – female gymnast	

	<p>improvement to achieve their personal best.</p> <p><u>Gymnastics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance</p>	<p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p><u>Gymnastics</u> Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p><u>Physically Active Lessons</u> Watches and describes performances accurately.</p>		<p>Who are some famous Olympic gymnasts across the world?</p> <p><u>Physical Activity Lessons</u> Why is it important to be physically active?</p> <p>How often should children be physically active a day?</p> <p>What are the benefits of a physically active lifestyle?</p> <p>What happens when we increase our heart rate?</p> <p><u>Swimming</u> What are essential health and safety measures to take when swimming?</p> <p>What should you do if a fire alarm goes off and you are in the pool?</p> <p>Why is hygiene important when going swimming?</p> <p>How can we be safe in the water/learning to swim?</p>	<p>beam, and vault). But in men's gymnastics there are six (floor exercise, parallel bars, high bar, pommel horse, vault, and rings).</p> <p><u>Physically Active Lessons</u> Swimming is a great form of exercise because it incorporates both cardio and strength training.</p> <p>Exercising regularly improves your immune system – this means you will get ill less often than people who don't exercise.</p> <p>Children between the ages of 5 and 18 should aim for at least 60 minutes of physical activity a day.</p> <p><u>Swimming</u> The first set of swimming goggles were made out of tortoise shells.</p> <p>The first known record of people swimming dates back to Ancient Egyptian drawings from 2500BC, with stone age paintings in the Cave of Swimmers dating back even further.</p> <p>Most competitive swimmers swim 6-12 miles a day!</p> <p>The longest swimming pool is in Morocco, it is 480 metres long and 75 metres wide. The pool we swim in is only</p>	Woggle Lifeguard			
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	<p>[for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p><u>Swimming</u> Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>			25m long and 11m wide!				
<b>Oracy opportunities for Autumn term</b>									
<p><b>Spring</b></p> <p>S 1 – Dance</p> <p>S 2 – OAA</p> <p>Swimming lessons</p>	<p><u>Dance</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p><u>Dance</u> Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p>		<p><u>Dance</u> What is a motif?</p> <p>Why is control important in dance?</p> <p>What is expression?</p> <p>Can you name any styles of dance?</p> <p>Have popular styles of dance stayed the same or changed over time?</p> <p><u>OAA</u></p>	<p><u>Dance</u> Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers.</p> <p>Dancers are considered some of the strongest athletes because of their increased muscular strength, endurance and motor fitness.</p>	<p><u>Dance</u> Lines Transition</p> <p><u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal communication Non-verbal communication Navigate Navigation</p>	Healthy lifestyles	Disability in sport – Rose Ayling-Ellis	

<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>OAA</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p><u>OAA</u> Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> <p><u>Physically Active Lessons</u></p>		<p>What does OAA stand for?</p> <p>Why should you persevere when things get difficult?</p> <p>Why is communication (verbal and non-verbal) vital for good team work?</p> <p><u>Physical Activity Lessons</u> Why is it important to be physically active?</p> <p>How often should children be physically active a day?</p> <p>What are the benefits of a physically active lifestyle?</p> <p>What happens when we increase our heart rate?</p> <p><u>Swimming</u> What are essential health and safety measures to take when swimming?</p> <p>What should you do if a fire alarm goes off and you are in the pool?</p> <p>Why is hygiene important when going swimming?</p> <p>How can we be safe in the water/learning to swim?</p>	<p>The longest conga dance line was set by 119,986 people in Miami in 1988.</p> <p><u>OAA</u> OAA is generally called 'outdoor education' as most activities take place outside.</p> <p>There are many different types of OAA activities including orientation, scavenger hunts, trails, team building, adventure games, problem-solving activities and bouldering.</p> <p>OAA is a challenging adventure sport that provides you with the opportunity to develop your physical and intellectual limits at the same time.</p> <p><u>Physically Active Lessons</u> Swimming is a great form of exercise because it incorporates both cardio and strength training.</p> <p>Exercising regularly improves your immune system – this means you will get ill less often than people who don't exercise.</p> <p>Children between the ages of 5 and 18 should aim for at least 60 minutes of physical activity a day.</p> <p><u>Swimming</u> The first set of swimming goggles were made out of tortoise shells.</p>				
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	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Swimming</u> Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p><u>Swimming</u> Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>			<p>The first known record of people swimming dates back to Ancient Egyptian drawings from 2500BC, with stone age paintings in the Cave of Swimmers dating back even further.</p> <p>Most competitive swimmers swim 6-12 miles a day!</p> <p>The longest swimming pool is in Morocco, it is 480 metres long and 75 metres wide. The pool we swim in is only 25m long and 11m wide!</p>				
<b>Oracy opportunities for spring term</b>									
<p><b>Summer</b></p> <p>S 1 – Rounders S 2 – Athletics</p> <p>Swimming lessons</p>	<p><u>Rounders</u> 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</p>	<p><u>Rounders</u> Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p>		<p><u>Rounders</u> What are the rules of a rounders match?</p> <p>How do you score in a rounders match?</p> <p>Why is throwing accurately important in rounders?</p>	<p><u>Rounders</u> The game of rounders has been played in England since Tudor times, with the earliest reference being in 1744.</p> <p>Though Rounders is generally considered a</p>	<p><u>Rounders</u> Post Stump Backstop Bowler Rounder Half-rounder 1<sup>st</sup> post 2<sup>nd</sup> post 3<sup>rd</sup> post 4<sup>th</sup> post</p>	Healthy lifestyles		

