

PE Overview

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

EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm 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. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one handed tools and equipment for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Start to eat independently and learning how to use a knife and fork Show preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on, changing their clothes Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Develop their small motor skills, so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast accurate and efficient 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 Further develop the skill they need to manage the school day successfully: Lining up and queuing, personal hygiene and mealtimes 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
Expressive art and design		<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems, and stories with others, and – when appropriate try to move in time with music.

Nursery

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
Learning Overview	The first focus in PE will be to move safely up and down the stairs to the PE hall making sure that we hold onto the handrail and take the steps one at a time using alternate feet. We will focus on developing our fundamental movement and ball skills. We will explore what our bodies can do and motivate ourselves to try something new. We will play games and use the outdoors to develop our gross motor skills. We will develop our skills when using one-handed tools and equipment. We will begin to develop our fine motor skills through our activities within the provision.							
Autumn Who Am I?	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Be increasingly independent as they get dressed and undressed, for example, putting coats on, changing their clothes.	I can use my balancing skills to ride a scooter. I can walk up and down the stairs using alternate feet whilst holding onto the hand rail. I can take off my clothes and put on my PE kit with help.	How can you make your scooter go faster? How can you make the ball travel further? What do you need to do to make sure you are safe on the stairs? When you are getting changed back into your uniform what do you put on first?	The stronger the “push” the further the scooter will travel. You should use your foot to kick a ball. You need to put your T-shirt on before your jumper	Push Scooter Faster Further Handrail Stairs	Run 1 mile		Balls Scooters PE hoops
Learning Overview	In spring we will use some small equipment such as balls and bean bags to begin to learn how to throw, catch and kick a ball. We will learn to use a comfortable grip with good control. We will learn to use and remember sequences and patterns of movement influenced by and linked to music and rhythm.							
Spring Cycle A: Amazing Nature Cycle B: Ready Steady Cook	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues Are increasingly able to use and remember sequences and patterns of	I can use force to propel a ball I can put both of my hands in the correct position to catch a large ball I can follow a short body percussion sequence	What do you need to do to throw a ball? What position do your hands need to be in to catch the large ball?	The harder you throw a ball the further it will go Body percussion helps to develop our coordination	Ball Catch Percussion Throw Sequence	Run 1 mile		Balls Music Body percussion videos Hoops

	<p>movements which are related to music and rhythm</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on, changing their clothes</p>							
Learning Overview	We will practise our developing gross motor skills such as crawling, walking and running to be more coordinated. We will learn to select the appropriate movement for the size of the space and distance needed to travel. We will begin to collaborate with others to manage moving large equipment safely.							
<p>Summer</p> <p>Cycle A: All Creatures Great and Small</p> <p>Cycle B: Land of Make Believe</p>	<p>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.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on, changing their clothes</p>	<p>I can choose the correct movement to carry out an activity.</p> <p>I can get dressed and undressed by myself.</p>	<p>When is it best to crawl?</p> <p>When is running the better option?</p> <p>How does the size of the plank change your movements?</p>	<p>Walking or running is more efficient than crawling.</p> <p>You would need to balance depending on the width of the plank.</p>	<p>Plank</p> <p>Crawl</p> <p>Width</p> <p>Balance</p>	<p>Run 1 mile</p>		<p>Planks</p> <p>Hollow boxes</p> <p>Crates</p> <p>Hoops</p>

Reception

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
ELG	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. Use a range of small tool, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>							
Learning Overview	The first focus in PE will be to move safely and use our listening skills to follow instructions. We will focus on developing our fundamental movement skills. We will explore what our bodies can do and motivate ourselves to try something new. We will play games and use the outdoors to develop our gross motor skills. We will learn to hold a pencil effectively and develop our fine motor skills through our activities within the provision. We will enjoy some PE dance sessions with a focus on different movements and creating dances. We will also develop our social skills so that we move and work together cooperatively and respect others' space.							
Autumn Who Am I?	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Develop their small motor skills, so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine</p>	<p>I can roll, crawl, walk, jump, run, climb and stand on one foot.</p> <p>I can experiment with different ways of moving e.g. slithering, shuffling, jumping, sliding.</p> <p>I can combine different movements with ease and fluency.</p>	<p>What is the difference between walking and running?</p> <p>What is our starting position for a good jump?</p> <p>Which is your favourite movement? (slithering, shuffling, jumping, sliding)</p>	<p>Your body can move in lots of different ways.</p> <p>When jumping start with your feet together.</p> <p>You need to use your whole body when slithering</p>	<p>Roll</p> <p>Jump</p> <p>Climb</p> <p>Hop</p> <p>Skip</p> <p>Crawl</p> <p>Slither</p> <p>Shuffle</p> <p>Slide</p>			<p>Music</p> <p>Hoops</p>
Learning	In spring we will use some small equipment such as balls and bean bags learning how to throw, catch, roll and kick a ball. We will be using these skills to introduce batting and aiming. We will learn to write recognisable letters as we improve our pencil grips. In dance we will work in partners and small groups to move expressively to music. We will learn how to put a small sequence of movements together.							

Overview								
Spring Amazing Nature	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating</p>	<p>I can control a ball in a range of ways.</p> <p>I can throw accurately at a target.</p> <p>I can use a bat or racket to move and control an object.</p> <p>I can catch and bounce a ball.</p> <p>I can kick a ball.</p> <p>I can negotiate space successfully in racing and chasing games with others.</p>	<p>What happens when you do not look where you are throwing the ball?</p> <p>What part of the body do you use to kick a ball?</p> <p>What happens if you do not look in the direction you are travelling?</p>	<p>You need to look in the direction you are throwing or kicking the ball.</p> <p>When catching a ball, make sure your hands are cupped together.</p> <p>Use a flat hand when bouncing a ball.</p>	<p>Target Bat Racket Space Travel Bounce Cupped</p>			<p>Balls Bats</p>
Learning Overview	<p>We will practise athletics such as running and developing the fundamentals to be more coordinated. We will think about the foundations of developing good handwriting and improve our posture as we sit at the table for longer periods of time to prepare for the next stage of our learning. We will explore jumps – tuck, pencil and star and rolls.</p>							
Summer All Creatures Great and Small	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking,</p>	<p>I can jump in a range of ways from one space to another.</p> <p>I can control my body when jumping and balancing.</p> <p>I can create a sequence using a jump and a balance.</p> <p>I can roll.</p> <p>I can control my body when rolling.</p> <p>I can perform a sequence of movements with confidence and control</p> <p>I can use a range of large and small apparatus confidently and safely.</p>	<p>How can I help myself balance?</p> <p>What do you need to do for a controlled roll?</p> <p>What do you need to do for a controlled pencil roll?</p> <p>How should you land when you jump off an object?</p>	<p>You need to put your arms out to the side to balance.</p> <p>Raise your arms above your head for a controlled pencil roll.</p>	<p>Move Control Grace Strength Co-ordination Balance Agility Spin Rock Pencil roll</p>			

	<p>passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the skill they need to manage the school day successfully: Lining up and queuing, personal hygiene and mealtimes</p>	<p>I can mount stairs, steps or climbing equipment using alternate feet.</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence and skill around, under and over balancing and climbing equipment</p>						
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Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1- Games - attack, defend, shoot	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Recognise rules and apply them in competitive games</p> <p>Make decisions about how to defend a target.</p> <p>Aim at targets and shoot from varying distances, defended and unopposed</p> <p>Roll, slide or throw a beanbag or ball with accuracy</p> <p>Use change of direction and speed in open play</p> <p>Come up with creative ways of manipulating difference objects such as balls and beanbags</p> <p>Work in collaboration with others to attack and score points</p>	<p><u>Head</u> Children will be introduced to simple rules of various attacking, defending and shooting games.</p> <p>Children will be able to follow and describe simple rules and why it is important to follow them.</p> <p>Children will begin to talk about what they see a partner doing.</p> <p>Children will talk about how to work in a safe space.</p> <p>Children will begin to copy good practice.</p> <p><u>Hand</u> Children will use a variety of equipment to send and receive the ball in various game scenarios using their hands and feet.</p>	<p>What are some games that use a net?</p> <p>Why are there rules in invasion, team games?</p>	<p>The earliest version of football was from China sometime around 2500BCE and it is recognised by FIFA.</p>	<p>Attack Defend Shoot Net Rules Space</p>			

