### **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> <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> <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>	<ul> <li><u>Gross Motor Skills</u></li> <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> <li><u>Fine Motor Skills</u></li> <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> <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>	<ul> <li>Being Imaginative and Expressive</li> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music.</li> </ul>

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

	coordination, individually and	Beginning to develop			<u>Gymnastics</u>	<u>Gymnastics</u>	
	with others. They should be able	hand-eye coordination.		Why are there rules in	Gymnastics is a sport	Shape	
	to engage in competitive (both	Participates in simple		invasion games?	that includes physical	Roll	
	against self and against others)	games.			exercises requiring	Travel	
	and co-operative physical			<u>Gymnastics</u>	balance, strength,	Stretch	
	activities, in a range of	Gymnastics		What is gymnastics?	flexibility, agility,	Sequence	
	increasingly challenging	Copies and explores			coordination,	Direction	
	situations.	basic movements with		Why is balance important	dedication, and	Control	
		some control and		for gymnastics?	endurance.	Balance	
	Master basic movements	coordination.				Movement	
	including running, jumping,	Can perform different		How can we be safe when		Land	
	throwing and catching, as well as	body shapes.		practicing or performing?	Physical Activity		
	developing balance, agility and	Performs at different			Lessons		
	co-ordination, and begin to apply	levels.		Physical Activity Lessons	Exercising helps our		
	these in a range of activities.	Can perform a 2 footed		Why is exercise	brain work better.		
		jump.		important?			
	Participate in team games,	Can use equipment			Staying healthy and		
	developing simple tactics for	safely.		How can we make	active helps to keep us		
	attacking and defending.	Balances with some		ourselves healthy?	stay happy and		
	Cumpostion	control.			improve our mental		
	<u>Gymnastics</u>	Can link 2-3 simple			health.		
	Pupils should develop fundamental movement skills,	movements.					
	become increasingly competent	Physical Activity Lessons					
	and confident and access a broad	Can comment on own					
	range of opportunities to extend	and others performance.					
	their agility, balance and	Can give comments on					
	coordination, individually and	how to improve					
	with others. They should be able	performance.					
	to engage in competitive (both	Use appropriate					
	against self and against others)	vocabulary when giving					
	and co-operative physical	feedback.					
	activities, in a range of	Can describe the effect					
	increasingly challenging	exercise has on the body.					
	situations.	Can explain the					
		importance of a healthy					
	Master basic movements	lifestyle.					
	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.						
Oracy		•		•	•	•	
opportunities for							
Autumn term							
Spring	Dance	Dance		<u>Dance</u>	<u>Dance</u>	<u>Dance</u>	Healthy
	Pupils should develop	Copies and explores		What is a sequence?	Dancing is an act of	Movement	Lifestyles
S1 – Dance	fundamental movement skills,	basic movements and			stepping or moving	Speed	
S2 – Multi-sports	become increasingly competent	body patterns.		Multi-skills (hands)	through a series of	Style	
(hands)	and confident and access a broad	Remembers simple		What is an overarm	movements usually in	Motif	
	range of opportunities to extend	movements and dance		throw?	time to music.	Sequence	
	their agility, balance and	steps.				Unison	
	coordination, individually and	Links movements to		What is an underarm	Multi-sports (hands)	Level	
	with others. They should be able	sounds and music.		throw?	Hand-eye coordination	Timing	
	to engage in competitive (both				is important for sports	Action	
	against self and against others)				involving our hands. It	Stimulus	
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	and co-operative physical		Responds to a range of		What are some sports	allows us to use our		
	activities, in a range of		stimuli.		games that involve using	muscles and vision at	Multi-sports	
	increasingly challenging				our hands?	the same time.	(hands)	
	situations.		Multi-sports (hands)				Dribbling	
			Can travel in a variety of		Physical Activity Lessons	Physical Activity	Bouncing	
	Perform dances using simpl	e	Can travel in a variety of ways including running		Why is exercise	Lessons	Defending	
	movement patterns.		, , ,		important?	Exercising helps our	Teamwork	
			and jumping.			brain work better.	Players	
	Master basic movements		Beginning to perform a		How can we make		Court	
	including running, jumping,		range of throws.		ourselves healthy?	Staying healthy and		
	throwing and catching, as w	ell as	Beginning to develop			active helps to keep us		
	developing balance, agility a		hand-eye coordination.			stay happy and		
	co-ordination, and begin to		Participates in simple			improve our mental		
	these in a range of activities		games.			health.		
			Physical Activity Lessons					
	Multi-sports (hands)		Can comment on own					
	Pupils should develop		and others performance.					
	fundamental movement ski	lls	Can give comments on					
	become increasingly compe	-	how to improve					
	and confident and access a		performance.					
	range of opportunities to ex		Use appropriate					
	their agility, balance and	lenu	vocabulary when giving					
	coordination, individually ar	ad	feedback.					
			Can describe the effect					
	with others. They should be		exercise has on the body.					
	to engage in competitive (b		Can explain the					
	against self and against othe	ers)						
	and co-operative physical		importance of a healthy					
	activities, in a range of		lifestyle.					
	increasingly challenging							
	situations.							
	Master basic movements							
	including running, jumping,							
	throwing and catching, as w							
	developing balance, agility a							
	co-ordination, and begin to							
	these in a range of activities	5.						
	Participate in team games,							
	developing simple tactics fo	r						
	attacking and defending.							
Oracy								
opportunities for								
spring term			1	1	1	1	1	-
Summer	Multi-skills (Bat & Ball)		Multi-skills (Bat & Ball)		Multi-skills (Bat & Ball)	Multi-skills (Bat & Ball)	Multi-skills (Bat	Healthy
	Pupils should develop		Can travel in a variety of		What equipment do we	Bat and ball games are	<u>&amp; Ball)</u>	Lifestyles
S1 – Multi-sports	fundamental movement ski	lls,	ways including running		need to play sports like	usually played	Batter	
(Bat & Ball)	become increasingly compe	tent	and jumping.		tennis and cricket?	between two teams.	Bowler	
S2 – Multi-skills	and confident and access a	broad	Beginning to develop			Some of the most	Fielder	
(running and	range of opportunities to ex	tend	hand-eye coordination.		Multi-skills (running and	famous bat and ball	Racket	
jumping)	their agility, balance and		Participates in simple		jumping)	games are cricket and	Runs	
	coordination, individually ar	nd	games.		What are some different	tennis.	Tactics	
	with others. They should be				ways we can run?			
	to engage in competitive (b					Multi-skills (running	<u>Multi-skills</u>	
	against self and against othe		Multi-skills (running and		What is important when	and jumping)	(running and	
	and co-operative physical		jumping)		throwing and catching?	<u></u>	jumping)	
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	activities, in a range of increasingly challenging situations. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. <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. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and	Can run at different speeds. Can jump from a standing position. Performs a variety of different throws with basic control. <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.		Physical Activity Lessons Why is exercise important? How can we make ourselves healthy?	Athletics is a group of sporting events that involves competitive running, jumping, throwing, and walking. <u>Physical Activity Lessons</u> Exercising helps our brain work better. Staying healthy and active helps to keep us stay happy and improve our mental health.	Sprinting Jogging Take off Landing Speed Relay Obstacles Over arm thrown Under arm throw Competition Athletics	
	including running, jumping,						
Oracy opportunities for summer term		1	1	1	1	1	

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

	coordination, individually and with others. They should be a to engage in competitive (bo against self and against othe and co-operative physical activities, in a range of increasingly challenging situal Master basic movements including running, jumping, throwing and catching, as we developing balance, agility an ordination, and begin to app these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. <u>Gymnastics</u> Pupils should develop fundamental movement skill become increasingly compet and confident and access a b	ablesituation).thDevelops strong spatialrs)awareness.Beginning to developown games with peers.understand theimportance of rules ingames.Develop simple tacticsand use themappropriately.lyBeginning to develop anunderstanding ofattacking and defending.GymnasticsExplores and createsdifferent pathways andpatterns.Uses equipment in avariety of ways to createa sequence.proadLink movements	<ul> <li>Why are rules in sports important?</li> <li><u>Gymnastics</u></li> <li>What equipment can be used in gymnastics?</li> <li>What is a pathway?</li> <li>How can movements be linked together to create sequence?</li> <li><u>Physical Activity Lessons</u></li> <li>How can we make sure to have a healthy lifestyle?</li> <li>What does a healthy lifestyle?</li> <li>What does a healthy lifestyle look like?</li> </ul>	GymnasticsGymnastics is one ofthe oldest recordedsports. Ancient Greekcompetitors firstpracticed gymnasticsover 2000 years ago.Physical ActivityLessonsSleeping enough eachnight helps our bodyrecover andreenergise ready forthe next day.Physically activechildren are morelikely to be successfulat school.Exercise can happenat different points inthe day – not just PElassons		
	range of opportunities to ext their agility, balance and	end together to create a sequence.		lessons.		
Oracy	coordination, individually and with others. They should be to engage in competitive (bo against self and against othe and co-operative physical activities, in a range of increasingly challenging situal Master basic movements including running, jumping, throwing and catching, as we developing balance, agility an ordination, and begin to app these in a range of activities.	d able <u>Physical Activity Lessons</u> th Can comment on own and others performance. Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback. ell as Can describe the effect nd co- ly body.				
opportunities for Autumn Term			 			
Spring S1 – Dance S2 – Basketball	<u>Dance</u> Pupils should develop fundamental movement skill become increasingly compet and confident and access a b range of opportunities to ext their agility, balance and coordination, individually and with others. They should be	ent clear control. broad Varies levels and speeds in sequence. Can vary the size of their d body shapes.	Dance What is meant by 'levels' in dance? What effects speed in dance? Basketball	Dance Belly dance is considered the oldest form of dance originating over 6000 years ago. Basketball The first basketballs	Dance Synchronise Tempo Pulse Formation Duet Precision Expression Direction	Healthy lifestyles
	to engage in competitive (bo	-		coloured brown.	Spinning	