<p>physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> 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</p>	<p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p><u>Athletics</u> Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p><u>Physically Active Lessons</u></p>			<p>What equipment do you need to play a rounders match?</p> <p><u>Athletics</u> What are some of the sports events that occur during athletics tournaments?</p> <p>What are the two main forms of athletic events?</p> <p>Why is regularly evaluating our own athletic performance important?</p> <p><u>Physical Activity Lessons</u> Why is it important to be physically active?</p> <p>How often should children be physically active a day?</p> <p>What are the benefits of a physically active lifestyle?</p> <p>What happens when we increase our heart rate?</p> <p><u>Swimming</u> What are essential health and safety measures to take when swimming?</p> <p>What should you do if a fire alarm goes off and you are in the pool?</p> <p>Why is hygiene important when going swimming?</p> <p>How can we be safe in the water/learning to swim?</p>	<p>British sport, there are other game which are similar such as baseball and softball.</p> <p><u>Athletics</u> The earliest recorded athletic event was in the 776BC first Olympic Games where the only event was a stadium-length running race.</p> <p>In 1991, Mike Powell set the record for the long jump at an impressive 8.95 metres – that’s the length of more than 4 doors put together!</p> <p><u>Physically Active Lessons</u> Swimming is a great form of exercise because it incorporates both cardio and strength training.</p> <p>Exercising regularly improves your immune system – this means you will get ill less often than people who don’t exercise.</p> <p>Children between the ages of 5 and 18 should aim for at least 60 minutes of physical activity a day.</p> <p><u>Swimming</u> The first set of swimming goggles were made out of tortoise shells.</p> <p>The first known record of people swimming dates back to Ancient Egyptian drawings from 2500BC, with stone age paintings in</p>	<p>Fielding Foul throw</p> <p><u>Athletics</u> Discipline Shot put Discus Javelin Hammer Pole vault</p>			
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	<p>communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Swimming</u> Swim competently, confidently, and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p> <p><u>Swimming</u> Swims competently, confidently and proficiently over a distance of at least 25 metres .</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>			<p>the Cave of Swimmers dating back even further.</p> <p>Most competitive swimmers swim 6-12 miles a day!</p> <p>The longest swimming pool is in Morocco, it is 480 metres long and 75 metres wide. The pool we swim in is only 25m long and 11m wide!</p>					
<b>Oracy opportunities for summer term</b>		Debate: legs are more important when swimming than arms.								

## Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b> A 1 – Netball	<u>Netball</u> Pupils should continue to apply and develop a broader range of	<u>Netball</u> Vary skills, actions and ideas and link these in		<u>Netball</u>	<u>Netball</u> There are over 20 million netball players		Healthy lifestyles Aspirations Teamwork		Val Saben