		<p>Show motivation to improve and attempt more difficult challenges</p>	<p>Children will explore movement using speed and direction with a range of equipment.</p> <p>Children will practice outwitting an opponent through changing direction and speed.</p> <p>Children will begin to select skills in various game scenarios.</p> <p><u>Heart</u> Children will have the opportunity to work in teams and recognise the importance of their own motivation within a team.</p>						
Autumn 2 - Gymnastics	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>Use words such as rolling, travelling, balancing, climbing</p> <p>Can identify risks of working on and around apparatus</p> <p>Safely remove and carry basic gym equipment such as mats and benches</p> <p>Recognise 'like' actions and link them together</p> <p>Perform simple gymnastic actions and shapes</p> <p>Make their body tense, relaxed, stretched and curled</p> <p>Create an active journey using different body parts</p> <p>Value others' efforts when they perform; watch and listen</p>	<p><u>Head</u> Children will be able to describe and apply their knowledge of safe practice by lifting, carrying and placing apparatus safely with support.</p> <p>Children will discuss how their body feels during and after exercise.</p> <p>Children will observe, copy and describe what others have done well.</p> <p><u>Hand</u> Children will explore basic gymnastic actions: roll, jump, balance and climb</p> <p>Children will practice existing routines by copying and repeating.</p> <p>Children will explore compositional principles.</p> <p>Children will practice linking 2-3 movements to create a short sequence.</p> <p>Children will adapt movements using compositional principles.</p>	<p>What is gymnastics?</p> <p>Why is balance important for gymnastics?</p> <p>How can we be safe when practising and performing?</p>	<p>Gymnastics is a sport that requires strength, balance, flexibility and control.</p>	<p>Shape Roll Travel Balance Tense Relax Stretch Curl Active journey Routine Feedback Apparatus</p>		<p>Simone Biles</p>	

			<u>Heart</u> Children will explore why confidence when performing is important.						
Oracy opportunities for Autumn term									
Spring 1 - Dance	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns.</p>	<p>Demonstrate understanding that a dance has a start, middle and end</p> <p>Confident to explore space within their dances and movements</p> <p>Simplistically use concepts such as unison and mirroring in dance, copying examples</p> <p>Perform basic body actions along with music</p> <p>Remember and repeat simple movement patterns</p> <p>Move with control and show spatial awareness</p> <p>Show strength and flexibility during different types of activity such as movement phrases or starter activities</p> <p>Work with a partner to use repeating motifs in a dance movement phrase</p> <p>Tap into emotions to respond to the feelings in the music translating to body movement</p>	<p><u>Head</u> Children explore a basic understanding of timing during dance</p> <p>Children will decide their own starting and ending positions for a routine.</p> <p><u>Hand</u> Children will perform basic actions of travel, jump, turn, gesture, and stillness.</p> <p>Children will practice and repeat learnt movements.</p> <p>Children will explore the use of feelings and ideas through movement and music.</p> <p>Children will create their own short phrases.</p> <p><u>Heart</u> Children will begin to use confidence to move in their own and general space.</p> <p>Children will work alone and in pairs to practice and perform, offering feedback where appropriate.</p>	What is a sequence?	Dancing is an act of stepping or moving through a series of movements usually in time to music.	<p>Movement</p> <p>Speed</p> <p>Style</p> <p>Motif</p> <p>Sequence</p> <p>Unison</p> <p>Level</p> <p>Timing</p> <p>Action</p> <p>Stimulus</p>		Diversity	
Spring 2 - Games - send, return, net and wall	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive</p>	<p>Can describe how they worked with their partner to send and receive</p> <p>Confident to explore different actions such as</p>	<p><u>Head</u> Children will explore linking actions together including running, throwing and catching</p> <p>Children will experiment with different rules in</p>	<p>What are some different types of throws?</p> <p>Why is accuracy important in ball games?</p>	<p>Hand-eye coordination is important for sports involving our hands. It allows us to use our muscles and vision at the same time.</p>	<p>Dribbling</p> <p>Bouncing</p> <p>Defending</p> <p>Teamwork</p> <p>Players</p> <p>Court</p>		Joe Wicks	

	<p>(both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>hitting other types of targets</p> <p>With some accuracy and sensitivity, feed ball to a partner for them to hit</p> <p>Score points against opposition over a line/net</p> <p>Chase, stop and control balls and other objects such as beanbags and hoops</p> <p>Use coordination and agility to keep rallies going in pairs and small groups</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect or return</p> <p>Work with a partner to send and return an object and play a simple rally</p> <p>Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace</p>	<p>various games and begin to implement them</p> <p><u>Hand</u> Children will explore basic throwing and catching techniques</p> <p>Children will explore rolling skills in games</p> <p>Children will practice throwing accurately in activities and games</p> <p><u>Heart</u> Children will explore collaborative working in pairs and small groups</p> <p>Children will begin to compete with one another and talk about how it feels to win or lose</p>						
<p>Oracy opportunities for spring term</p>									
<p>Summer 1 - Games - hit, catch, run</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Able to identify when a point has been scored and keep count of the score</p> <p>Show an understanding of techniques to track and stop balls.</p> <p>Catch a medium-sized ball thrown over a short distance.</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it</p>	<p><u>Head</u> Children will have the opportunity to keep score in small-scale games.</p> <p>Children will consider why resilience in team games is important and why we should never give up.</p> <p><u>Hand</u> Children will be introduced to various small-scale versions of striking and fielding games with adapted rules.</p>	<p>What equipment do we need to play sports like tennis and cricket?</p>	<p>Bat and ball games are usually played between two teams. Some of the most famous bat and ball games are cricket and tennis.</p>	<p>Batter Bowler Fielder Racket Runs Tactics</p>	<p>Healthy Lifestyles - sports day</p>	<p>Alfie Hewitt</p>	

	Participate in team games, developing simple tactics for attacking and defending	<p>Run between bases to score points</p> <p>Use a range of sending skills to put the ball into space</p> <p>Able to self-feed ball to hit off the hand and strike ball off a cone</p> <p>Work collaboratively to score runs showing encouragement and support</p> <p>Resilient in the face of new challenges shows the will to keep trying</p>	<p>Children will practice catching with various sized balls/equipment.</p> <p>Children will practice travelling whilst catching.</p> <p><u>Heart</u> Children will play a variety of striking and fielding sports and explain which ones they like and why.</p> <p>Children will discuss why encouraging and supporting teammates is an important part of team sports.</p>						
Summer 1 - Athletics - run, jump, throw	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Demonstrate awareness for the need to improve and attempt to improve</p> <p>Recognise and implement concepts such as waiting your turn</p> <p>Select correct skill for the situation</p> <p>Can start and stop at speed, run in straight lines using a variety of speeds</p> <p>Attempt various jumps taking off and landing on different foot combinations</p> <p>Handle and throw a variety of different objects and attempt to throw for distance</p> <p>Move a variety of objects quickly, showing a range of techniques</p> <p>Develop agility and coordination skills to competently take part in a range of activities</p>	<p><u>Head</u> Children will observe a partner and describe what they are doing.</p> <p>Children will copy good practice.</p> <p>Children will describe what happens to their body after physical activity.</p> <p><u>Hand</u> Children will explore and improve different directions and speeds when moving on feet.</p> <p>Children will explore different combinations of jumping and landing.</p> <p>Children will experiment with throwing a variety of equipment.</p> <p>Children will begin to select skills and equipment for a purpose (e.g. what ball or speed for a distance).</p> <p><u>Heart</u> Children will discuss why their role in a team relay is important</p>	What is important when throwing and catching?	Athletics is a group of sporting events that involves competitive running, jumping, throwing, and walking			Mo Farah	

		Participate as part of a team to compete in running relays Put in effort and stay motivated when challenged	Children will discuss why motivation is different during different activities and discuss their likes and dislikes of different athletic activities						
Oracy opportunities for summer term									

Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1- Games - Invasion (Football and attack, defend, shoot)	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Begin to look for space to pass into or run to receive</p> <p>Recognise something needs to stay within a defended area</p> <p>Can send a ball using feet</p> <p>Can send a ball varying distances using feet</p> <p>Can receive a ball with feet</p> <p>Link combinations of skills, e.g. dribbling and passing in isolation and combination</p> <p>Can play in a variety of position in both defence and attack</p> <p>Show awareness of teammate and opponents in games</p>	<p><u>Head</u> Children will explain how to use simple tactics to work effectively as a team.</p> <p>Children will describe what is successful in their own and others' work.</p> <p>Children will make suggestions of how they/others could improve.</p> <p><u>Hand</u> Children will select and use simple tactics to outwit an opponent.</p> <p>In groups, children will invent their own rules for small game activities and choose equipment to suit the activity.</p> <p>Children will take part in activities that improve their coordination and control when using equipment in different ways (e.g. dribbling in different games).</p> <p>Children will combine different skills when playing small game activities.</p> <p><u>Heart</u></p>	<p>Why is confidence important in sport?</p> <p>Why do we need to be in a space when playing invasion games?</p> <p>Why are rules in sports important?</p>	<p>The first ever football match was played on 30th November 1872 between England and Scotland.</p> <p>The Lionesses' biggest win was against Latvia in 2021 where they won 20-0.</p>	<p>Shoot Opponent</p>		<p>Lionesses</p>	