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	against self and against others)	Uses space well and		Why is accuracy important	Because they were	Bending	
	and co-operative physical	negotiates space clearly.		when throwing a ball?	difficult to see, a		
	activities, in a range of	Can describe a short			coach in 1957	<u>Basketball</u>	
	increasingly challenging situations.	dance using appropriate		What are 'tactics?	developed the idea of	Accuracy	
		vocabulary.			an orange ball.	Aiming	
	Perform dances using simple	Responds imaginatively		Why is practice important		Distance	
	movement patterns.	to stimuli.		when developing a skill?	Physical Activity	Evaluation	
					<u>Lessons</u>	Grip	
	Master basic movements	Basketball		Physical Activity Lessons	Sleeping enough each	Position	
	including running, jumping,	Confident to send the		How can we make sure to	night helps our body	Receive	
	throwing and catching, as well as	ball to others in a range		have a healthy lifestyle?	recover and	Target	
	developing balance, agility and co-	of ways.			reenergise ready for	Technique	
	ordination, and begin to apply	Beginning to apply and		What does a healthy	the next day.		
	these in a range of activities.	combine a variety of		lifestyle look like?			
		skills (to a game			Physically active		
		situation).			children are more		
	<u>Basketball</u>	Develops strong spatial			likely to be successful		
	Pupils should develop	awareness.			at school.		
	fundamental movement skills,	Beginning to develop					
	become increasingly competent	own games with peers.			Exercise can happen		
	and confident and access a broad	Understand the			at different points in		
	range of opportunities to extend	importance of rules in			the day – not just PE		
	their agility, balance and	games.			lessons.		
	coordination, individually and	Develop simple tactics					
	with others. They should be able	and use them					
	to engage in competitive (both	appropriately.					
	against self and against others)	Beginning to develop an					
	and co-operative physical	understanding of					
	activities, in a range of	attacking and defending.					
	increasingly challenging situations.						
		Physical Activity Lessons					
	Master basic movements	Can comment on own					
	including running, jumping,	and others performance.					
	throwing and catching, as well as	Can give comments on					
	developing balance, agility and co-	how to improve					
	ordination, and begin to apply	performance.					
	these in a range of activities.	Use appropriate					
		vocabulary when giving					
	Participate in team games,	feedback.					
	developing simple tactics for	Can describe the effect					
	attacking and defending.	exercise has on the					
		body.					
		Can explain the					
		importance of a healthy					
		lifestyle.					
Oracy							
opportunities for							
spring Term							
Summer	Tennis	Tennis		Tennis	<u>Tennis</u>	Tennis	Healthy
	Pupils should develop	Confident to send the		What does 'backhand'	Tennis originated in	Racket	lifestyles
S1 – Tennis	fundamental movement skills,	ball to others in a range		mean?	France and was based	Competitive	
S2 – Athletics	become increasingly competent	of ways.			on a game called 'Jeu	Opponent	
	and confident and access a broad	Beginning to apply and		What does 'forehand'	de paume'. It is like	Backhand	
	range of opportunities to extend	combine a variety of		mean?	tennis but you used	Forehand	
	their agility, balance and	skills (to a game			your bare hands	Serve	
	coordination, individually and	situation).		What is an opponent?	, instead of rackets.	Volley	
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Oracy opportunities for summer Term						
	activities, in a range of increasingly challenging situations Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. <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 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.	games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking and defending. <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. <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.	for running and jumping? What should we remember when jumping? How can we improve our chances of hitting a target? <u>Physical Activity Lessons</u> How can we make sure to have a healthy lifestyle? What does a healthy lifestyle look like?	determines who is the 'fastest on earth' – Usain Bolt owns the all-time record with a time of 9.58 seconds. <u>Physical Activity Lessons</u> Sleeping enough each night helps our body recover and reenergise ready for the next day. Physically active children are more likely to be successful at school. Exercise can happen at different points in the day – not just PE lessons.	Aim Coordination Agility	
	to engage in competitive (both against self and against others) and co-operative physical	awareness. Beginning to develop own games with peers.	<u>Athletics</u> Why is balance important	Athletics The Olympic 100- meter race	<u>Athletics</u> Pivot	

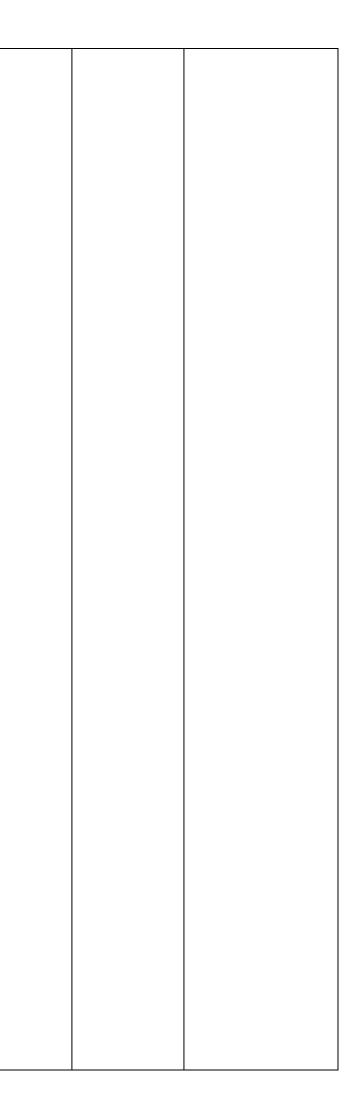
Theme	National Curriculum	e e e e e e e e e e e e e e e e e e e	Disciplinary Concepts	Key Questions	Key Facts	Drivers things

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Autumn	Hockey	Hockey	Hockey	Hockey	Hockey	Healthy lifestyles	
Autumn		HOCKEY			-		
	Pupils should continue to apply	Understands tactics and	What is 'dribbling'?	Hockey is an invasion	Fair		
A1 – Hockey	and develop a broader range of	composition by starting		game played by two	Possession		
A2 - Gymnastics	skills, learning how to use them in	to vary how they	What does an effective	teams of 11 players.	Pass		
	different ways and to link them to	respond.	pass look like?	Each team's goal is to	Field		
	make actions and sequences of			push a small ball into	Attack		
	movement. They should enjoy	Vary skills, actions and	Why is communication	the oppositions goal	Defend		
	communicating, collaborating and	ideas and link these in	important in team sports?	using a hockey stick.			
	competing with each other. They	ways that suit the games			<u>Gymnastics</u>		
	should develop an understanding	activity.	<u>Gymnastics</u>	Gymnastics	Align		
	of how to improve in different	Beginning to	What is 'flexibility'?	The sport of	Base		
	physical activities and sports and	communicate with		gymnastics tests an	Centre of gravity		
	learn how to evaluate and	eachother during game	How can we improve our	athlete's strength,	Compose		
	recognise their own success.	situations.	flexibility?	grace and body	Flight		
		Use skills with co-		control.	Fluency		
	Play competitive games, modified	ordination and control.	What is a vault?		Hang		
	where appropriate [for example,	Develops own rules for		There are two main	Leap		
	badminton, basketball, cricket,	new games.	Physically Active Lessons	types of gymnastics –	Level		
	football, hockey, netball, rounders	Makes imaginative	Why do we warm up	artistic and rhythmic.	Vault		
	and tennis], and apply basic	pathways using	before exercise?	Both can be			
	principles suitable for attacking	equipment.		performed			
	and defending.	Works well in a group to	Why do we cool down after	individually or in a			
		develop various games.	exercise?	team.			
	Compare their performances with	Beginning to understand					
	previous ones and demonstrate	how to compete with		Physically Active			
	improvement to achieve their	eachother in a		Lessons			
	personal best.	controlled manner.		Regular physical			
		Beginning to select		activity can help build			
	<u>Gymnastics</u>	resources independently		strong bones and			
	Pupils should continue to apply	to carry out different		muscles, reduce			
	and develop a broader range of	skills.		symptoms of anxiety			
	skills, learning how to use them in			and depression, and			
	different ways and to link them to	<u>Gymnastics</u>		reduce later health			
	make actions and sequences of	Applies compositional		risks in adult life.			
	movement. They should enjoy	ideas independently and					
	communicating, collaborating and	with others to create a		If you exercise 3			
	competing with each other. They	sequence.		times a week for 45			
	should develop an understanding	Copies, explores, and		minutes, you're less			
	of how to improve in different	remembers a variety of		likely to get wrinkles			
	physical activities and sports and	movements and uses		when you're older!			
	learn how to evaluate and	these to create their					
	recognise their own success.	own sequence.					
	C C	Describes their own					
	Develop flexibility, strength,	work using simple gym					
	technique, control and balance	vocabulary.					
	[for example, through athletics	Beginning to notice					
	and gymnastics].	similarities and					
		differences between					
	Compare their performances with	sequences.					
	previous ones and demonstrate	Uses turns whilst					
	improvement to achieve their	travelling in a variety of					
	personal best.	ways.					
		Beginning to show					
	Physical Activity Lessons	flexibility in movements.					
	Pupils should continue to apply	Beginning to develop					
	and develop a broader range of	good technique when					
	skills, learning how to use them in	Sood teeningde when					
	skills, learning now to use them in					1	

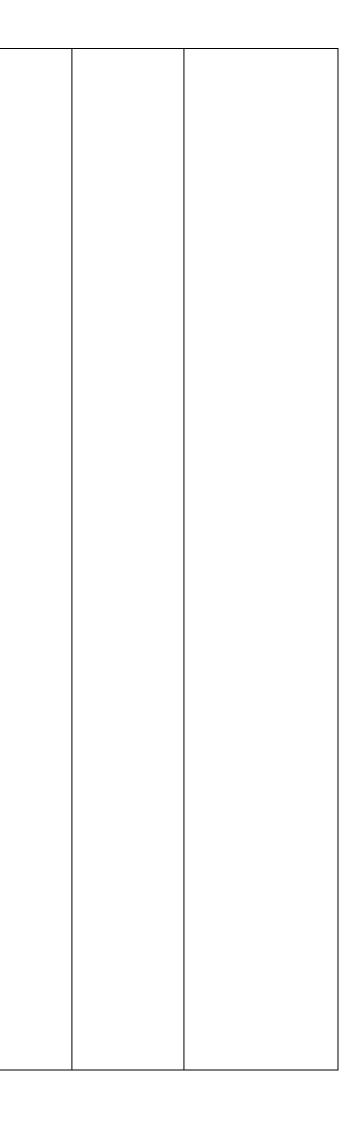
	different ways and to link them to	travelling, balancing,						
	make actions and sequences of	using equipment, etc.						
	movement. They should enjoy							
	communicating, collaborating and	Physically Active Lessons						
	competing with each other. They	Watches and describes						
	should develop an understanding	performances						
	of how to improve in different	accurately.						
	physical activities and sports and	Beginning to think about						
	learn how to evaluate and	how they can improve						
	recognise their own success.	their own work.						
	recognise their own success.	Work with a partner or						
	Use running, jumping, throwing	small group to improve						
	and catching in isolation and in	their skills.						
	combination.	Make suggestions on						
		how to improve their						
	Diau compatibility company modified							
	Play competitive games, modified	work, commenting on						
	where appropriate [for example,	the similarities and						
	badminton, basketball, cricket,	differences.						
	football, hockey, netball, rounders	Can describe the effects						
	and tennis], and apply basic	exercise has on the						
	principles suitable for attacking	body.						
	and defending.	Can explain the						
		importance of exercise						
	Develop flexibility, strength,	and a healthy lifestyle.						
	technique, control and balance	Understands the need to						
	[for example, through athletics	warm up and cool down.						
	and gymnastics].							
	Compare their performances with							
	previous ones and demonstrate							
	improvement to achieve their							
	personal best.							
Oracy opportunities for		1		1		1		
Autumn term								
Spring	Dance	Dance	Dance	Dance	Dance	Healthy lifestyles		
	Pupils should continue to apply		How can we express	Dancing is known to	Improvise			
S1 – Dance	and develop a broader range of	Beginning to improvise	ourselves in dance?	reduce stress and	Inspiration			
S2 - OAA	skills, learning how to use them in	independently to create		tension for the mind	Link			
	different ways and to link them to	a simple dance.	What does 'improvise'	and body.	Movement			
	make actions and sequences of	Beginning to improvise	mean?		phrase			
	movement. They should enjoy	with a partner to create		Dancers have	Rehearse			
	communicating, collaborating and	a simple dance.	Why is rehearsing	increased muscular				
	competing with each other. They	Translates ideas from	important?	strength, endurance,	OAA			
	should develop an understanding	stimuli into movement		and motor fitness.	Orienteering			
	of how to improve in different		OAA		Problem solving			
	physical activities and sports and	with support.	Why should we listen to	OAA	Trail			
	learn how to evaluate and	Beginning to compare	others?	Though orienteering	Route			
	recognise their own success.	and adapt movements		is considered a sport,	Obstacle			
		and motifs to create a	Why is our safety	it is not yet in the				
	Develop flexibility, strength,	larger sequence.	important when doing	Olympics.				
	technique, control and balance		OAA?					
	[for example, through athletics	Uses simple dance		Orienteering is				
	and gymnastics].	vocabulary to compare	Physically Active Lessons	considered a life skill.				
	and Bynniastics].	and improve work.	Why do we warm up					
			before exercise?					
1				1	1	1	1	1