<p>A 2 – Gymnastics</p>	<p>skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Gymnastics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of</p>	<p>ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p>e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> <p><u>Gymnastics</u> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p>		<p>What are the qualities of a good team when playing an invasion game?</p> <p>How can we ensure we keep possession of a ball during a game?</p> <p>How can ball games be modified for those who struggle?</p> <p><u>Gymnastics</u> What is precision and why is it needed in gymnastics?</p> <p>What is important to consider when giving feedback on others' performances?</p> <p>What is extension?</p> <p><u>Physical Activity Lessons</u> How can we ensure we lead a healthy lifestyle?</p> <p>Other than exercise, how can we maintain a healthy mind and body?</p>	<p>across the world in more than 80 different countries.</p> <p>Netball is not played at the Olympic games because of the low number of male players worldwide.</p> <p><u>Gymnastics</u> Parkour is a form of gymnastics, and the first Parkour World Championships was held in 2018.</p> <p>For execution scores, gymnasts are scored on how well they execute their skills. They lose points for mistakes in artistry and technique.</p> <p><u>Physical Activity Lessons</u> Optimal fitness requires a balanced exercise routine that incorporates aerobic, strength training and flexibility exercise.</p> <p>Movement and exercise helps to relieve stress by producing a relaxation response in your brain.</p> <p>Sitting still for too long can increase your chance of an early death!</p>	<p>Collaboration</p>		
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	<p>skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p><u>Physically Active Lessons</u></p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on</p>							
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		<p>similarities and differences.</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>							
<b>Oracy opportunities for Autumn Term</b>									
<p><b>Spring</b></p> <p>S 1 – Dance</p> <p>S 2 – OAA</p>	<p><u>Dance</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>OAA</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and</p>	<p><u>Dance</u></p> <p>Exaggerates dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Combines flexibility, techniques and movements to create fluent sequence.</p> <p>Moves appropriately ad with the required style in relation to the stimulus.</p> <p>e.g., using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all the movements and ensuring they flow.</p> <p>Demonstrates consistent precision</p>		<p><u>Dance</u></p> <p>Why should dance moves be exaggerated when performing?</p> <p>How can a strong imagination help us in dance?</p> <p>Why should rhythm and beat be considered when dancing?</p> <p><u>OAA</u></p> <p>How can we show we are listening?</p> <p>What are the attributes of a good team?</p> <p>What does it mean to collaborate and compromise?</p> <p><u>Physical Activity Lessons</u></p> <p>How can we ensure we lead a healthy lifestyle?</p> <p>Other than exercise, how can we maintain a healthy mind and body?</p>	<p><u>Dance</u></p> <p>In some cultures, dance is a way of thanking the Gods or asking for fortune and prosperity.</p> <p>Due to the high physical demand on their bodies, most professional dancers retire from dancing in their mid-30s.</p> <p><u>OAA</u></p> <p>To be successful in OAA, you must consider the importance of your technical skills and knowledge over brute strength.</p> <p>Staying calm and being dedicated are two vital skills to succeeding at orienteering.</p> <p>The aim of OAA is to navigate in the correct order between a set of control points by deciding on the best route to complete the course.</p> <p><u>Physical Activity Lessons</u></p> <p>Optimal fitness requires a balanced exercise routine that incorporates aerobic,</p>	<p><u>Dance</u></p> <p>Tempo</p> <p>Dynamics</p> <p>Isolation</p> <p><u>OAA</u></p> <p>Solution</p> <p>Control point</p>	<p>Healthy lifestyles</p> <p>Healthy lifestyles</p> <p>Aspirations</p> <p>Teamwork</p> <p>Collaboration</p>		Val Saben

<p>learn how to evaluate and recognise their own success.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>when performing dance sequences. Modifies part of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve their work.</p> <p><u>OAA</u> Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to problem solve with support. Discuss and work with others in a group. Demonstrates and understating of how to stay safe.</p> <p><u>Physically Active Lessons</u></p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>				<p>strength training and flexibility exercise.</p> <p>Movement and exercise helps to relieve stress by producing a relaxation response in your brain.</p> <p>Sitting still for too long can increase your chance of an early death!</p>				
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		Understands the need to warm up and cool down.							
<b>Oracy opportunities for spring Term</b>									
<b>Summer</b> S 1 – Rounders S 2 – Athletics	<p><u>Rounders</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>Rounders</u> Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways and can link these together effectively.</p> <p>e.g. dribbling, bouncing, kicking.</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>		<p><u>Rounders</u> How can we be tactical during bat and ball games?</p> <p>Why is the correct grip important during bat and ball games?</p> <p><u>Athletics</u> How can we improve our athletic endurance?</p> <p>What are the differences between standing long, triple, and vertical jumps?</p> <p>What is important when exchanging the baton in a relay race?</p> <p><u>Physical Activity Lessons</u> How can we ensure we lead a healthy lifestyle?</p> <p>Other than exercise, how can we maintain a healthy mind and body?</p>	<p><u>Rounders</u> The weight of a standard rounders ball is 2.5-3 ounces.</p> <p>An average rounders match is 50 minutes long and consists of 4 x 10 minute innings. However, extra innings can be played if the first 4 innings are completed before the allocated 50-minute time slot.</p> <p><u>Athletics</u> The word ‘athlete’ comes from the Greek word for ‘contest’ or ‘competition’.</p> <p>In many parts of the world, athletics moves indoors during the winter due to poor weather.</p> <p><u>Physical Activity Lessons</u> Optimal fitness requires a balanced exercise routine that incorporates aerobic, strength training and flexibility exercise.</p> <p>Movement and exercise helps to relieve stress by producing a relaxation response in your brain.</p> <p>Sitting still for too long can increase your</p>	<p><u>Athletics</u> Reaction time Standing long jump Standing triple jump Standing vertical jump Heave throw Baton exchange Changeover zone Lead leg Trail leg Middle-distance running Long-distance running Endurance Stamina Pacing</p>	Healthy lifestyles		Val Saben

	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Physical Activity Lessons</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>Athletics</u></p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>e.g. hop skip jump (triple jump).</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> <p><u>Physically Active Lessons</u></p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> <p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>			<p>chance of an early death!</p>				
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<b>Oracy opportunities for summer Term</b>									