			Children will practice leading a team. Children will discuss why respecting their teammates and the opposition is important in games.						
Autumn 2 - Gymnastics	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Perform with some control and consistency, basic actions at different speeds and on different levels</p> <p>Explain the differences between types of balance such as point and patch</p> <p>Create and perform a simple sequence</p> <p>Perform using recognised start and finish shapes</p> <p>Explore and practice transitions between elements</p> <p>Demonstrate flexibility in actions</p> <p>Use power in jumps and flight</p> <p>Reflect on their own performances and identify their strongest action/skill</p> <p>Work well with others to help improve each others' sequences/movements</p>	<p><u>Head</u> Children will observe peers' performances and identify when various skills have been used.</p> <p><u>Hand</u> Children will experiment with controlled and uncontrolled movements and explain which is best when performing.</p> <p>Children will learn movements through copying and then adapt them to include apparatus and transitions between elements.</p> <p>Children will explore sequences with unlike actions.</p> <p>Children will use recognised start and finish shapes showing their routine has a start, middle and end.</p> <p>Children will explore a greater range of movements for each of the basic skills.</p> <p>Children will explore twisting, spinning and turning actions and add them to their sequences.</p> <p><u>Heart</u> Children will suggest actions that can improve their peers' sequences.</p> <p>Children will record their performance and identify their strongest skill, where they can improve and where they have been consistent.</p>	<p>What equipment can be used in gymnastics?</p> <p>What is a pathway?</p> <p>How can movements be linked together to create sequence?</p>	Gymnastics is one of the oldest recorded sports. Ancient Greek competitors first practiced gymnastics over 2000 years ago.	Curl Pathway Link			
Oracy opportunities for Autumn Term									
Spring 1 - Dance	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a	Show confidence to perform in front of others	<p><u>Head</u> Children will perform different dances from different cultures</p>	What is meant by 'levels' in dance?	Belly dance is considered the oldest form of dance	Synchronise Tempo Pulse		Dipa Karmakar	

	<p>broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns.</p>	<p>Select movement that show a clear understanding of the theme/story/idea of the dance</p> <p>Explore and use basic choreography, including levels, speed changes, unison and canon</p> <p>Move with imagination responding to the music</p> <p>Plan a dance to have a beginning, middle and end</p> <p>Show good timing with the music</p> <p>Begin to use formations in dance</p> <p>Create a short, simple dance with a partner</p> <p>Attempt to work as part of a group to perform a dance</p>	<p>and describe how their body feels during each one.</p> <p>Children will use a motif and compare how they have used it to how a peer has.</p> <p><u>Hand</u> Children will select movements based on ideas, themes, stories and feelings and begin to show characterisation.</p> <p>Children will be played a musical stimulus and use their imagination to explore movements in response to it. Children will adapt a routine so that they begin to use different formations.</p> <p><u>Heart</u> Children will work in a larger group to create a dance and take on the role as leader.</p> <p>Children will work on their communication skills in a larger group and consider why this is more difficult than working in a pair.</p>	<p>What affects speed in dance?</p>	<p>originating over 6000 years ago.</p>	<p>Formation Duet Precision Expression Direction Spinning Bending Levels</p>			
<p>Spring 2 - Games Invasion</p> <p>(Basketball and send and return)</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Making decisions to send balls to a player in space</p> <p>Select the most appropriate skill to move forwards to shoot</p> <p>Choose to attempt to intercept the ball</p> <p>Can send a variety of different size and shaped balls with hands</p> <p>Can catch a variety of different sized and shaped balls</p> <p>Perform the role of goalkeeper using basic stopping skills</p> <p>Explore the concept of intercepting</p>	<p><u>Head</u> Children will apply their knowledge of tactics to different small games and sports like basketball.</p> <p>Children will begin to play in teams and talk about how their role is valuable.</p> <p><u>Hand</u> Children will explore different skills necessary to be successful in games, e.g. throwing, catching and dribbling.</p> <p>Children will explore appropriate places to stand when receiving the ball</p> <p>Children will experiment with space and how different throws are needed to go across different distances.</p>	<p>Why is accuracy important when throwing a ball?</p> <p>What are 'tactics'?</p> <p>Why is practice important when developing a skill?</p>	<p>The first basketballs coloured brown. Because they were difficult to see, a coach in 1957 developed the idea of an orange ball.</p>	<p>Accuracy Aiming Distance Evaluation Grip Position Receive Target Technique</p>		<p>Patrick Anderson</p>	

	Participate in team games, developing simple tactics for attacking and defending	Can play in a variety of positions in both attack and defence Show awareness of teammates and opponents in games Work with a partner and in small groups to develop skills	Children will play small games with a focus on interception and begin to implement this skill in larger games. Children will practice their attacking and defending skills and apply them during different games. <u>Heart</u> Children will recognise good and poor sportsmanship and how we can be a respectful opponent.						
Oracy opportunities for spring Term									
Summer 1 - Games - Striking and fielding (Tennis and hit, catch, run)	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Decide on and play with their dominant hand Begin to recognise when a ball has landed 'in' and 'out' of boundaries Demonstrate basic sending skills in isolation and small games Use correct grip to hold a tennis racquet Hit a ball with a racquet with some consistency Take part in a rally Use a self-feed to start a game Return a ball coming towards them using a racquet Play in modified games with others to send and return the ball over a net Work cooperatively with a partner to practise sending and receiving skills	<u>Head</u> Children will learn simple rules required for various games needing a racquet/bat children will experiment with different boundaries in various small-scale and larger group games <u>Hand</u> Children will be able to explain and show the correct grip on a tennis racquet and explain how this affects performance Children will practice rallies in various scenarios and try to replicate this in a game situation Children will play modified games where a racquet or bat is used and choose from their repertoire of skills <u>Heart</u> Children will work alone and in doubles when playing a modified tennis match Children will consider the differences in playing as a single or as a double and where they fit in as part of team	What does 'backhand' mean? What does 'forehand' mean? What is an opponent?	Tennis originated in France and was based on a game called 'Jeu de paume'. It is like tennis but you used your bare hands instead of rackets	Racket Competitive Backhand Forehand Serve Volley		Serena & Venus Williams	
Summer 2 - Athletics	Pupils should develop fundamental movement skills, become increasingly competent and	Make choices about appropriate throws for different types of activity	<u>Head</u> Children will explore why space is important when navigating	Why is balance important for	The Olympic 100-meter race determines who is the	Pivot Aim Coordination	Healthy Lifestyles - sports day	Usain Bolt	

	<p>confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Can identify areas of actions that need improvement, e.g. power in throws to throw further</p> <p>Develop strength, agility, coordination and balance over a variety of activities</p> <p>Can negotiate obstacles showing increased control of body and limbs</p> <p>Demonstrate different types of throws</p> <p>Show quick feet actions for sprinting</p> <p>Perform a variety of static and dynamic balances</p> <p>Work cooperatively to complete running and throwing tasks</p> <p>Consider others when playing games to respect their space and boundaries</p>	<p>different obstacles on a running track</p> <p>Children will recognise what amount of space/boundaries are needed when their peers perform different running, throwing and jumping actions</p> <p><u>Hand</u> Children will compete in small-scale athletic activities where they switch between running, jumping and throwing</p> <p>Children will develop an awareness/connection between speed and distance</p> <p>Children will build coordination over low obstacles</p> <p>Children will begin to control their take-off and landing when performing jumps</p> <p>Children will explore one-handed and two-handed throws</p> <p>Children will begin to select jumps for distance and height</p> <p><u>Heart</u> Children will compete in mini challenges as part of a team</p> <p>Children will explore helping others by suggesting basic improvements to performance</p>	<p>running and jumping?</p> <p>What should we remember when jumping?</p> <p>How can we improve our chances of hitting a target?</p>	<p>'fastest on earth' – Usain Bolt owns the all-time record with a time of 9.58 seconds</p>	<p>Agility</p>			
<p>Oracy opportunities for summer Term</p>									

Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
<p>Autumn 1 - Games - Invasion</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to</p>	<p>Recognise key features of a hockey stick, including how to</p>	<p><u>Head</u> Children will explore and talk about activities that will help</p>	<p>What is 'dribbling'?</p>	<p>Hockey is an invasion game played by two teams of 11 players. Each team's goal is</p>	<p>Fair Possession Pass</p>		<p>Jane Sixsmith</p>	

<p>(Hockey and Football)</p>	<p>link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>hold it and use the flat side</p> <p>Play using basic hockey rules</p> <p>Send the ball in isolation and in a game</p> <p>Can show a defensive tackling position</p> <p>Receive a ball with some consistency</p> <p>Stop and control the ball and move into dribble</p> <p>Work the feet around the ball to avoid kicking it</p> <p>Work as a team to score points</p> <p>Show support, encouragement and sportsmanship</p>	<p>build speed, strength and stamina and how to apply this in a game</p> <p>Through observations of small-scale games, children will suggest how the tactics of the defence and attack can be improved</p> <p>Children will begin to learn and use the rules of different team games like hockey and football</p> <p><u>Hand</u> Children will explore tactics to keep possession and to move up a playing area</p> <p>Children will practice dodging, marking, signalling and interception in pairs and small groups then apply them to hockey and football</p> <p>Children will develop the quality of their passing, receiving and shooting of a ball to try and score more goals</p> <p>Children will work to develop their strategies for attack and defence over a period of time and show improvement</p> <p>Children will explore how space is used in invasion games and how this can be used to gain an advantage</p> <p><u>Heart</u> Children will watch their peers' games and show support and encouragement whilst waiting their turn</p>	<p>What does an effective pass look like?</p> <p>Why is communication important in team sports?</p>	<p>to push a small ball into the opposition's goal using a hockey stick.</p>	<p>Field</p>			
<p>Autumn 2 - Gymnastics</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should</p>	<p>Modify actions independently using different pathways, directions and shapes</p>	<p><u>Head</u> Children will evaluate their own performance and make improvements through adapting compositional principles.</p>	<p>What is 'flexibility'?</p> <p>How can we improve our flexibility?</p> <p>What is a vault?</p>	<p>The sport of gymnastics tests an athlete's strength, grace and body control.</p> <p>There are two main types of gymnastics – artistic and rhythmic. Both can be</p>	<p>Align Base Centre of gravity Compose Flight Fluency</p>			

	<p>develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Identify similarities and differences in sequences</p> <p>Perform sequences with contrasting actions</p> <p>Perform in unison with a partner</p> <p>Remember and repeat sequences</p> <p>Adapt basic sequences to include some apparatus</p> <p>Show body control in individual movements and sequences</p> <p>Work as a group to create a basic sequence</p>	<p>Children will identify similarities and differences between their own and their peers' sequences</p> <p>Children will discuss why physical strength and suppleness is important/useful in gymnastics</p> <p>Children will explore the different muscle groups used in gymnastic activities</p> <p>Children will explore traditional gymnastics equipment as well as rhythmic gymnastics equipment and compare the two</p> <p><u>Hand</u> Children will explore sequences with contrasting movements using a range of basic actions and compositional principles</p> <p>Children will experiment using more space and more complex apparatus</p> <p>Children will construct their own sequences with a focus on control (smooth and fluent movements between actions)</p> <p>Children will create their own floor routine and then adapt it by adding apparatus</p> <p><u>Heart</u> Children will explore moving and performing in unison and consider why this might be difficult</p> <p>Children will adapt sequences to work in small and large groups and compare how easy/difficult this to working alone and in pairs</p>		<p>performed individually or in a team.</p>	<p>Hang Leap Vault</p>			
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<p>Oracy opportunities for Autumn term</p>										
<p>Spring 1 - Dance</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Discuss own and others' work with some awareness of choreography</p> <p>Describe using appropriate language the features of dances performed by others</p> <p>Competently include props in their routines</p> <p>Perform movements to an audience</p> <p>Express moods and feeling of character through the dance piece</p> <p>Attempt short pieces of improvised dance responding to the structure/theme of the dance</p> <p>Dance using different levels and direction</p> <p>Share and create short dance phrases with a partner and in small groups</p> <p>Work to develop to take part in group and whole class dance</p>	<p><u>Head</u> Children will describe how dance can contribute to fitness and a healthy lifestyle</p> <p>Children will narrate a partner's dance, explaining the story it is telling</p> <p>Children will record and watch their performances and explain what movements could be improved</p> <p>Children will be exposed to appropriate language when learning a bollywood routine and use this throughout the unit</p> <p><u>Hand</u> Children will apply their knowledge of dance to a specific style (Bollywood)</p> <p>Children will practice a range of motifs then order them to tell a story</p> <p>Children will share bollywood movement ideas with the class, focusing on different levels, and work in small groups to link movements together</p> <p>Children will experiment with different speeds of bollywood music and put their routines to them, keeping in time</p> <p><u>Heart</u> Over the course of the unit, children will learn parts of a whole class bollywood routine and perform at the end to a different year group or in assembly</p>	<p>How can we express ourselves in dance?</p> <p>What does 'improvise' mean?</p> <p>Why is rehearsing important?</p>	<p>Dancing is known to reduce stress and tension for the mind and body.</p> <p>Dancers have increased muscular strength, endurance, and motor fitness.</p>	<p>Improvise Inspiration Link Movement phrase Rehearse</p>				

<p>Spring 2 - OAA</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Describe their work and the strategies they use to solve problems</p> <p>Independently identify factors needed to complete a task</p> <p>Use acquired map skills to create maps and direction</p> <p>Identify and use symbols on a map to navigate</p> <p>Play competitively and fairly, implementing the rules</p> <p>Participate safely, considering others</p> <p>Perform with strength stamina and endurance in more physical tasks</p> <p>Lead others and can be led</p> <p>Can work with others to solve problems</p>	<p><u>Head</u> Children will complete various tasks requiring trust of a partner and discuss why trust is important when working outdoors and within a team</p> <p>Children will share success stories of when they overcame a challenge and talk about how this made them feel and apply this to the OAA unit</p> <p>Children will use accurate directional language when giving instructions.</p> <p><u>Hand</u> Children will explore different solutions to problems in groups and support their peers to overcome them.</p> <p>Children will follow a basic route around the school grounds and record their observations</p> <p>Children will create a simple map of their journey around the school</p> <p>Children will explore why communication in a team is vital by removing either sight or sound.</p> <p>Children will experiment using 4 compass points when following a route</p> <p><u>Heart</u> Children will have the opportunity to succeed and fail in different challenges (independently and in groups). They will talk about how it feels to fail.</p> <p>Children will work together to complete increasingly difficult challenges</p>	<p>Why should we listen to others?</p> <p>Why is our safety important when doing OAA?</p>	<p>Though orienteering is considered a sport, it is not yet in the Olympics.</p> <p>Orienteering is considered a life skill.</p>	<p>Orienteering Problem solving Trail Route Obstacle</p>			
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			throughout the course of the unit. Children will explore why maintaining focus on the task at hand until completion is important						
Oracy opportunities for spring term									
Summer 1 - Net and Wall (Volleyball and Badminton)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Attempt to perform 3 contacts</p> <p>Play volleyball and badminton with some rules</p> <p>Receive high balls</p> <p>Move around the court to receive a ball</p> <p>Show correct ready positions</p> <p>Experiment with throwing and some hitting to send the ball</p> <p>Serve to start a game</p> <p>Play in cooperative team rallies with some success in keeping the ball in play</p> <p>Show understanding that games can be adapted to be inclusive</p>	<p><u>Head</u> Children will identify simple tactics in volleyball and badminton games and how using them will work to their advantage</p> <p>Children will explore the importance of targeting space when attacking</p> <p>Children will know and implement the rules for badminton and volleyball</p> <p>Children will explore adapting rules to games to make them inclusive</p> <p><u>Hand</u> Children will explore serving balls in volleyball and badminton and compare the similarities and differences</p> <p>Children will strike/return a moving ball with consistency and explore how this affects a game</p> <p><u>Heart</u> Children will show resilience when attempting skills of increasing effort and difficulty</p>	<p>What equipment is needed to play a badminton match?</p> <p>What does the ready position look like?</p>	<p>Badminton is a racket sport that is played by two or four players. A singles game involves one person playing against another, and a doubles game is when two players play against another two players.</p>	<p>Shuttlecock Hand-eye coordination Rally Ready position Singles Doubles Rotation Ace Dig Spike Set Block</p>		Lin Dan	
Summer 2 - Athletics	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and</p>	<p>Take part in basic scoring of different athletics events</p> <p>When questioned, show understanding of their role in team relay performance</p>	<p><u>Head</u> Children will describe leg and arm actions of elite athletes and attempt them in their own practice</p> <p>Children will explore different warm-ups for different activities and</p>	<p>What is the difference between how you run to sprint or run for cross country?</p> <p>How can we ensure our safety when using athletics equipment?</p>	<p>Athletics is a name for various sports that test speed and strength. A person who takes part in an athletics competition is called an athlete.</p>	<p>Pull throw Olympics Stamina Track event Field event Long distance Hurdles High jump Long jump Triple jump</p>	Healthy Lifestyles - sports day	Kadeena Cox	