Perform dances using a range of movement patterns.	<u>OAA</u> Develops listening skills.	Why do we cool down after	Physically Active Lessons	-
Compare their performances with previous ones and demonstrate	Creates simple body shapes.	exercise?	Regular physical activity can help build strong bones and	
improvement to achieve their personal best.	Listens to instructions from a partner/adult.		muscles, reduce symptoms of anxiety and depression, and	
OAA Pupils should continue to apply and develop a broader range of	Beginning to think activities through and problem solve.		reduce later health risks in adult life.	
skills, learning how to use them in different ways and to link them to make actions and sequences of	Discuss and work with others in a group. Demonstrates an		If you exercise 3 times a week for 45 minutes, you're less	
movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding	understanding of how to stay safe.		likely to get wrinkles when you're older!	
of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Physically Active Lessons Watches and describes performances accurately.			
Take part in outdoor and adventurous activity challenges both individually and within a team.	Beginning to think about how they can improve their own work. Work with a partner or small group to improve			
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	their skills. Make suggestions on how to improve their work, commenting on the similarities and			
Physical Activity Lessons Pupils should continue to apply and develop a broader range of skills, learning how to use them in	differences. Can describe the effects exercise has on the body. Can explain the			
different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and	importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.			
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.								
	Develop flexibility, strength,								
	technique, control and balance [for example, through athletics								
	and gymnastics].								
	Perform dances using a range of								
	movement patterns.								
	Take part in outdoor and								
	adventurous activity challenges								
	both individually and within a								
	team.								
	Compare their performances with								
	previous ones and demonstrate improvement to achieve their								
	personal best.								
	• • • • • • • • • • • • • • • • • • • •								
Oracy									
opportunities for									
spring term	Dedminten	Dadminton		Dadmintan	Dodminton	Dadminton	Lloalthy lifestyles	1	1
Summer	Badminton Pupils should continue to apply	Badminton		Badminton What equipment is needed	<u>Badminton</u> Badminton is a racket	Badminton Shuttlecock	Healthy lifestyles		
S1 – Badminton	and develop a broader range of	Understands tactics and		to play a badminton	sport that is played	Hand-eye			
S2 - Athletics	skills, learning how to use them in	composition by starting		match?	by two or four	coordination			
	different ways and to link them to	to vary how they respond.			players. A singles	Opponent			
	make actions and sequences of			What does the ready	game involves one	Rally			
	movement. They should enjoy	Vary skills, actions and ideas and link these in		position look like?	person playing	Ready position			
	communicating, collaborating and competing with each other. They	ways that suit the games		Athletics	against another, and a doubles game is	Singles Doubles			
	should develop an understanding	activity.		What is the difference	when two players	Doubles			
	of how to improve in different	Beginning to		between how you run to	play against another	Athletics			
	physical activities and sports and	communicate with		sprint or run for cross	two players.	Pull throw			
	learn how to evaluate and	eachother during game		country?		Olympics			
	recognise their own success.	situations. Use skills with co-			Athletics	Stamina			
	Use running, jumping, throwing	ordination and control.		How can we ensure our safety when using athletics	Athletics is a name for various sports	Track event Field event			
	and catching in isolation and in	Develops own rules for		equipment?	that test speed and	Long distance			
	combination.	new games.		1	strength. A person	Hurdles			
	combination	S.						1	1
		Makes imaginative		Physical Activity Lessons	who takes part in an	High jump			
	Play competitive games, modified	Makes imaginative pathways using		Why do we warm up	athletics competition	Long jump			
	Play competitive games, modified where appropriate [for example,	Makes imaginative pathways using equipment.			-	Long jump Triple jump			
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket,	Makes imaginative pathways using equipment. Works well in a group to		Why do we warm up before exercise?	athletics competition	Long jump			
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders	Makes imaginative pathways using equipment. Works well in a group to develop various games.		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete.	Long jump Triple jump			
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket,	Makes imaginative pathways using equipment. Works well in a group to		Why do we warm up before exercise?	athletics competition is called an athlete. <u>Physical Activity</u>	Long jump Triple jump			
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u>	Long jump Triple jump			
	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.	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a controlled manner.		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u> Regular physical	Long jump Triple jump			
	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	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a controlled manner. Beginning to select		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u> Regular physical activity can help build	Long jump Triple jump			
	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	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a controlled manner. Beginning to select resources independently		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u> Regular physical activity can help build strong bones and	Long jump Triple jump			
	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 improvement to achieve their	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a controlled manner. Beginning to select resources independently to carry out different		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u> Regular physical activity can help build strong bones and muscles, reduce	Long jump Triple jump			
	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	Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with eachother in a controlled manner. Beginning to select resources independently		Why do we warm up before exercise? Why do we cool down after	athletics competition is called an athlete. <u>Physical Activity</u> <u>Lessons</u> Regular physical activity can help build strong bones and	Long jump Triple jump			

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



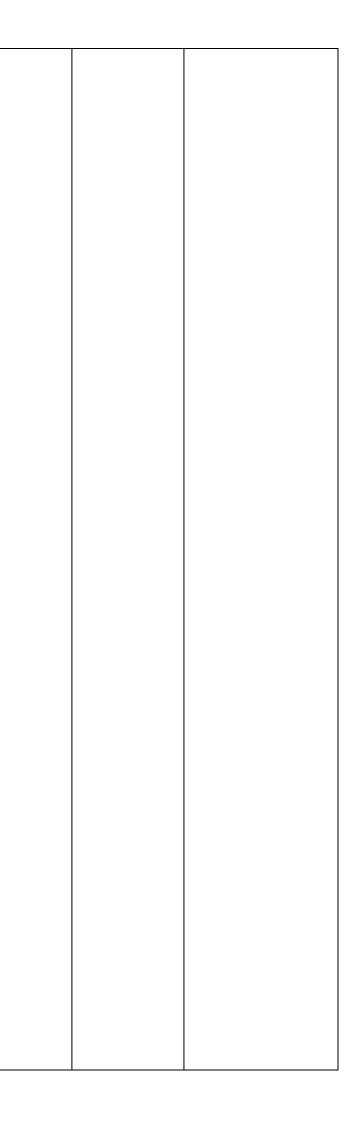
	[for example, through athletics and gymnastics].				
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.				
Oracy opportunities for summer term					