	<p>sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Compete with others and record points</p> <p>Link running and jumping activities with some fluency and consistency</p> <p>Control movements and body actions in response to specific instructions</p> <p>Jump for height and distance with control and balance</p> <p>Run at different speeds according to event and instruction</p> <p>Throw a variety of objects using recognised throws</p> <p>Throw more accurately and over greater distances</p> <p>Run as part of a relay team</p> <p>Identify how to improve their own and others' work, and be tactful</p>	<p>explain why they are important for our bodies</p> <p>Children will recognise the importance of safety when using different types of equipment and show precautions when practising and competing</p> <p><u>Hand</u> Children will explore posture and use of arms to develop their fluency and coordination when running</p> <p>Children will use their knowledge of spatial awareness to appropriately approach obstacles of different heights and widths</p> <p>Children will experiment with leading with their left and right leg over obstacles, take-off, flight and landing</p> <p>Children will experiment with push and pull throws and use them appropriately</p> <p>Children will explore starting positions and stride lengths and select appropriately for different distances</p> <p>Children will identify and choose the best jump and throwing action for specific purposes</p> <p><u>Heart</u> Children will work to better their work as a relay team and have the opportunity to give one another feedback to improve their overall team performance and time</p>	<p>Why do we warm up before exercise?</p> <p>Why do we cool down after exercise?</p>		Fling throw			
<p>Oracy opportunities for summer term</p>									

Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1 - Games - Invasion (Tag Rugby and Hockey)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Decide on ways to improve a piece of teamplay</p> <p>Identify when to run and when to pass</p> <p>Begin to play using passback and sideways rules</p> <p>Collect loose balls from the ground attempting correct technique</p> <p>Run with the ball using the correct technique</p> <p>Use different length passes to attack</p> <p>Send and receive the ball with accuracy and control to score tries</p> <p>Move into space with the ball</p> <p>Work as part of a team to attack and score in a defined area</p> <p>Recognise how playing as a team can improve your communication skills</p>	<p><u>Head</u> Children will describe the impact of cooperative teamwork on team performance</p> <p>Children will explore the short-term effects of exercise on the body</p> <p>Children will describe a variety of ways to improve stamina and how this can help their team performance</p> <p>Children will explore the different rules for hockey and tag-rugby games and compare them</p> <p><u>Hand</u> Children will experiment using a range of tactical skills in small, modified games of tag-rugby and hockey</p> <p>Children will talk about the rules of hockey and tag-rugby and how they allow safe play</p> <p>Children will explore dodging, marking, signalling and intercepting in a variety of hockey/tag-rugby activities</p> <p>Children will experiment in accuracy based activities and attempt to apply this in game scenarios</p> <p><u>Heart</u> Children will explore how communication skills affect working as a team and how working as a team can improve your communication skills</p>	<p>Why is control important in games that require you to pass a ball?</p> <p>How do we grip a hockey stick?</p>	<p>At the London 2012 Olympics, hockey was the 3rd most spectated sport.</p> <p>Tag Rugby is a modified sport based on Rugby Union.</p>	<p>Straight dribble Tackle Intercept Umpire Foul Attacker Defender Backward pass Tag/Tagging W-grip Non-contact Sidestep</p>		Kevin Dinfield	
Autumn 2 - Gymnastics	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions</p>	<p>Decide on ways to improve a piece of work using compositional</p>	<p><u>Head</u> Children will compare their performances with a gymnast's performance with a focus on</p>	<p>Why is it important to have good balance in gymnastics?</p>	<p>14-year-old Romanian gymnast Nadia Comaneci was the first person to ever be</p>	<p>Counterbalance Flexibility Forwards roll Backwards roll</p>	50 things: Learn to do a cartwheel		

	<p>and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>elements and implement changes</p> <p>Apply a broader range of more challenging skills executed with precision</p> <p>Create a unison sequence</p> <p>Demonstrate control when taking weight on hands</p> <p>Perform actions such as balance, body shapes and flight with control</p> <p>Implement compositional elements into sequences</p> <p>Adapt actions and sequences to work with partners and small groups</p> <p>Work as a group to combine sequences</p> <p>Judge other's performances using appropriate communication</p>	<p>control, strength, suppleness and fluency.</p> <p>Children will explore different stretches to prepare them for gymnastic activity.</p> <p><u>Hand</u> Children will select actions from their repertoire that link smoothly for a sequence.</p> <p>Children will experiment using symmetrical and asymmetrical shapes</p> <p>Once children have their own sequence, they will pair/group up to combine their sequences</p> <p>Children will explore elements of flight and add this to an existing sequence</p> <p>Children will attempt more difficult gymnastic shapes (e.g. handstands)</p> <p><u>Heart</u> Children will respectfully score their peers' performance using appropriate communication and language</p>	<p>What is a linking action?</p> <p>Name some types of jumps.</p>	<p>awarded the maximum score of 10 at an Olympic Games, in 1976.</p>	<p>Linking action Pike Straddle Balance point Levels</p>			
<p>Oracy opportunities for Autumn Term</p>									
<p>Spring 1 - Dance</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>	<p>Demonstrate and discuss performance skills</p> <p>Remember movements and routines from previous weeks</p> <p>Incorporate a freeze-frame into a dance</p>	<p><u>Head</u> Children will explore how dance can contribute to health and fitness levels and wellbeing</p> <p>Children will develop character and narrative ideas for their dances</p> <p>Children will explore with mirroring and contrasting movements</p> <p><u>Hand</u></p>	<p>What does 'choreograph' mean?</p> <p>How are routines created?</p> <p>What is mirroring?</p>	<p>Only 1 in 5 children around the world do enough physical exercise.</p> <p>Though dance has some athletic aspects it isn't a sport. Instead, it is an art form.</p> <p>Dances can be planned, or they can be created spontaneously. However, most dances follow</p>	<p>Dynamics Mirroring Spatial awareness Choreograph Transition Pace Routine Repetition</p>			

	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dance using a variety of formations confidently</p> <p>Clearly show set start positions for the beginning of the dance</p> <p>Perform with increasing musicality with control and confidence</p> <p>Use transitions to move from different dance positions</p> <p>Work as part of a group to listen to and give ideas</p> <p>Include unison and canon in the dance sequence</p>	<p>Children will experiment with applying different pathways, levels, shapes and speed in their routine</p> <p>Children will explore with rhythm and style across different dance styles</p> <p><u>Heart</u> Children will explore using different gestures and actions to show different emotions/feelings/ideas</p>		some general style or pattern.				
Spring 2 - OAA	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Plan and refine strategies to solve problems</p> <p>Identify what they have done well and suggest ways to improve</p> <p>Work out answers from clues independently</p> <p>Use maps, symbols and compass confidently to navigate</p> <p>Confidently undertake tasks with time limits and other restrictions</p> <p>Remember and recall map symbols and additional relevant key information</p>	<p><u>Head</u> Children will evaluate their groups' strengths after completing a challenge</p> <p>Children will get the opportunity to stop mid-way through a challenge and suggest adaptations to their team</p> <p>Children will explore different strategies for staying safe during problem solving activities</p> <p><u>Hand</u> Children will experiment with different ways of recording their observations</p> <p>Children will take part in activities and challenges that strengthen their coordination skills</p> <p>Children will take part in various tasks with time limits and discuss how this impacted their choices</p>	<p>What strategies help us to problem solve?</p> <p>What should we consider when trying to problem solve in a group?</p> <p>Why should we evaluate our performance?</p>	<p>Orienteering started in Sweden and was initially part of training soldiers to get ready for war.</p>	<p>Boundary</p> <p>Checkpoints</p> <p>Course</p> <p>Location</p> <p>Scale</p> <p>Strategy</p>		Sir Steve Redgrave	