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

of how to evaluate and team how to evaluate and recognise their own success.     control time.     activitation.		should develop an understand	ing isolation and			of their muscle		
Physical activities and sports and recognise there own success.     Symmatrics Unick stills with control, Unick stills with control, Unick stills with control, and fluency, and gymastrics).     00/ly 1 in 5 children around the world do enough physical secretics and gymastrics).       Compare their performances in for earwige, though stribulits, and gymastrics).     Compare their performances in powernet to achieve their performances and demonstrate impowernet to achieve their performances.     Being fit and healthy the sould do hyp unick to make sequences.       Physical Activity Lessons Parket activities and sports and activities and activities and and activities and activities and activities and activities and activities and activities and activities and activities and activities and ac		-	-					
ivern how to evaluate and recognise their own access.     Gramatics recognise their own access.     Only 1 in Schlidren around the world do enough physical exercise.       Develop flexibility, strength, tochnique, cantrol and balanty and gramatics].     Understands Understands     Only 1 in Schlidren around the world do enough physical exercise.       Compare their performances and gramatics].     Develop flexibility, strength, tochnique, cantrol and balanty.     Develop flexibility, strength, tochnique, cantrol and balanty.       Physical Accetrity Lessons Physical Accetrity Lessons and develop a broader crage office terms and understanding.     Develop flexibility, strength, tochnique and develop an understand activities and graph and competing with add other. The should develop an understanding.     Develop flexibility, strength, tochnique and develop an understanding.       Up of physical acceleration and graph activities and graph and competing with add other. The should develop an understanding.     Develop flexibility, strength, their work.     Develop flexibility, strength, their work.     Develop flexibility, strength, their work work.       Up of compare their work screas: and develop an understanding.     Develop flexibility, strength, their work work.     Develop flexibility, strength, their work work.     Develop flexibility, strength, their work work.     Develop flexibility, strength, their work.		-						
Precipite their own success:     Links skills with control, technique, control and balance biology of texibility, strength, and genness vity and genness vity previous near and demonstrate improvement to achieve their previous near and demonstrate indifferent ways and to link them to make actions and device and sequences of movement. They should conjud- communicating, calibationing and comparise their own success.     Improve and the actions and device their precipite their own success accurately.     Improve and their own success accurately.     Improve their own success accurately.       User running, impring, through and techning in and before their own success and conhing in and black principies surbable for attacking and defining and ablack for example, through athlets and defining achieve their work, commenting on the inverved their work, commenting on the inverved heir work, commen						05.		
Develop fieldility, strength, Iterinague, control and blance in organization, control						Only 1 in 5 children		
Develop flacibility, strength, technique, control and balance. (for example, through athlied and gymnastics).     and fluincy. Understands composition by performing more complex sequences.     enough physical enough physical composition by performing more complex sequences.     enough physical enough phys		recognise their own success.						
Image: Interview of the stands of the sta		Dovelop flovibility, strongth						
Image: sequences in and generative is good for your heart is good for your								
and gymnastici.     performing more complex sequences.     Being fit and healthy is good for your heart because it strengthens the muscle needed to make your heart system function well.       Physical Activity Lessons Puppis should continue to apply addition to achieve their property with and sequences.     Image and the system through the sequences.     Image and the system property with a system function well.       Physical Activity Lessons Puppis should continue to apply addition to improve and flexibility throughout and competing with a system function well.     Image and the system property with a system function well.       Image action and sequences of movement. They should equipy and activity lessons of movement. They should equipy and activity lessons physical activity was seccess.     Image action and sequences of provide and sequences of provide and sequences of movement. They should equipy communicating collaborating and competing with each other. They should develop an understanding of how to improve in different physical activity was seccess.     Physical activity lessons provide and sequences.       Use running, jumping, throwing and cating in holdution and competing with each other. They should exercise and and defending.     Physical activity lessons provide and physical activity here appropriate for example.       Develop flexibility, strength, badminen, basethal, rucket, and gymmastics.     Compare their performances accurately and complex their performances with performances and teening, and apply basis of an gymmastics.     Image basethal and celending.       Develop flexibility, strength, badminen, page being provide the exercise and gymmastics.     Image basethal and celending.       Develop flexibility, strength, thereing		-				exercise.		
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.         complex sequences.         is good for your heart beginning to use gym vocabulary to describe how to improve and refine performances.           Protectal Activity Lessons Valids exciting and describes the personal best.         Protectal Activity Lessons of through to use the mini- trong to the sequences using various body shapes and explores the for wars, body shapes and recognitis their own success.         Is good for your heart bevelops strength, technique and flexibility performances.           Deviced Activity Lessons different ways and to lisk them to indice actions and sequences of movement. They should exploy or should be voltage and recognitis their own success.         Creates sequences using various body shapes and explores to their they should develop an understanding of how to improve in different.         Compare they for the their own work.           Use running, jumping, throwing and detending, matching, namipation compare they performances with previous ness, enable for standing of more performances with previous ness and demonstrate informances and demonstrate and group to think about their shills.         Match Lessons warbee and exciting in an apply basic on the similarities and domon improve their body and performances with previous ness and demonstrate importance their more performances with performances         Is particely and compare the similarities and domon the differences and group to address there for and group to basic and group to address there in a detending and detending and detending and detending in the similarities and domon the difference and detending and detending and detending and detending in the similarities and domon the distribute there of maximum Veen         Dance						Daine fit and health.		
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.     Beginning to use gym vacabulary to describe how to improve and refine performances. Develops strength.     Because it strengthems the muscles needed to make your heart system function well.     Because it strengthems the muscles needed to make your heart system function well.       Pipsical Activity Lessons Pupits should continue to apply and develop and bink them make actions and sequences of movement. They should only communicating, collaborating and compare their performances.     Develop for the should the should the should be should be should the should be should be should the should be sh		and gymnastics].						
previous ones and demonstrate improvement to achieve their personal best.     vocabulary to describe how to improve and refine performances. Develops structure that skills, learning how to use them ad develop a broader range of skills, serning how to use them and sequences of movement. They should enjoy communicating, collaborating and different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and equipment.     Image actions and sequences of equipment.     Image actions and sequences of equipment.       Physical Activity Lesson and develop a broader range of skills, learning, collaborating and computing with each other. They should develop an understanding of how to improve in different physical activities and sports and computing with each other. They should develop an understanding of how to improve in different physical activities and sports and computing with each other. They should develop an understanding of how to improve in different physical activities and sports and computing with each other. They should develop an understanding of how to improve in different physical activities and sports and computing with each other. They should develop an understanding develops and develops accurately. Beginning to think about how to improve their own work. Shadinication, show to improve their own work. Com bastettal, ricket, fotball, hockey, netball, rounder and ternis], and apply basic fine personal best.     Physical activity their sills. Make suggestions on how to improve their own work. Can describe the effects earcrise has on the body. Can describe the here and thernism and demonstrute improvement to achieve their personal best.     Image by basic describe the effects earcrise has on the body.       Compare their performances with personal best.     Image by basic describe the effects earcrise has on the body.								
improvement to achieve their personal best.     how to improve and refine performances. Develop strength, technique and flexibity and develop and to achieve their performances.     Image was the function well.       Public Activity Lesson Public Should continue to apply and develop and to ink them 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.     Physical Activity Lesson Public Should continue to apply and activities and sports and learn how to evaluate and recognise their own success.       Public Activity Lesson and activities and sports and learn how to evaluate and recognise their own success.     Physical Activities and sports and learn how to evaluate and recognise their own success.       Public Complexities and sports and learn how to analy apply to think about their own work.     Physically Active Lessons Watches and describes accurately.       Public Complexities and sports and learn how to analy public to and activities and apply basic and genoming.     Physically Active Lessons Watches and describes accurately.       Public Complexities for and genoming.     Develop floxibility, strength, the similar control horizon and defending.       Develop floxibility, strength, the similar control horizon priorigies suitable for attacking and defending.       Compare their performances with previous ones and demonstrates improvement to achieve their personal best.       Compare their performances with previous ones and demonstrates and depending.       Compare their performances with previous ones and demonstral						-		
prisinal best.     refine performances. Divelops strength.     system function well.     system function well.       Physical Activity Lessons     Physical Activity Lessons     throughout       Pupils should continue to apply and develop a broader range of skills, learning how to use them throughout if equipment.     if and the strength.     if and the strength.       I of the strength.     Creater sequences using equipment.     if and the strength.     if and the strength.       i of the strength.     Combines equipment.     if and the strength.     if and the strength.       i of the strength.     Combines equipment.     if and the strength.     if and the strength.       i of the strength.     Combines equipment.     if and the strength.     if and the strength.       i of the strength.     Combines equipment.     if and the strength.     if and the strength.       i of the strength.     i of this hoat     if and the strength.     if and the strength.       i of the strength.     i of the strength.     if and the strength.     if and the strength.       i of the strength.     i of the strength.     i of the strength.     i of the strength.       i of the strength.     i of the strength.     i of the strength.     i of the strength.       i of the strength.     i of the strength.     i of the strength.     i of the strength.       i of the strength.     i of the strength.		· ·	-					
Physical Activity Lessons     Develops strength, trachique and floability and develop broader range of skills, learning how to use them in different ways and to link them omment. They should enjoy shapes and competing with each other. They should enjoy shapes and enjoy shapes and movement. They should enjoy communicating, collaborating and competing with each other. They should enjoy and catching is postand in the should evelop an understanding of how to improve in different should develop an understanding of how to improve in different should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by should develop an understanding of how to improve in different by science appropriate [for example, how to improve their skills.     Physical Like is and the should by by should develop an understanding of how to improve their skills.     Physical Like is and the should by the similar to skicle is and if provide and apply basis can decribe and apply basis.     Physical Like is and the similar to skicle is and the need to body.     Physical Like is and the similar to skicle is and the need to body.     Improve their skills.     Improve their skills.       Oracy opportunities for Autum Term     Dance     Dance     Dance     Dance     Mexihty		-	-					
Physical Activity Lessons Pupis should continue to apply and develop a broader range of skills, learning how to use that the to make actions and sequences using various body shapes and equipment.       Image actions and sequences using various body shapes and equipment.         Corrects equences using various body shapes and equipment.       Image actions and sequences using various body shapes and equipment.       Image actions and sequences.         orbuild develop a understanding of how to inprove in different physical activities and sports and recognise their own succes.       Physically Active Lessons Watches and describes performances accurately.       Image activity and the shout how to wante to create sequences.         Visite and therm how to evaluate and recognise their own succes.       Beginning to think about how to wante and describes performances accurately.       Image activity and the shout how to work.         Vork with a partner or small group to improve their own work.       Vork with a partner or small group to improve their own work.       Image activity and the shout how to improve their how to improve their shout be for attacking and defending.       Image activity and the shout how to improve their shout be for attacking and defending.       Image activity and the shout how to improve their work, commenting on their skills.       Image activity and the shout how to improve their work, commenting on their skills.       Image activity and the shout improve their work, commenting on their skills.       Image activity and differences.       Image activity and differences.       Image activity and differences.       Image activity and differences.         Corager weip performances th		personal best.				system function well.		
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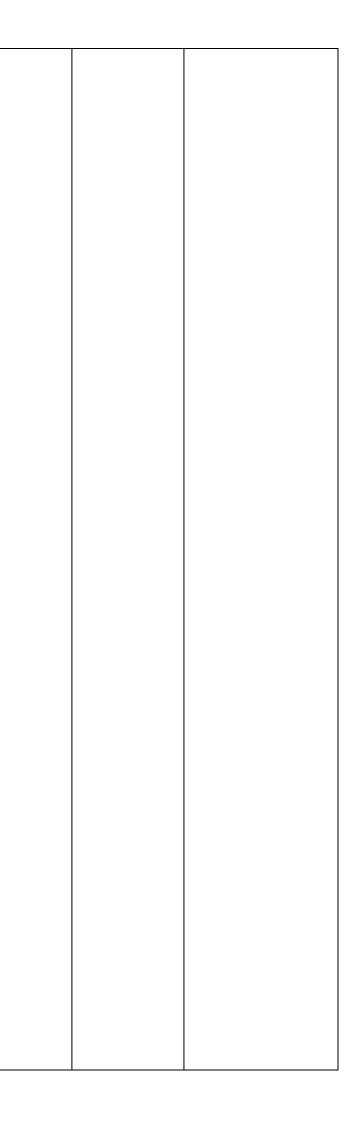
S1 – Dance	Pupils should continue to apply	Confidently improvises		What does 'choreograph'	Though dance has	Mirroring
S2 - OAA	and develop a broader range of	with a partner or on		mean?	some athletic aspects	Spatial awareness
52 - UAA	skills, learning how to use them in	their own.			it isn't a sport.	Choreograph
	different ways and to link them to	Beginning to create		How are routines created?	Instead, it is an art	Transition
	make actions and sequences of	longer dance sequences		now are routines created:	form.	Pace
	movement. They should enjoy	in a larger group.		What is mirroring?		Routine
	communicating, collaborating and	Demonstrating precision		what is minoring.	Dances can be	Repetition
	competing with each other. They	and some control in		OAA	planned, or they can	Repetition
	should develop an understanding	response to stimuli.		What strategies help us to	be created	OAA
	of how to improve in different	Beginning to vary		problem solve?	spontaneously.	Boundary
	physical activities and sports and	dynamics and develop			However, most	Checkpoints
	learn how to evaluate and	actions and motifs.		What should we consider	dances follow some	Course
	recognise their own success.	Demonstrates rhythm		when trying to problem	general style or	Location
		and spatial awareness.		solve in a group?	pattern.	Scale
	Develop flexibility, strength,	Modifies parts of a				Strategy
	technique, control and balance	sequence as a result of		Physical Activity Lessons	OAA	
	[for example, through athletics	self-evaluation.		What happens to our	Orienteering started	
	and gymnastics].	Uses simple dance		bodies when we exercise?	in Sweden and was	
	6, 1	vocabulary to compare			initially part of	
	Perform dances using a range of	and improve work.		What happens to our	training soldiers to get	
	movement patterns.			bodies if we don't	ready for war.	
	·	OAA		exercise?	,	
	Compare their performances with	Develops strong listening			Physical Activity	
	previous ones and demonstrate	skills.			Lessons	
	improvement to achieve their	Uses simple maps.			People who don't	
	personal best.	Beginning to think			exercise regularly	
		activities through and			could lose up to 80%	
	<u>OAA</u>	problem solve.			of their muscle	
	Pupils should continue to apply	Choose and apply			strength by the age of	
	and develop a broader range of	strategies to solve			65.	
	skills, learning how to use them in	problems with support.				
	different ways and to link them to	Discuss and work with			Only 1 in 5 children	
	make actions and sequences of	others in a group.			around the world do	
	movement. They should enjoy	Demonstrates and			enough physical	
	communicating, collaborating and	understanding on how			exercise.	
	competing with each other. They	to stay safe.				
	should develop an understanding				Being fit and healthy	
	of how to improve in different	Physically Active Lessons			is good for your heart	
	physical activities and sports and	Watches and describes			because it strengthens	
	learn how to evaluate and	performances			the muscles needed	
	recognise their own success.	accurately.			to make your heart	
		Beginning to think about			system function well.	
	Take part in outdoor and	how they can improve				
	adventurous activity challenges	their own work.				
	both individually and within a	Work with a partner or				
	team.	small group to improve				
		their skills.				
	Compare their performances with previous ones and demonstrate	Make suggestions on				
	improvement to achieve their	how to improve their work, commenting on				
	personal best.	the similarities and				
		differences.				
	Physical Activity Lessons	Can describe the effects				
	Pupils should continue to apply	exercise has on the				
	and develop a broader range of	body.				
	skills, learning how to use them in					
	different ways and to link them to					
L		1	1	1	1	I



	make actions and sequences movement. They should enjo communicating, collaboratin competing with each other. T should develop an understar of how to improve in different physical activities and sports learn how to evaluate and recognise their own success. Use running, jumping, throw and catching in isolation and combination. Play competitive games, more where appropriate [for example badminton, basketball, cricke football, hockey, netball, rou and tennis], and apply basic principles suitable for attack and defending. Develop flexibility, strength, technique, control and balant [for example, through athlet and gymnastics]. Perform dances using a rang movement patterns. Take part in outdoor and adventurous activity challent both individually and within team. Compare their performances previous ones and demonstri improvement to achieve the	by log and They nding nt and ving lin dified nple, et, unders ing nce cics ges a s with rate	Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.				
	personal best.						
Oracy opportunities for spring Term				 ·	·	·	
Summer	<u>Badminton</u>		<u>Badminton</u>	Badminton	Badminton	Badminton	Healthy
S1 – Badminton S2 - Athletics	Pupils should continue to ap and develop a broader range skills, learning how to use th	e of	Vary skills, actions and ideas and link these in	What is a chasse step?		Chasse step Footwork Return	lifestyles
	different ways and to link them to make actions and sequences of movement. They should enjoy		ways that suit the games activity. Show confidence in	What is a running step?	<u>Athletics</u>	Running step Split step	
	communicating, collaboratin competing with each other.	ng and They	using ball skills in various ways, and can link these together.	What is a split step?	Physical Activity		
	should develop an understar of how to improve in differen	-	e.g. dribbling, bouncing	Athlatics	Lessons		
	physical activities and sports		and kicking.	Athletics	People who don't		
	learn how to evaluate and recognise their own success.		Use skills with co- ordination, control and fluency.	What moves make up the triple jump?	exercise regularly could lose up to 80% of their muscle		
					1		

ealthy	
estyles	

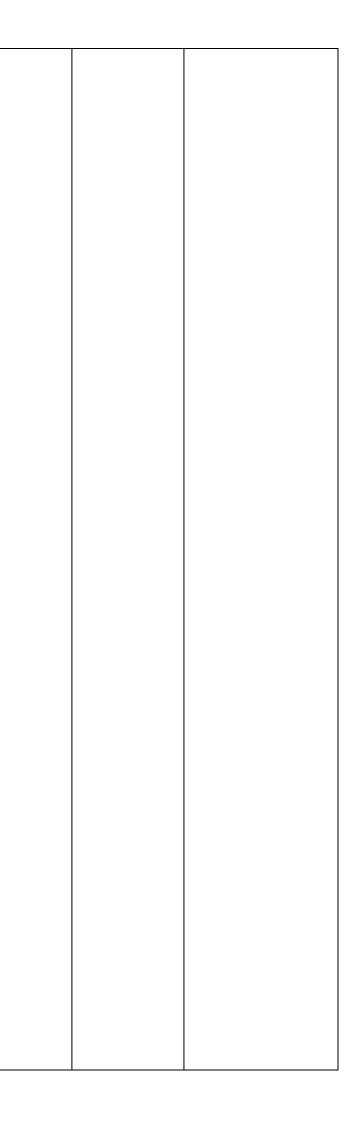
				 -
Use running, jumping, throwing	Takes part in		strength by the age of	
and catching in isolation and in	competitive games with	What makes a said	65.	
combination.	a strong understanding	What makes a good		
	of tactics and	athletic performance?	Only 1 in 5 children	
Play competitive games, modified	composition.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



physical activities and sports and	/ork with a partner or	
learn how to evaluate and	mall group to improve	
recognise their own success.	neir skills.	
	1ake suggestions on	
Use running, jumping, throwing	ow to improve their	
and catching in isolation and in	vork, commenting on	
combination.	ne similarities and	
	ifferences.	
	an describe the effects	
	xercise has on the	
	ody.	
	an explain the	
	nportance of exercise	
	nd a healthy lifestyle.	
	nderstands the need to	
	varm up and cool down.	
Oracy		 
opportunities for		
summer Term		

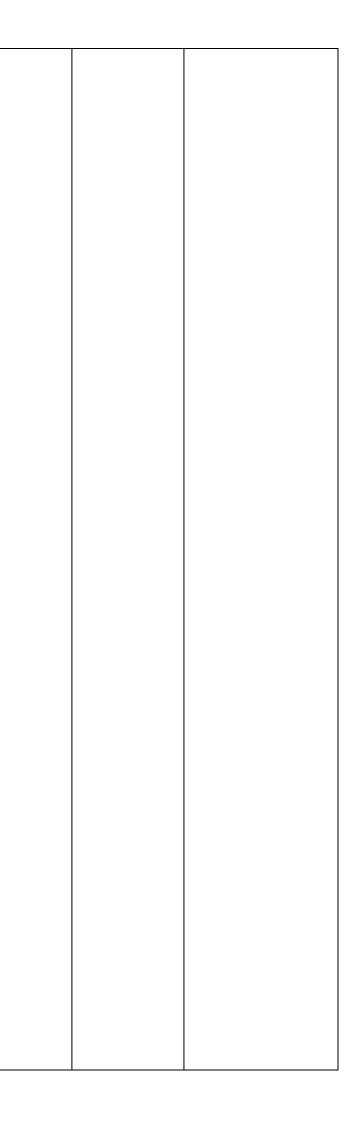
Theme	National Curriculum	Progression in Skills	Disciplinary Concepts	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
Autumn	<u>Netball</u>	<u>Netball</u>		Netball	<u>Netball</u>	<u>Netball</u>	Healthy	Simone Biles –	
	Pupils should continue to apply	Vary skills, actions and		How many players are in a	Netball was invented	Chest pass	lifestyles	female gymnast	
A 1 – Netball	and develop a broader range of	ideas and link these in		netball team?	in England in 1895 as a	Bounce pass			
A 2 – Gymnastics	skills, learning how to use them in	ways that suit the			female's alternative to	Overhead pass			
	different ways and to link them to	games activity.		What is the difference	basketball – originally	Shoulder pass			
Swimming lessons	make actions and sequences of	Shows confidence in		between high-five netball	knowns as women's	Dodging			
	movement. They should enjoy	using ball skills in		and standard netball	basketball.	Marking			
	communicating, collaborating and	various ways, and can		matches?		Centre pass			
	competing with each other. They	link these together.			The first ever	Toss-up			
	should develop an understanding			How many sections is a	international netball	Offside			
	of how to improve in different	Uses skills with co-		netball court split into?	match was played				
	physical activities and sports and	ordination, control and			between the netball	<u>Gymnastics</u>			
	learn how to evaluate and	fluency.		What are the names of the	teams Australia and	Align			
	recognise their own success.	Takes part in		netball positions and what	New Zealand in 1938.				
		competitive games		are they allowed to do?					
	Use running, jumping, throwing	with a strong			<u>Gymnastics</u>				
	and catching in isolation and in	understanding of		What are the differences	The youngest ever				
	combination.	tactics and		between netball and	person to compete in	Swimming			
		composition.		basketball?	the Olympics was a	Breaststroke			
	Play competitive games, modified	Can create their own			Greek gymnast named	Freestyle			
	where appropriate [for example,	games using knowledge			Dimitrios Loundras –	Backstroke			
	badminton, basketball, cricket,	and skills.		Gymnastics	she was only 10 when	Butterfly			
	football, hockey, netball, rounders			What is the difference	the competition	Lane			
	and tennis], and apply basic	Can make suggestions		between balance and	started!	Safety measures			
	principles suitable for attacking	as to what resources		counterbalance?		Hygiene			
	and defending.	can be used to			In women's	Floating			
		differentiate a game.		What does coordination	gymnastics there are	Travelling			
	Compare their performances with			mean?	four activities (floor,	Water safety			
1	previous ones and demonstrate				uneven bars, balance	Armbands			

		 			_
improvement to achieve their	Apply basic skills for	Who are some famous	beam, and vault). But	Woggle	ł
personal best.	attacking and	Olympic gymnasts across	in men's gymnastics	Lifeguard	ł
	defending.	the world?	there are six (floor		ł
<u>Gymnastics</u>	Uses running, jumping,		exercise, parallel bars,		ł
Pupils should continue to apply	throwing and catching	Physical Activity Lessons	high bar, pommel		ł
and develop a broader range of	in isolation and	Why is it important to be	horse, vault, and		ł
skills, learning how to use them in	combination.	physically active?	rings).		ł
different ways and to link them to	combination.				ł
make actions and sequences of		How often should children			ł
movement. They should enjoy	<u>Gymnastics</u>	be physically active a day?	Physically Active		ł
communicating, collaborating and	Select and combine		Lessons		ł
competing with each other. They	their skills, techniques	What are the benefits of a	Swimming is a great		ł
should develop an understanding	and ideas.	physically active lifestyle?	form of exercise		ł
of how to improve in different	Apply combined skills		because it		ł
physical activities and sports and	accurately and	What happens when we			ł
learn how to evaluate and	appropriately,		incorporates both		ł
	consistently showing	increase our heart rate?	cardio and strength		ł
recognise their own success.	, ,		training.		ł
	precision, control and	Swimming			ł
Develop flexibility, strength,	fluency.	What are essential health	Exercising regularly		ł
technique, control and balance	Draw on what they	and safety measures to	improves your		ł
[for example, through athletics	know about strategy,	take when swimming?	immune system – this		ł
and gymnastics].	tactics and composition		means you will get ill		ł
	when performing and	What should you do if a fire	less often than people		ł
Compare their performances with	evaluating.	alarm goes off and you are	who don't exercise.		ł
previous ones and demonstrate	-	in the pool?			ł
improvement to achieve their	Analyse and comment		Children between the		ł
personal best.	on skills and techniques	Why is hygiene important	ages of 5 and 18		ł
	and how these are	when going swimming?	should aim for at least		ł
Physical Activity Lessons	applied in their own		60 minutes of physical		ł
Pupils should continue to apply	and others' work.	How can we be safe in the	activity a day.		ł
and develop a broader range of		water/learning to swim?	activity a day.		ł
skills, learning how to use them in	Uses more complex	water/rearring to swift:	Swimming		ł
different ways and to link them to	gym vocabulary to		The first set of		ł
	describe how to				ł
make actions and sequences of	improve and refine		swimming goggle were		ł
movement. They should enjoy	performances.		made out of tortoise		ł
communicating, collaborating and	Develops strength,		shells.		ł
competing with each other. They	technique and				ł
should develop an understanding	flexibility throughout		The first known record		ł
of how to improve in different			of people swimming		ł
physical activities and sports and	performances.		dates back to Ancient		i
learn how to evaluate and	Links skills with control,		Egyptian drawings		i
recognise their own success.	technique, co-		from 2500BC, with		i
	ordination and fluency.		stone age paintings in		i
Use running, jumping, throwing	Undorstands		the Cave of Swimmers		I
and catching in isolation and in	Understands		dating back even		ł
combination.	composition by		further.		ł
	performing more				ł
Play competitive games, modified	complex sequences.		Most competitive		i
where appropriate [for example,			swimmers swim 6-12		I
badminton, basketball, cricket,	Physically Active		miles a day!		i
football, hockey, netball, rounders	<u>Lessons</u>				i
and tennis], and apply basic	Watches and describes		The longest swimming		i
principles suitable for attacking	performances		pool is in Morocco, it is		i
and defending.	accurately.		480 metres long and		I
			75 metres wide. The		i
Dovelon flowibility, strangth					I
Develop flexibility, strength,			pool we swim in is only		I
technique, control and balance		 			L