		Work well as part of a team or group within a well-defined role Listen to and be directed by others	Children will use different maps to follow a route and plot various points <u>Heart</u> Children will take part in activities that require resilience and patience						
Oracy opportunities for spring Term									
Summer 1 - Games - Striking and Fielding (Qwik Cricket and Volleyball)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>With increasing consistency, choose where to direct a hit from a bowled ball</p> <p>Use and apply the basic rules of the game</p> <p>Direct hits using taught shots, e.g. pull shot</p> <p>Track and intercept the ball along the ground, sometimes collecting with one hand</p> <p>Attempt overarm bowling with some accuracy</p> <p>Show more consistency in throwing and catching over a variety of distances</p> <p>Field a bouncing ball</p> <p>Show fair play such as accepting when run out or stumped</p> <p>Work with a partner to anticipate when to run</p>	<p><u>Head</u></p> <p>Children will describe, using accurate, subject specific language, what they need to practise to improve their performance</p> <p>Children will identify areas of a game that could be improved</p> <p>Children will explore a range of techniques used in striking and fielding games</p> <p>Children will play a variety of roles required in a cricket and volleyball team</p> <p><u>Hand</u></p> <p>Children will take part in various activities and minigames that increase their consistency when striking a moving ball</p> <p>Children will explore with power and control when throwing and catching with greater accuracy</p> <p>Children will apply their knowledge of game rules in collaborative and competitive games</p> <p>Children will investigate how and when to move when fielding a ball</p> <p>Children will explore different bowling techniques</p> <p><u>Heart</u></p>	<p>How does practice improve performance?</p> <p>How can power affect the outcome of a throw?</p> <p>What are some similarities between cricket and volleyball?</p>	<p>Volleyball is a sport where teams use their hands to knock a ball over a net.</p> <p>A cricket pitch is usually 22 yards long.</p>	<p>Wicket</p> <p>Runs</p> <p>Over</p> <p>No ball</p>		USA sitting volleyball team	

			Children will explore different 'out' rules in small and whole-class games						
Summer 2 - Athletics	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Decide on ways to improve runs, jumps and throws and implement changes</p> <p>Compare different throws when using various equipment</p> <p>Demonstrate patience and determination</p> <p>Show differences between sprinting and running speeds over various distances</p> <p>Throw a variety of objects demonstrating accuracy, e.g. objects landing in a throwing zone</p> <p>Perform a range of jumps with consistency, sometimes approaching jumps with a run-up</p> <p>Compete in running, jumping and throwing activities and compare their performance with previous ones</p> <p>Work with others to score and record distances and times accurately</p> <p>Develop control in baton exchange and analyse as a team how to improve handovers</p>	<p><u>Head</u> Children will compare performances using key terminology</p> <p>Children will describe basic techniques for running, throwing and jumping and evaluate work of peers using the basic criteria</p> <p>Children will explore different warm-ups for different parts of the body when taking part in athletic activities</p> <p><u>Hand</u> Children will explore pace to perform for a sustained period when running</p> <p>Children will explore and apply appropriate stride patterns, jumps and throws for a given activity</p> <p>Children will work to refine their throwing techniques within small games and competitions</p> <p>Children will explore fling and heave throws</p> <p>Children will explore techniques to successfully run races as an individual and in a team</p> <p>Children will explore starting positions for jumps (e.g. stationary and moving) and compare their performance</p> <p><u>Heart</u> Children will take on different roles within small groups (e.g. athlete, coach, timer)</p>	<p>What moves make up the triple jump?</p> <p>What makes a good athletic performance?</p>	<p>Fling throw is used during the discus throwing event.</p> <p>Heave throw requires the thrower to hold the ball in two hands rather than most other throws which use one hand.</p>	<p>Fling throw</p> <p>Heave throw</p>	<p>Healthy Lifestyles - sports day</p>	<p>Jonathan Edwards</p>	
Oracy opportunities for summer Term									

Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
				Key Questions	Key Facts	Key Vocab			
Autumn 1 - Games - Invasion (Netball)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Know and apply the rules consistently in game situations</p> <p>Explain the technique for different passes</p> <p>Use a variety of passes in a game at appropriate times</p> <p>Try different dodging techniques</p> <p>Use pivoting and sometimes quick turns to pass in a game</p> <p>Attempt to get into better shooting positions in the shooting circle</p> <p>Effectively find space in a game to receive a ball</p> <p>Use appropriate language to explain their attacking and defensive play</p> <p>Use verbal and non-verbal communication to show teammates where you want the ball</p>	<p><u>Head</u> Children will make the right decisions to support their teammate in a gam</p> <p>Children will explore and begin to apply the rules of high-5 netball</p> <p>Children explore the different roles within a netball team</p> <p>Children will use appropriate language when discussing tactics and gameplay with teammates</p> <p><u>Hand</u> Children will experiment using a variety of different shooting techniques</p> <p>Children will explore effective positioning on court to help successful returns</p> <p>Children will explore how balance has an impact on their performance</p> <p>Children will explore dodging and marking in small group activities and then apply this in a game scenario</p> <p><u>Heart</u> Children will contribute towards self-officiated games, following rules fairly</p>	<p>How many players are in a netball team?</p> <p>What is the difference between high-five netball and standard netball matches?</p> <p>How many sections is a netball court split into?</p> <p>What are the names of the netball positions and what are they allowed to do?</p> <p>What are the differences between netball and basketball?</p>	<p>Netball was invented in England in 1895 as a female’s alternative to basketball – originally known as women’s basketball.</p> <p>The first ever international netball match was played between the netball teams Australia and New Zealand in 1938.</p>	<p>Chest pass Bounce pass Overhead pass Shoulder pass Dodging Marking Centre pass Toss-up Offside</p>		<p>Helen Housby</p>	

			<p>Children will display fair sportsmanship when playing games</p> <p>Children will explore why communicating with their team during game play is important</p>						
Autumn 2 - Gymnastics	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Can select a component for improvement and use guidance from others to do so</p> <p>Take the lead in a group</p> <p>Create longer and more complex sequences and adapt their performances</p> <p>Attempt to perform more complex skills in isolation such as round-off</p> <p>Make a dynamic sequence with contrasting shapes, actions and balances, demonstrating smooth transitions</p> <p>Remember and repeat longer sequences with more difficult movements such as cartwheels and shoulder rolls</p> <p>Work responsibly in trust exercises and when counterbalancing</p> <p>Perform symmetry and asymmetry individually, in pairs and as a group</p> <p>Compare performances and judge strength and areas for improvement</p>	<p><u>Head</u></p> <p>Children will be given a success criteria and then apply their knowledge to create a successful sequence</p> <p>Children will experiment with different partner/group balances and counter balances and recognise the key safety elements</p> <p>Children will work in pairs to identify ways to learn, remember and then improve increasingly longer sequences</p> <p><u>Hand</u></p> <p>Children will create, practise and refine longer and more complex sequences including changes of speed, direction, rotation and level.</p> <p>Children will explore a range of basic actions to include rotation and rolling around 3 different axes</p> <p><u>Heart</u></p> <p>Children will lead small group warm ups and cool downs</p>	<p>What is the difference between balance and counterbalance?</p> <p>What does coordination mean?</p> <p>Who are some famous Olympic gymnasts across the world?</p>	<p>The youngest ever person to compete in the Olympics was a Greek gymnast named Dimitrios Loundras – she was only 10 when the competition started!</p> <p>In women’s gymnastics there are four activities (floor, uneven bars, balance beam, and vault). But in men’s gymnastics there are six (floor exercise, parallel bars, high bar, pommel horse, vault, and rings).</p>	Align		Tom Daley	
Oracy opportunities for Autumn term									