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	[for example, through athletics	Learn from others how		25m long and 11m				
	and gymnastics].	they can improve their		wide!				
		skills.						
	Compare their performances with							
	previous ones and demonstrate	Comment on tactics						
	•	and techniques to help						
	improvement to achieve their	improve performances.						
	personal best.							
		Make suggestions on						
	Swimming	how to improve their						
	Swim competently, confidently,	work, commenting on						
	and proficiently over a distance of	similarities and						
	at least 25 metres.	differences.						
		Can describe the effect						
	Use a range of strokes effectively	exercise has on the						
	[for example, front crawl,	body						
	backstroke, and breaststroke].	body						
		Can explain the						
		importance of exercise						
	Perform safe self-rescue in	and a healthy lifestyle.						
	different water-based situations.							
		Understands the need						
	Compare their performances with	to warm up and cool						
	previous ones and demonstrate	down.						
	•							
	improvement to achieve their	Curimensing						
	personal best.	Swimming						
		Swims competently,						
		confidently and						
		proficiently over a						
		distance of at least 25						
		metres						
		Uses a range of strokes						
		effectively e.g. front						
		crawl, backstroke and						
		breaststroke.						
		breaststroke.						
		Performs safe self-						
		rescue in different						
		rescue in unierent						
1								
	г	water-based situations.						
Oracy								
opportunities for								
opportunities for Autumn term								
opportunities for	Dance	water-based situations.	Dance	Dance	Dance	Healthy	Disability in	
opportunities for Autumn term	Dance Pupils should continue to apply	water-based situations.	Dance What is a motif?	Dance Dancers are known to	Dance Lines	Healthy lifestyles	Disability in sport – Rose	
opportunities for Autumn term		water-based situations.					-	
opportunities for Autumn term Spring S 1 – Dance	Pupils should continue to apply and develop a broader range of	water-based situations.           Dance           Beginning to           exaggerate dance	What is a motif?	Dancers are known to be disciplined,	Lines		sport – Rose	
opportunities for Autumn term Spring	Pupils should continue to apply and develop a broader range of skills, learning how to use them in	water-based situations.           Dance           Beginning to           exaggerate dance           movements and motifs	What is a motif? Why is control important in	Dancers are known to be disciplined, focused, and high	Lines Transition		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.           Dance           Beginning to           exaggerate dance           movements and motifs           (using expression when	What is a motif?	Dancers are known to be disciplined, focused, and high achievers who tend to	Lines Transition <u>OAA</u>		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance	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	water-based situations. Dance Beginning to exaggerate dance movements and motifs (using expression when moving).	What is a motif? Why is control important in dance?	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students	Lines Transition <u>OAA</u> Solution		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations. Dance Beginning to exaggerate dance movements and motifs (using expression when moving). Demonstrates strong	What is a motif? Why is control important in	Dancers are known to be disciplined, focused, and high achievers who tend to	Lines Transition <u>OAA</u> Solution Systematically		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations. Dance Beginning to exaggerate dance movements and motifs (using expression when moving).	What is a motif? Why is control important in dance? What is expression?	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers.	Lines Transition <u>OAA</u> Solution Systematically Perseverance		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations. Dance Beginning to exaggerate dance movements and motifs (using expression when moving). Demonstrates strong	What is a motif? Why is control important in dance? What is expression? Can you name any styles of	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	Water-based situations.DanceBeginning toexaggerate dancemovements and motifs(using expression whenmoving).Demonstrates strongmovements throughouta dance sequence.	What is a motif? Why is control important in dance? What is expression?	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.           Dance           Beginning to           exaggerate dance           movements and motifs           (using expression when moving).           Demonstrates strong movements throughout a dance sequence.           Combines flexibility,	What is a motif? Why is control important in dance? What is expression? Can you name any styles of dance?	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.           Dance           Beginning to           exaggerate dance           movements and motifs           (using expression when           moving).           Demonstrates strong           movements throughout           a dance sequence.           Combines flexibility,           techniques and	What is a motif? Why is control important in dance? What is expression? Can you name any styles of dance? Have popular styles of	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes because of their	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal communication		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.Dance Beginning to exaggerate dance movements and motifs (using expression when moving).Demonstrates strong movements throughout a dance sequence.Combines flexibility, techniques and movements to create a	<ul> <li>What is a motif?</li> <li>Why is control important in dance?</li> <li>What is expression?</li> <li>Can you name any styles of dance?</li> <li>Have popular styles of dance stayed the same or</li> </ul>	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.           Dance           Beginning to           exaggerate dance           movements and motifs           (using expression when           moving).           Demonstrates strong           movements throughout           a dance sequence.           Combines flexibility,           techniques and	What is a motif? Why is control important in dance? What is expression? Can you name any styles of dance? Have popular styles of	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes because of their	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal communication		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.Dance Beginning to exaggerate dance movements and motifs (using expression when moving).Demonstrates strong movements throughout a dance sequence.Combines flexibility, techniques and movements to create a	<ul> <li>What is a motif?</li> <li>Why is control important in dance?</li> <li>What is expression?</li> <li>Can you name any styles of dance?</li> <li>Have popular styles of dance stayed the same or</li> </ul>	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes because of their increased muscular	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal communication Non-verbal		sport – Rose	
opportunities for Autumn term Spring S 1 – Dance S 2 – OAA	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	water-based situations.Dance Beginning to exaggerate dance movements and motifs (using expression when moving).Demonstrates strong movements throughout a dance sequence.Combines flexibility, techniques and movements to create a	<ul> <li>What is a motif?</li> <li>Why is control important in dance?</li> <li>What is expression?</li> <li>Can you name any styles of dance?</li> <li>Have popular styles of dance stayed the same or</li> </ul>	Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers. Dancers are considered some of the strongest athletes because of their increased muscular strength, endurance	Lines Transition <u>OAA</u> Solution Systematically Perseverance Leadership Cooperation Verbal communication Non-verbal communication		sport – Rose	

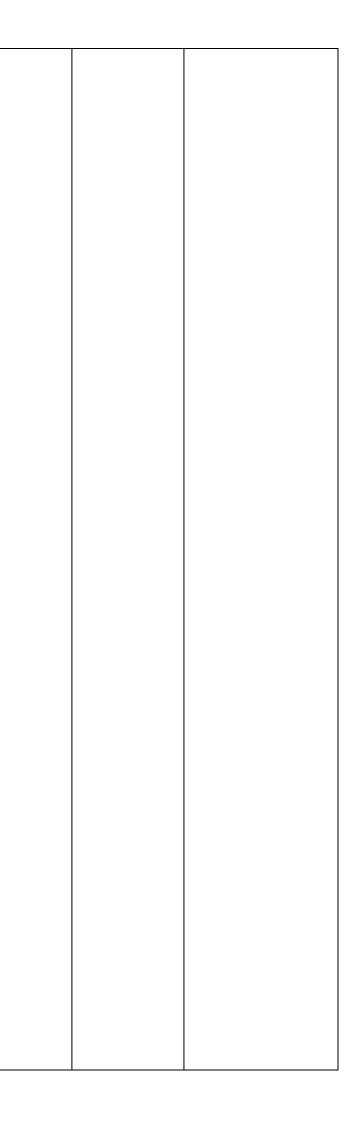
Develop incluitly, strength, schinger, correl a basine ind gramsatts, and and grams					
If or example, through athleticsstyle in relation to the when this get affired?139,88 people in139,88 people inPerform dances using a range of movement patterns.egt using various levels, wolf, source and demonstrate in provision on a demonstrate demonstrate demonstrate in demonstrate demonstrate demonstrate in demonstrate demonstrate demonstrate demonstrate demonstrate in demonstrate	Develop flexibility, strength,	Moves appropriately	What does OAA stand for?	The longest conga	
and gyroundsticl,stimulus,when things get difficul?Miamin 1.988.Perform dances using a range of compare that performances with performances with pe	•			-	
Apple of the perform dances using a range of movement patterns.     Pag using various levels, why is communication (vernal and non-verta), why is transportant to the physical activity active?     DAA is generally called index of the physical activity active?       DAA     Beginning to show a dinge of pace and timing in their movement.     Physical Activity Leasons     DAA is generally called index of the physical activity is transportant to the physical pace.       DAA     DAA     DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA     DAA     DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA     DAA     DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA     DAA     DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA     DAA     DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.       DAA is character activity called index of the physical pace.     DAA is character activity called index of the physical pace.					
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physical activities and sports and learn how to evaluate and recognise their own success.       understanding of how to stay safe.       60 minutes of physical activity a day.         Use running, jumping, throwing and catching in isolation and in combination.       Physically Active Lessons       Swimming oggle were made out of tortoise		Demonstrates an		-	
physical activities and sports and learn how to evaluate and recognise their own success.       to stay safe.       60 minutes of physical activity a day.         Use running, jumping, throwing and catching in isolation and in combination.       Physically Active Lessons       Swimming The first set of swimming goggle were made out of tortoise	-	understanding of how			
learn how to evaluate and recognise their own success.       Physically Active Lessons       activity a day.         Use running, jumping, throwing and catching in isolation and in combination.       Physically Active Lessons       Swimming swimming goggle were made out of tortoise		-			
Invision     Swimming       Use running, jumping, throwing and catching in isolation and in combination.     Lessons       Swimming goggle were made out of tortoise     Swimming goggle were made out of tortoise		-		activity a day.	
Use running, jumping, throwing and catching in isolation and in combination.	recognise their own success.	Physically Active			
Use running, jumping, throwing       The first set of         and catching in isolation and in       swimming goggle were         combination.       made out of tortoise					
combination. made out of tortoise					
	-				
shells.	combination.				
				shells.	



	Play competitive games, modi		and describes				
	where appropriate [for examp				The first known record		
	badminton, basketball, cricket		ely.		of people swimming		
	football, hockey, netball, roun	iders	om others how		dates back to Ancient		
	and tennis], and apply basic	they car	improve their		Egyptian drawings		
	principles suitable for attackin	skills.	improve then		from 2500BC, with		
	and defending.				stone age paintings in		
			nt on tactics		the Cave of Swimmers		
	Develop flexibility, strength,		iniques to help		dating back even		
	technique, control and balanc	e improve	performances.		further.		
	[for example, through athletic	s Make su	ggestions on				
	and gymnastics].		mprove their		Most competitive		
		work. co	mmenting on		swimmers swim 6-12		
	Perform dances using a range	of similarit	-		miles a day!		
	movement patterns.	differen					
		Can des	cribe the effect		The longest swimming		
	Take part in outdoor and	exercise	has on the		pool is in Morocco, it is		
	adventurous activity challenge	es body.			480 metres long and		
	both individually and within a				75 metres wide. The		
	team.	Can exp			pool we swim in is only		
			nce of exercise		25m long and 11m		
	Compare their performances		althy lifestyle.		wide!		
	previous ones and demonstration	Underse	ands the need				
	improvement to achieve their	to warm	up and cool				
	personal best.	down.					
	Swimming	<u>Swimmi</u>	ng				
	Swim competently, confidentl	ly, Swime e	ompetently,				
	and proficiently over a distance	ce of confider					
	at least 25 metres.		ntly over a				
	Use a range of strokes effectiv		of at least 25				
	[for example, front crawl,		UI di ledsi 25				
	backstroke, and breaststroke]	metres					
		. Uses a r	ange of strokes				
		effective	ely e.g. front				
	Perform safe self-rescue in	crawl, b	ackstroke and				
	different water-based situatio	ons. breastst	roke.				
		Perform	s safe self-				
	Compare their performances		n different				
	previous ones and demonstration		ased situations.				
	improvement to achieve their						
	personal best.						
0.000							
Oracy							
opportunities for							
spring term	Boundars	Double		Boundars	Poundors	Poundara	Healthy
Summer	Rounders Rupils should continue to appl	Rounder		Rounders What are the rules of a	Rounders	Rounders Rost	
S 1 – Rounders	Pupils should continue to appl and develop a broader range of		ls, actions and d link these in	rounders match?	The game of rounders has been played in	Post	lifestyles
S 2 – Athletics	skills, learning how to use the		at suit the		England since Tudor	Stump Backstop	
JZ - AUTIEUUS	different ways and to link ther			How do you score in a	times, with the earliest	Bowler	
Swimming lessons	make actions and sequences of	of	-	rounders match?	reference being in	Rounder	
Swittining lessons	movement. They should enjoy	I Shows c	onfidence in		1744.	Half-rounder	
		and using ba	ll skills in	Why is throwing accurately	1 1/44.	1 <sup>st</sup> post	
	communicating, collaborating	how various	ways, and can	Why is throwing accurately		2 <sup>nd</sup> post	
	competing with each other. The should develop an understand	· · · · · · · · · · · · · · · · · · ·	e together.	important in rounders?	Though Rounders is	3 <sup>rd</sup> post	
	-	-			generally considered a		
	of how to improve in different	ι			1 -	4 <sup>th</sup> post	

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physical activities and sports and	Uses skills with co-	What equipment do you	British sport, there are	Fielding
learn how to evaluate and	ordination, control and	need to play a rounders	other game which are	Foul throw
recognise their own success.	fluency.	match?	similar such as	Athlatian
Use suppling jumping throwing	Takes part in	Athlatics	baseball and softball.	Athletics
Use running, jumping, throwing and catching in isolation and in	competitive games	Athletics		Discipline
combination.	with a strong	What are some of the	Athletics	Shot put
	understanding of	sports events that occur	The earliest recorded	Discus
Play competitive games, modified	tactics and	during athletics	athletic event was in	Javelin
where appropriate [for example,	composition.	tournaments?	the 776BC first	Hammer
badminton, basketball, cricket,	Can create their own		Olympic Games where	Pole vault
football, hockey, netball, rounders	games using knowledge	What are the two main	the only event was a	
and tennis], and apply basic	and skills.	forms of athletic events?	stadium-length	
principles suitable for attacking			running race.	
and defending.	Can make suggestions	Why is regularly evaluating		
	as to what resources	our own athletic	In 1991, Mike Powell	
Compare their performances with	can be used to	performance important?	set the record for the	
previous ones and demonstrate	differentiate a game.	Physical Activity Lossons	long jump at an	
improvement to achieve their	Apply basic skills for	<u>Physical Activity Lessons</u> Why is it important to be	impressive 8.95	
personal best.	attacking and	physically active?	metres – that's the	
	defending.	privation active:	length of more than 4	
Athletics	Uses running, jumping,	How often should children	doors put together!	
Pupils should continue to apply	throwing and catching	be physically active a day?		
and develop a broader range of	in isolation and		Physically Active	
skills, learning how to use them in	combination.	What are the benefits of a	<u>Lessons</u>	
different ways and to link them to		physically active lifestyle?	Swimming is a great	
make actions and sequences of	Athletics		form of exercise	
movement. They should enjoy	Beginning to build a	What happens when we	because it	
communicating, collaborating and	variety of running	increase our heart rate?	incorporates both	
competing with each other. They	techniques and use		cardio and strength	
should develop an understanding	with confidence.	Swimming	training.	
of how to improve in different		What are essential health		
physical activities and sports and	Can perform a running	and safety measures to	Exercising regularly	
learn how to evaluate and	jump with more than	take when swimming?	improves your	
recognise their own success.	one component.	_	immune system – this	
	e.g. hop skip jump	What should you do if a fire	means you will get ill	
Use running, jumping, throwing	(triple jump)	alarm goes off and you are	less often than people	
and catching in isolation and in	Designing to record	in the pool?	who don't exercise.	
combination.	Beginning to record		Childron hotwoon the	
	peers performances, and evaluate these.	Why is hygiene important	Children between the ages of 5 and 18	
Develop flexibility, strength,	and evaluate these.	when going swimming?	should aim for at least	
technique, control and balance	Demonstrates accuracy		60 minutes of physical	
[for example, through athletics	and confidence in	How can we be safe in the	activity a day.	
and gymnastics].	throwing and catching	water/learning to swim?	activity a day.	
Compare their performances with	activities.		Swimming	
Compare their performances with previous ones and demonstrate	Describes good athletic		The first set of	
improvement to achieve their	performance using		swimming goggle were	
personal best.	correct vocabulary.		made out of tortoise	
			shells.	
Physical Activity Lessons	Can use equipment			
Pupils should continue to apply	safely and with good control.		The first known record	
and develop a broader range of			of people swimming	
skills, learning how to use them in			dates back to Ancient	
different ways and to link them to	Physically Active		Egyptian drawings	
make actions and sequences of	<u>Lessons</u>		from 2500BC, with	
movement. They should enjoy	1		stone age paintings in	1

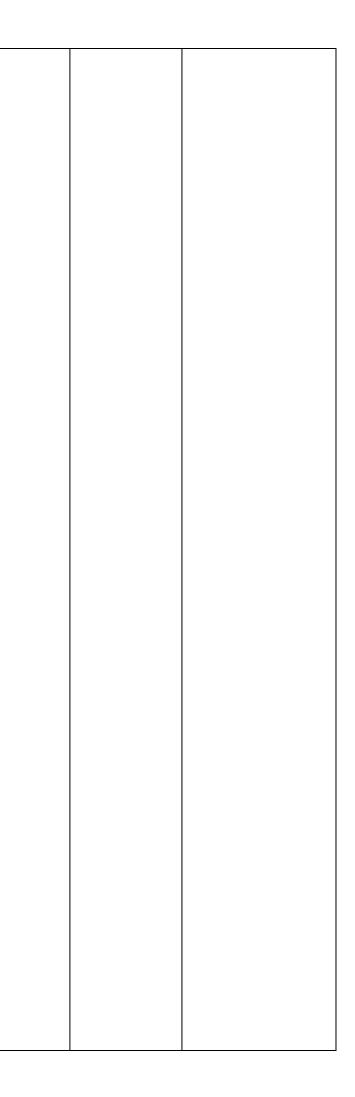


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	communicating, collaboratin	-			the Cave of Swimmers	
	competing with each other.				dating back even	
	should develop an understar	-			further.	
	of how to improve in differe	Learn from others now				
	physical activities and sports	and they can improve their			Most competitive	
	learn how to evaluate and	skills.			swimmers swim 6-12	
	recognise their own success.				miles a day!	
		Comment on tactics				
	Use running, jumping, throw	-			The longest swimming	
	and catching in isolation and	in improve performances.			pool is in Morocco, it is	
	combination.	Make suggestions on			480 metres long and	
		how to improve their			75 metres wide. The	
	Swimming	work, commenting on			pool we swim in is only	
	Swim competently, confiden				25m long and 11m	
	and proficiently over a distar	nce of differences.			wide!	
	at least 25 metres.					
	Use a range of strokes effect	ively Can describe the effect				
	[for example, front crawl,	exercise has on the				
	backstroke, and breaststroke	e]. body				
		Can explain the				
	Perform safe self-rescue in	importance of exercise				
	different water-based situati	and a healthy lifestyle				
	different water-based situati	10115.				
		Understands the need				
	Compare their performances	s with down				
	previous ones and demonstr	down.				
	improvement to achieve the personal best.	ir <u>Swimming</u>				
		Swims competently,				
		confidently and				
		proficiently over a				
		distance of at least 25				
		metres .				
		Lisos a rango of strokos				
		Uses a range of strokes effectively e.g. front				
		crawl, backstroke and				
		breaststroke.				
		Performs safe self-				
		rescue in different				
		water-based situations.				
Oracy		Debate: legs are more important	t when swimming than ar	ms.		
opportunities for						
summer term						

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

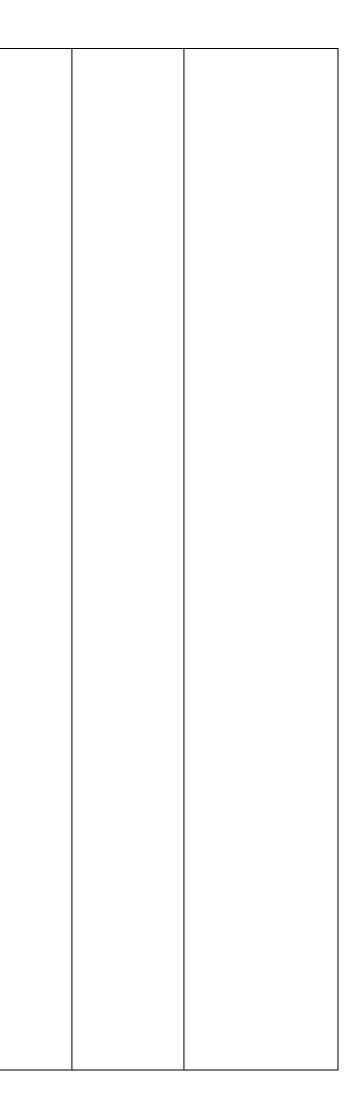
A 2 – Gymnastics	skills, learning how to use them in	ways that suit the	What are the qualities of a	across the world in	Collaboration	
	different ways and to link them to	games activity.	good team when playing	more than 80 different		
	make actions and sequences of	Shows confidence in	an invasion game?	countries.		
	movement. They should enjoy	using ball skills in	How can we ensure we			
	communicating, collaborating and	various ways, and can	keep possession of a ball	Netball is not played at		
	competing with each other. They	link these together	during a game?	the Olympic games		
	should develop an understanding	effectively.		because of the low		
	of how to improve in different	enectively.	How can ball games be	number of male players		
	physical activities and sports and	e.g. dribbling,	modified for those who	worldwide.		
	learn how to evaluate and	bouncing, kicking.	struggle?			
	recognise their own success.	Keeps possession of	Gymnastics	Cumpostics		
	_	balls during games		<u>Gymnastics</u>		
	Use running, jumping, throwing	situations.	What is precision and why	Parkour is a form of		
	and catching in isolation and in		is it needed in gymnastics?	gymnastics, and the		
	combination.	Consistently uses skills		first Parkour World		
		with co-ordination,		Championships was		
	Play competitive games, modified	control and fluency.	What is important to	held in 2018.		
	where appropriate [for example,	Takes part in	consider when giving			
	badminton, basketball, cricket,		feedback on others'			
	football, hockey, netball, rounders	competitive games with a strong	performances?	For execution scores,		
	and tennis], and apply basic	5		gymnasts are scored on		
	principles suitable for attacking	understanding of		how well they execute		
	and defending.	tactics and	What is extension?	their skills. They lose		
		composition.		points for mistakes in		
	Compare their performances with	Can create their own		artistry and technique.		
	previous ones and demonstrate	games using knowledge	Physical Activity Lessons			
	improvement to achieve their	and skills.	How can we ensure we			
	personal best.		lead a healthy lifestyle?	Physical Activity		
		Modifies competitive		Lessons		
	<u>Gymnastics</u>	games.	Other than exercise, how	Optimal fitness		
	Pupils should continue to apply	Compares and	can we maintain a healthy	requires a balanced		
	and develop a broader range of	comments on skills to	mind and body?	exercise routine that		
	skills, learning how to use them in	support creation of		incorporates aerobic,		
		new games.		strength training and		
	different ways and to link them to			flexibility exercise.		
	make actions and sequences of	Can make suggestions				
	movement. They should enjoy	as to what resources		Movement and		
	communicating, collaborating and	can be used to		exercise helps to		
	competing with each other. They	differentiate a game.		relieve stress by		
	should develop an understanding	Apply knowledge of		producing a relaxation		
	of how to improve in different	skills for attacking and		response in your brain.		
	physical activities and sports and	defending.		response in your stuff.		
	learn how to evaluate and			Sitting still for too long		
	recognise their own success.	Uses running, jumping,		can increase your		
		throwing and catching		chance of an early		
	Develop flexibility, strength,	in isolation and		death!		
	technique, control and balance	combination.		death		
	[for example, through athletics	<u>Gymnastics</u>				
	and gymnastics].					
		Plan and perform with				
	Compare their performances with	precision, control and				
	previous ones and demonstrate	fluency, a movement				
	improvement to achieve their	sequence showing a				
	personal best.	wide range of actions				
		including variations in				
	Physical Activity Lessons	speed, levels and				
	Pupils should continue to apply	directions.				
	and develop a broader range of					
	· · · · · · · · · · · · · · · · · · ·			· I	· · ·	· · ·