<p>Spring 1 - Dance</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Confidently participate in dances from different parts of the world</p> <p>Discuss what non-locomotor is and demonstrate non-locomotor movement</p> <p>Refine and improve dances adapting them to include the use of space, rhythm and expression</p> <p>Perform different styles of dance clearly and fluently</p> <p>Perform a solo dance to an audience</p> <p>Incorporate more challenging formations into dances</p> <p>Create and use compositional ideas confidently such as pathways, step patterns and unison</p> <p>Recognise and comment on dances, suggesting ways to improve</p> <p>Adapt a pair dance into a small group dance</p>	<p><u>Head</u> Children will explore the term 'relationship' and what it means in dance</p> <p>Children will explore the 6 dance principles</p> <p>Children will experiment working collaboratively to come up with choreography</p> <p><u>Hand</u> Children will explore with improvising imaginatively to different musical stimuli</p> <p>Children will explore with unison and canon and these to their group/partner routines</p> <p><u>Heart</u> Children will consider how creating choreography along compares to collaborating with a group or partner</p>	<p>What is a motif? Why is control important in dance? What is expression? Can you name any styles of dance? Have popular styles of dance stayed the same or changed over time?</p>	<p>Dancers are known to be disciplined, focused, and high achievers who tend to be successful students and hard workers.</p> <p>Dancers are considered some of the strongest athletes because of their increased muscular strength, endurance and motor fitness.</p>	<p>Lines Transition</p>		<p>Rose Ayling-Ellis</p>	
<p>Spring 2 - OAA</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>	<p>Recall and remember symbols, items and objects during the task as an individual and a team</p> <p>Play a role in problem-solving</p> <p>Communicate using code</p> <p>Work at a high intensity for a sustained period of time whilst completing a task</p>	<p><u>Head</u> Children will explore the use of coordinates on maps in a variety of challenges of differing difficulty levels</p> <p>Children will create trails for their peers to follow</p> <p>Children will explore using a compass to aid them in outdoor adventurous activities</p>	<p>What does OAA stand for? Why should you persevere when things get difficult? Why is communication (verbal and non-verbal) vital for good team work?</p>	<p>OAA is generally called 'outdoor education' as most activities take place outside.</p> <p>There are many different types of OAA activities including orientation, scavenger hunts, trails, team building, adventure games, problem-solving activities and bouldering.</p> <p>OAA is a challenging adventure sport that provides you with the</p>	<p>Solution Systematically Perseverance Leadership Cooperation Verbal communication Non-verbal communication Navigate Navigation</p>			

	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Evidence results and keep score</p> <p>Compete against others and perform under pressure</p> <p>Explore and refine ways of communicating to best complete a set task</p> <p>Put trust in others and demonstrate trustworthy behaviour</p>	<p>Children will explore different ways of communicating when not able to speak or see</p> <p><u>Hand</u></p> <p><u>Heart</u></p> <p>Children will explore competing in OAA based activities and how best to perform and communicate when under pressure</p>		<p>opportunity to develop your physical and intellectual limits at the same time.</p>					
Oracy opportunities for spring term										
Summer 1 - Games - Striking and Fielding (Rounders)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Apply the backwards hitting rules</p> <p>Apply tactics when setting the field</p> <p>Make choices on how many bases to run, based on the distance/location of the hit</p> <p>Increase accuracy when throwing over shorter distances</p> <p>Track the flight of the ball to improve catching success</p> <p>Play more attacking shots looking for gaps in the field</p> <p>Show correct position to attempt to catch on stumps</p> <p>Show perseverance during the game and commitment to the team</p> <p>Work collaboratively with other to both score runs and when in the field restrict runs</p>	<p><u>Head</u></p> <p>Children will explore different formations and positions when in games and consider why these might need to change</p> <p>Children will explore batting and fielding strategies</p> <p><u>Hand</u></p> <p>Children will explore the rounders batting position and compare this to other striking/fielding sports</p> <p>Children will explore different types of throws and when they are appropriate in a game of rounders</p> <p><u>Heart</u></p> <p>Children will explore how pressure in game situations makes them feel/affects their performance</p>	<p>What are the rules of a rounders match?</p> <p>How do you score in a rounders match?</p> <p>Why is throwing accurately important in rounders?</p> <p>What equipment do you need to play a rounders match?</p>	<p>The game of rounders has been played in England since Tudor times, with the earliest reference being in 1744.</p> <p>Though Rounders is generally considered a British sport, there are other game which are similar such as baseball and softball.</p>	<p>Post Stump Backstop Bowler Rounder Half-rounder 1st post 2nd post 3rd post 4th post Fielding Foul throw</p>				

<p>Summer 2 - Athletics</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Identify how they can change an activity by using the STEP principle</p> <p>Distinguish between good and poor performances and suggest ways to improve self and others</p> <p>Sustain pace over shorter and longer distances such as running 100m and for 2 minutes</p> <p>Explore a range of baton handling activities and attempt to receive in a restricted area</p> <p>Combine jumping sequences e.g. hop, step, jump</p> <p>Perform a range of jumps in different activities</p> <p>Demonstrate a range of throwing actions using different equipment with some consistency and control</p>	<p><u>Head</u> Children will explore safe landing areas and why obstacles should fall easily if struck</p> <p>Children will watch their performances back and describe good aspects of their performance and which areas require more practice</p> <p><u>Hand</u> Children will experiment with sustaining pace over increasing distances/periods of time</p> <p>Children will explore choosing the correct pace for running events</p> <p><u>Heart</u> Children will experiment with setting and improving personal bests in a variety of activities (running, throwing and jumping)</p>	<p>What are some of the sports events that occur during athletics tournaments?</p> <p>What are the two main forms of athletic events?</p> <p>Why is regularly evaluating our own athletic performance important?</p>	<p>The earliest recorded athletic event was in the 776BC first Olympic Games where the only event was a stadium-length running race.</p> <p>In 1991, Mike Powell set the record for the long jump at an impressive 8.95 metres – that’s the length of more than 4 doors put together!</p>	<p>Discipline Shot put Discus Javelin Hammer Pole vault</p>	<p>Healthy Lifestyles - sports day</p>	<p>Dame Kelly Homes</p>	
<p>Oracy opportunities for summer term</p>									
<p>Swimming</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Develop water confidence in shallow water</p> <p>Develop water confidence in deep water</p> <p>Develop basic strokes including alternating and simultaneous strokes, breaststroke, front crawl and backstroke</p> <p>Develop endurance when swimming to</p>	<p><u>Head</u> Children will explore basic swimming strokes: front crawl, breaststroke, backstroke</p> <p>Children will know survival and self-rescue skills: float, tread water, the Heat Escape Lessening Position (HELP), huddle position</p> <p>Children will know how to safely move around water</p>	<p>What are essential health and safety measures to take when swimming?</p> <p>What should you do if a fire alarm goes off and you are in the pool?</p> <p>Why is hygiene important when going swimming?</p> <p>How can we be safe in the water/learning to swim?</p>	<p>The HELP position protects the body’s three major areas of heat loss (groin, head and armpits) and adopting this in the water can help keep your body warmer for longer.</p> <p>Learning to swim can reduce the risk of drowning by 88% and is considered a vital life skill.</p> <p>Always slide into water where the depth is unknown.</p>	<p>Stroke HELP Huddle Water safety Treading water Breast stroke Back stroke Front crawl Hygiene Float Lifeguard</p>		<p>Ellie Simmonds</p>	

		<p>swim for longer distances</p> <p>Recognise the importance of water safety in and around water</p> <p>Recognise hazards in and around water</p> <p>Explain the HELP and huddle positions</p> <p>Develop self-rescue skills</p>	<p>Children will explore different water safety related signs and symbols</p> <p><u>Hand</u> Children will use front crawl with their head up</p> <p>Children will use front crawl with their face down and with aquatic breathing</p> <p>children will use front crawl-type leg kick in vertical position to tread water</p> <p>Children will use breaststroke, front crawl, backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming</p> <p>Children will swim fluently with controlled strokes</p> <p>Children will turn efficiently at the end of a length</p> <p>Children will swim over 25 metres unaided</p> <p><u>Heart</u> Children will develop stamina so that the strokes are as strong at the end of the swim as at the start</p> <p>Children will know the water safety code</p> <p>Children will recognise hazards in swimming pools, sea and coastal areas and inland water sites</p> <p>Children will know to only swim at lifeguarded beaches</p>						
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Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary knowledge	Substantive knowledge			Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts	
				Key Questions	Key Facts	Key Vocab				
Autumn 1 - Games - Invasion (Netball and Tag Rugby)	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Umpire a game, explaining decisions where necessary</p> <p>Help the shooter by staying 'free' around the D</p> <p>Make choices about where to pass the ball</p> <p>Mark the ball for pass or shot</p> <p>Anticipate, track and control a rebounding ball from a shot</p> <p>Stay active on toes to make an interception</p> <p>Make quicker decisions in a game both on and off the ball</p> <p>Apply the 1m rule consistently</p> <p>Play in a competition</p> <p>As a team, decide tactics to implement into the game</p>	<p><u>Head</u> Children will implement attacking and defending strategies at appropriate times</p> <p>Children will know and effectively use rules of tag-rugby and netball when play competitive games</p> <p><u>Hand</u> Children will choose the best pass to use in a game situation</p> <p>Children will practice linking a range of skills together with fluency (e.g. passing and receiving the ball on the move)</p> <p>Children will explore negotiating space and change of direction with some consistency in a game</p> <p><u>Heart</u> Children will apply communication in combination with attacking and defending strategies and tactics</p> <p>Children will umpire games and make decisions and accept their peers' decisions</p>	<p>What are the qualities of a good team when playing an invasion game?</p> <p>How can we ensure we keep possession of a ball during a game?</p> <p>How can ball games be modified for those who struggle?</p>	<p>There are over 20 million netball players across the world in more than 80 different countries.</p> <p>Netball is not played at the Olympic games because of the low number of male players worldwide.</p>				Rob Burrow	
Autumn 2 - Gymnastics	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and</p>	<p>Identify strengths and weaknesses of a performance</p> <p>Explain why dismounting safely is important</p>	<p><u>Head</u> Children will know and describe factors that may influence the quality of a performance (e.g. body tension, timing etc)</p>	<p>What is precision and why is it needed in gymnastics?</p> <p>What is important to consider when giving feedback on</p>	<p>Parkour is a form of gymnastics, and the first Parkour World Championships was held in 2018.</p> <p>For execution scores, gymnasts are scored on how</p>				Louis Smith	