skille, learning how to use therm in make actors and sequences of movement. They should enjoy community, collaborating and schuld develoa and weed shoulding of how to improve in different physicial activities and sports and learn how to avaluate and recognise their own access. Use running, jumping, throug and outling in solution and in combination. Hey competitive panes, modified where a poporais of recoarding. They competitive panes, modified where a poporais of recoarding. badminton, basketball, critical, and censing, and apply hosis principles solution to avaluate and evaluating. Develop feasibility, strength, and censing, and apply hosis principles solution be and and terming and apply hosis principles solution be avaluating. Compare being performances and genoment for example, through a theics and genoment performances. Compare being performances where performances. Compare being performances and develoally, strength, technique, control and balance (for example, through theics) principles solution be anti- performances.						
mate actions and sequences of communitating, collaborating of allocating and abore properties with used their. They should develop an understanding by how to inscribe in different physics and sources.       emphasis on extension, classes on infection.         Use running, jumping, throwing and catching in isolation and proprior with the sources.       enduly they may be sequence using floor, recognise their owns success.       enduly they apprior with the sources.       enduly they apprior with the sources.       enduly they apprior with they with with a partner to sequence using floor, recognise their owns success.       enduly they apprior with they sequence using floor, recognise their owns success.       enduly they apprior with they with with a partner to sequence using floor, recognise their owns success.       enduly they apprior with they with with a partner to sequence using floor, recognise their owns success.       enduly they apprior with they with with a partner to sequence using floor, recognise their owns success.       enduly they apprior with they with with a partner to sequence using floor, recognise their owns success.       enduly they apprior with they with apprior with they apprior with they with apprior with they with apprior with they with apprior with they and how these are apprior with they apprior withey apprior with they apprior with they apprior with th	skills, learning how to use them in	Performs difficult				
movement. They should exign competing with each other. They should develop an understanding of how to evaluate and recognise ther own second liser how to evaluate and recognise ther own second and catching in Solution and in combination. Play competitive games, modified and techniques, and techniques and techniques, control and balance performances. Techniques, control and balance performances the performances the techniques, control and balance performances.	different ways and to link them to	actions, with an				
communicating, collaborating and inference in chude a partner or softwarte in chude and a chude a chude in chude and a chude in chude in chude and a	make actions and sequences of	emphasis on extension,				
competing with each other. The physical stritting and sports and learn how to evaluate and recognise their own and group. Use running, jumping, thrwing and catching in indiction and in- both matrix to evaluate and recognise their own and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- tensity and sports and sports and and catching in indiction and in- both matrix physical stritting sports and catching in indiction and in- tensity and sports and sports and and catching in indiction and in- tensity and sports and and catching in indiction and in- tensity and sports and sports and and catching in indiction and in- and catching in indiction and in- part of the sports and sports and and catching in indiction and bannee (for example, through athietes and symmatics). Compare their performaness and demonstrite personal best.	movement. They should enjoy	clear body shape and				
should even on an understand how to improve in different physical activities and sports and recognise their own success. Use running, jumping, throwing radicating in solution and in combanitor. Use running, jumping, throwing radicating in solution and in combanitor. Use running, jumping, throwing radicating in solution and in combanitor. Supportise (for example, throwing radie up a abort stocking and physics principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance and genmantsci. Develop flexibility, strength, technique, control and balance and others' work. Personal best. Les more complex personal best. Les more complex performances. Personal best. Les more complex performances. Les more complex Les more complex performances. Les more complex performances. Les more complex performances. Les more complex pe	communicating, collaborating and	changes in direction.				
induid greep an understand how to improve how to improve recognise their own success. Combination. Combinatio	competing with each other. They	Adapts sequences to				
bi hove to evaluate and sports and recognise their own success. Use running, jumging, throwing and cathing in isolation and it where apporprint for example, badmition, baskeball, cristed, not collar, horder, metalin, rounder and defending. Develop Heability, strength, and gymaskic). Develop Heability, strength, and gymaskic). Develop terbility, strength, and defending. Develop terbility, strength, and defending. Develop terbility, strength, and terbing terbing terbing terbing and defending. Develop terbility, strength, and terbing terbing terbing terbing and defending. Develop terbing terbing terbing terbing and terbing terbing terbing terbing and terbing terbing terbing terbing and terbing terbing terbing terbing terbing and terbing terbing terbing terbing terbing terbing terbing and terbing te	should develop an understanding					
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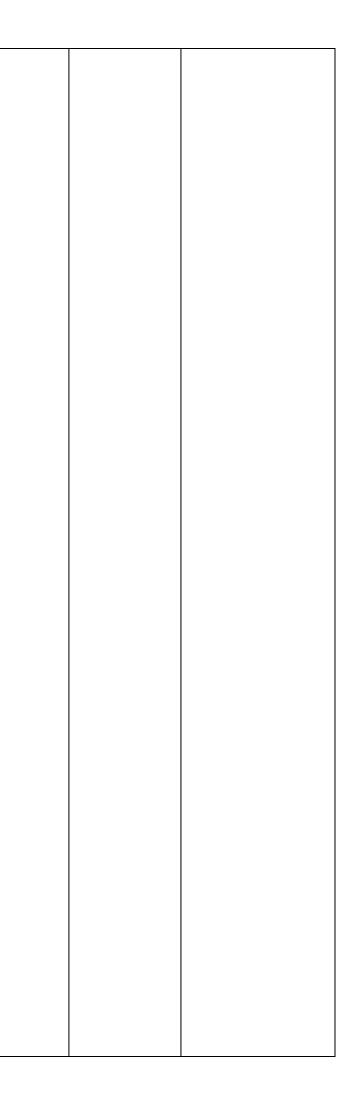
		similarities and differences. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.					
Oracy opportunities for							
Autumn Term							
Spring	Dance	Dance	Dance	Dance	Dance	Healthy lifestyles	Val Saben
	Pupils should continue to apply	Exaggerates dance	Why should dance moves	In some cultures, dance	Tempo	Healthy lifestyles	
S 1 – Dance	and develop a broader range of	movements and motifs	be exaggerated when	is a way of thanking the	Dynamics	Aspirations	
S 2 – OAA	skills, learning how to use them in	(using expression when	performing?	Gods or asking for	Isolation	Teamwork	
	different ways and to link them to	moving).		fortune and prosperity.		Collaboration	
	make actions and sequences of	Performs with	How can a strong				
	movement. They should enjoy	confidence, using a	imagination help us in	Due to the high	<u>OAA</u>		
	communicating, collaborating and	range of movement	dance?	physical demand on	Solution		
	competing with each other. They	patterns.		their bodies, most	Control point		
	should develop an understanding	Demonstrates a strong	Why should rhythm and	professional dancers			
	of how to improve in different	imagination when	beat be considered when	retire from dancing in			
	physical activities and sports and	creating own dance	dancing?	their mid-30s.			
	learn how to evaluate and	sequences and motifs.		0.0			
	recognise their own success.	Combines flexibility,		OAA To be successful in			
	Dovelon flovibility stress th	techniques and	000	To be successful in			
	Develop flexibility, strength,	movements to create fluent sequence.	OAA How can we show we are	OAA, you must consider the			
	technique, control and balance [for example, through athletics	Moves appropriately ad	How can we show we are listening?	importance of your			
	and gymnastics].	with the required style		technical skills and			
	ana gymnasticsj.	in relation to the	What are the attributes of	knowledge over brute			
	Perform dances using a range of	stimulus.	a good team?	strength.			
	movement patterns.	e.g., using various					
		levels, ways of	What does it mean to	Staying calm and being			
	Compare their performances with	travelling and motifs.	collaborate and	dedicated are two vital			
	previous ones and demonstrate	Beginning to show a	compromise?	skills to succeeding at			
	improvement to achieve their	change of pace and		orienteering.			
	personal best.	timing in their	Physical Activity Lessons				
		movements.	How can we ensure we	The aim of OAA is to			
	OAA	Is able to move to the	lead a healthy lifestyle?	navigate in the correct			
	Pupils should continue to apply	beat accurately in		order between a set of			
	and develop a broader range of	dance sequences.	Other than exercise, how	control points by			
	skills, learning how to use them in different ways and to link them to	Improvises with	can we maintain a healthy	deciding on the best			
	different ways and to link them to make actions and sequences of	confidence, still demonstrating fluency	mind and body?	route to complete the course.			
	movement. They should enjoy	across their sequence.					
	communicating, collaborating and	Dances with fluency,		Physical Activity			
	competing with each other. They	linking all the		Lessons			
	should develop an understanding	movements and		Optimal fitness			
	of how to improve in different	ensuring they flow.		requires a balanced			
	physical activities and sports and	Demonstrates		exercise routine that			
	,						

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

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Develop flexibility, strength,	<u>Athletics</u>		chance of an early death!	
technique, control and balance [for example, through athletics and gymnastics].	Beginning to build a variety of running techniques and use with confidence.			
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Can perform a running jump with more than one component.			
Physical Activity Lessons 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.	e.g. hop skip jump (triple jump). Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary.			
Use running, jumping, throwing and catching in isolation and in combination.	Can use equipment safely and with good control.			
	<u>Physically Active</u> <u>Lessons</u> Watches and describes performances accurately.			
	Learn from others how they can improve their skills.			
	Comment on tactics and techniques to help improve performances.			
	Make suggestions on how to improve their work, commenting on similarities and differences. Can describe the effect exercise has on the body Can explain the importance of exercise			
	and a healthy lifestyle. Understands the need to warm up and cool down.			



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summer Term					