	<p>sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Experience flight on and off apparatus</p> <p>Arrange own apparatus to enhance work</p> <p>Devise a sequence that uses canon</p> <p>Include a piece of equipment in a sequence</p> <p>Show awareness of how a sequence might need to be adapted when performing to music</p> <p>Lad a group warm-up demonstrating the importance of strength and flexibility</p> <p>Show good character when being lead as part of a group</p>	<p>Children will create group performances based on a set criteria</p> <p><u>Hand</u></p> <p>Children will create longer, more complex partner and group sequences and set them to appropriate music</p> <p>Children will perform a practised group sequence</p> <p>Children will regularly explore using more complex apparatus and include them in their sequences</p> <p><u>Heart</u></p> <p>Children will explore how activity is good for their long term health and justify their knowledge</p>	<p>others' performances?</p> <p>What is extension?</p>	<p>well they execute their skills. They lose points for mistakes in artistry and technique.</p>				
Oracy opportunities for Autumn Term									
Spring 1 - Dance	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Warm-up and cool down independently</p> <p>Interpret different stimuli with imagination and flair</p> <p>Work creatively and imaginatively on their own, in pairs and in groups to create dances</p> <p>Use recognised dance actions and adapt to develop motifs and movement patterns</p> <p>Show tension and extension in dance movements</p> <p>Perform a duet including a range of movements</p>	<p><u>Head</u></p> <p>Children will refine their own work and work of others</p> <p>Children will know and apply the 6 dance principles with confidence</p> <p><u>Hand</u></p> <p>Children will explore with creativity and imagination in movements</p> <p>Children will compose their own motifs</p> <p><u>Heart</u></p> <p>Children will make choices about what music to accompany their choreography</p>	<p>Why should dance moves be exaggerated when performing?</p> <p>How can a strong imagination help us in dance?</p> <p>Why should rhythm and beat be considered when dancing?</p>	<p>In some cultures, dance is a way of thanking the Gods or asking for fortune and prosperity.</p> <p>Due to the high physical demand on their bodies, most professional dancers retire from dancing in their mid-30s.</p>	<p>Tempo</p> <p>Dynamics</p> <p>Isolation</p>		<p>Nicola Adams</p>	

		<p>Show appropriate facial expressions and gestures</p> <p>Attempt to include dynamics in dance</p> <p>When working in groups/pairs take the lead suggesting ideas and reinforcing actions of others</p> <p>Work sensibly with others during contact and lift work</p>							
Spring 2 - OAA	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Work sensibly with others during contact and lift work</p> <p>Use knowledge of games in PE to suggest adaptations and variations to games/activities</p> <p>Follow instructions accurately</p> <p>Use written description to identify objects</p> <p>Use speed at appropriate times to complete a task within a time limit</p> <p>Refine and adapt ideas in a group task</p> <p>Use information given by others to complete a task and work collaboratively</p> <p>Work collaboratively to perform more complex tasks</p> <p>Take responsibility for a role in a task</p>	<p><u>Head</u> Children will explore the concept of orienteering and how it is used in the real world</p> <p>Children will navigate using more complex coordinates</p> <p>Children will create longer, more complex challenges for others to follow</p> <p>Children will observe their peers' teams and explain the strengths and weakness of their team work</p> <p><u>Hand</u> Children will explore the skills required to execute a plan effectively</p> <p>Children will create courses for specific purposes and explain how they have done so</p> <p><u>Heart</u> Children will explain how they make a good teammate based on their communication skills</p>	<p>How can we show we are listening?</p> <p>What are the attributes of a good team?</p> <p>What does it mean to collaborate and compromise?</p>	<p>To be successful in OAA, you must consider the importance of your technical skills and knowledge over brute strength.</p> <p>Staying calm and being dedicated are two vital skills to succeeding at orienteering.</p> <p>The aim of OAA is to navigate in the correct order between a set of control points by deciding on the best route to complete the course.</p>	Solution Control point		Bear Grylls	
Oracy opportunities for spring Term									

<p>Summer 1 - Games - Striking and Fielding</p> <p>(Qwik Cricket and Rounders)</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Apply with consistency rules of striking and fielding games</p> <p>Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p>Attempt attacking field placement including slip, leg and cover position</p> <p>Track and catch high balls in isolation and game play</p> <p>Demonstrate control and accuracy in a range of fielding skills, e.g. throwing, catching, tracking, intercepting</p> <p>Stroke bowled balls in games and attempt a range of shots</p> <p>Show urgency when necessary when in the field</p> <p>Work as a pair to field long balls</p> <p>Identify ways you can support your batting partner</p>	<p><u>Head</u> Children will explore tactical decisions and how to make these when in game play</p> <p><u>Hand</u> Children will explore effective catching when balls are coming from different heights</p> <p>Children will experiment with speed and teamwork when fielding long balls</p> <p><u>Heart</u> Children will understand the importance of putting in effort even when we might not win.</p> <p>Children will explore different ways of supporting their teammates</p>	<p>How can we be tactical during bat and ball games?</p> <p>Why is the correct grip important during bat and ball games?</p>	<p>An average rounders match is 50 minutes long and consists of 4 x 10 minute innings. However, extra innings can be played if the first 4 innings are completed before the allocated 50-minute time slot.</p>			<p>Ben Stokes</p>	
<p>Summer 2 - Athletics</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p>	<p>Accurately record score in various track and field events</p> <p>Asses their own ability to perform as part of a team</p> <p>Demonstrate power and good technique when throwing for distance</p> <p>Show a variety of jumping techniques with control</p>	<p><u>Head</u> Children will explore the rules and techniques of different athletic activities: endurance, power</p> <p>Children will identify activities they have done/can do to build stamina and power in their performance</p> <p><u>Hand</u> Children will show control, speed, strength and stamina when competing</p>	<p>How can we improve our athletic endurance?</p> <p>What are the differences between standing long, triple, and vertical jumps?</p> <p>What is important when exchanging the baton in a relay race?</p>	<p>The word 'athlete' comes from the Greek word for 'contest' or 'competition'.</p> <p>In many parts of the world, athletics moves indoors during the winter due to poor weather.</p>	<p>Reaction time Standing long jump Standing triple jump Standing vertical jump Heave throw Baton exchange Changeover zone Lead leg Trail leg</p>	<p>Healthy Lifestyles - sports day</p>	<p>Jessica Ennis-Hill</p>	

	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Use power to improve the start of a sprint and achieve a personal best</p> <p>Use the correct footwork showing coordination for the triple jump</p> <p>Run consistently in a variety of running races</p> <p>Collaborate with others to complete a race in the fastest time possible</p> <p>Recognise success in their performance, even when they do not win</p>	<p>for increasing durations and across various events (running, throwing and jumping)</p> <p><u>Heart</u> Children will explore how seeking/asking for constructive feedback from their peers is a useful tool for improvement</p> <p>Children will work to find success in their performances regardless of the winning outcome</p>			<p>Middle-distance running Long-distance running Endurance Stamina Pacing</p>			
<p>Oracy opportunities for summer Term</p>									