



PE CURRICULUM PROGRESSION MAP

Mr Griffiths

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PE intent

When our children leave Belthorn, they will have developed physical, social and emotional skills through our Physical Education curriculum. Children will recognise the importance of lifelong physical activity and living a healthy active life. By the end of year 6, pupils will have achieved some personal success in PE. Throughout their journey at Belthorn they will foster a sense of self confidence that provides them with the ability to try new experiences during the next stages of their life.

Character education

Our school values seek to ensure that through our curriculum we teach our children to be ambitious, passionate, kind, confident, happy, safe, valued, resilient and accepting. These values permeate through everything we do as a school.

We promote Character Education through the following:

- Modelling of good character – sportspersonship, fair play, resilience, morals, teambuilding, encouragement, ambition for self and each other
- Through the PE curriculum we help our pupils to become better human beings, as we emphasise moral traits such as kindness, respect and fairness.
- Visitors come into school on a regular basis to speak about overcoming adversity and the importance of resilience within PE as well as other areas of life.

Our extra-curricular clubs provide opportunities for children to experience a range of different sports including:

- Netball, football cricket, roller disco, dance, multi skills, boxercise

In addition, we promote healthy lifestyles through our weekly assemblies and regular whole school wake and shake sessions. We also run cookery clubs including a healthy eating after school cookery club.

Personalised Curriculum

Our school aims to celebrate participation and competition in sport. Throughout the academic year, Belthorn welcomes visitors who are involved in sport or can inspire children to live a healthy active lifestyle. Regular whole school wake and shakes and our 'walking bus' are initiatives which also help promote living a healthy active lifestyle through the year. Belthorn Academy are also members of a sports partnership where the children can compete competitively and non-competitively against other schools in the area throughout the year. We actively promote healthy active lifestyles in regular assemblies, PSHE lessons, Cooking in DT and offering opportunities to explore our home grown produce.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School	<u>Introduction to PE 1 vol 1</u>	<u>Fundamentals 1 vol 1</u>	<u>Games unit 1 vol 1</u>	<u>Ball skills</u>	<u>Gymnastics 1 Vol 1</u>	<u>Dance vol 1</u>
Reception	<u>Fundamentals 1</u>	<u>Fundamentals 2</u>	<u>Games unit 1</u>	<u>Ball skills</u>	<u>Gymnastics</u>	<u>Dance</u>
Year 1	<u>Dance Yoga</u>	<u>Team Building Fitness</u>	<u>Invasion Games Dance</u>	<u>Net and Wall Gymnastics</u>	<u>Athletics Striking and Fielding</u>	<u>Ball Skills Target Games</u>
Year 2	<u>Fundamentals Net and Wall</u>	<u>Team Building Fitness</u>	<u>Invasion Dance</u>	<u>Gymnastics Yoga</u>	<u>Athletics Striking and Fielding</u>	<u>Ball Skills Target Games</u>
Year 3	<u>Swimming</u>	<u>Swimming</u>	<u>Dance Football</u>	<u>Gymnastics Dodgeball</u>	<u>Hockey Cricket</u>	<u>Handball Athletics</u>
Year 4	<u>Dodgeball Rounders</u>	<u>Gymnastics Handball</u>	<u>Swimming</u>	<u>Swimming</u>	<u>Netball Dance</u>	<u>Athletics Tag Rugby</u>
Year 5	<u>Hockey Fitness</u>	<u>Netball Dodgeball</u>	<u>Football Boxercise</u>	<u>Dance Gymnastics</u>	<u>Swimming</u>	<u>Swimming</u>
Year 6	<u>Football Tag Rugby</u>	<u>Yoga Gymnastics</u>	<u>Netball Fitness</u>	<u>Dance Tennis</u>	<u>Athletics</u>	<u>Cricket OAA</u>

Pre-School						
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn 1	Introduction to PE	<p>Key Skills/Procedural knowledge: Physical Moving safely Running Jumping Throwing Catching Following a path</p> <p><u>Social, Emotional and Thinking</u> Sharing, leadership, perseverance, Confidence, Decision making</p>	<p>Follow Team Space travel share safely path listen</p>	Performance for a different teacher	Individuality Acceptance Respect Social	Floor Books/Pop ins/Pictures
Autumn 2	Fundamentals	<p><u>Social, Emotional and Thinking</u> Working safely , Responsibility, Helping others, Honesty Emotional: Challenging myself Emotional: Determination Thinking: Decision making Thinking: Selecting and applying actions Thinking: Using tactics Balancing Running Jumping Changing direction Hopping Travelling Beginning to negotiate space safely. Playing games honestly guided by rules with support. Building confidence to try new challenges.</p>	<p>Run Safely Hop direction space jump stop listen</p>	Performance for a different teacher	Individuality Acceptance Respect Social	Floor Books/Pop ins/Pictures

		Following instructions with support. Exploring movement skills, beginning to demonstrate balance and co-ordination when playing games. Beginning to take turns with others.				
Spring 1	Games Unit	Key Skills/Procedural knowledge: Physical Running Balancing Changing direction Striking a ball Throwing Social, Emotional and Thinking Social: Communication Social: Co-operation Social: Taking turns Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Using tactics Thinking: Decision making	Run Safely Space catch throw team stop tag score	Competition at the end of the unit	Individuality Acceptance Respect Working as part of a team	Floor Books/Pop ins/Pictures
Spring 2	Ball Skills	Key Skills/Procedural knowledge: Physical Rolling a ball tracking a ball Throwing at a target Bouncing a ball Dribbling a ball with feet Kicking a ball Key Skills: S.E.T Social: Co-operation Social: Sharing and taking turns Emotional: Determination Thinking: Using tactics	roll team throw safely stop space kick bounce listen	Competition at the end of the unit	Individuality Acceptance Respect	Floor Books/Pop ins/Pictures
Summer 1	Gymnastics	Key Skills/Procedural Knowledge: Physical Shapes Balances Jumps Rock and roll Barrel roll Straight roll Progressions of a forward roll Travelling	Copy Travel Space Shape over around through	Filmed performance	Individuality Acceptance Respect Team work and collaboration	Floor Books/Pop ins/Pictures

		<p>Key Skills: S.E.T Social: Leadership Social: Taking turns Social: Helping others Emotional: Determination Thinking: Selecting and applying skills Thinking: Creating sequences</p>	<p>roll rock</p>			
<p>Summer 2</p>	<p>Dance</p>	<p>Key Skills/Procedural Knowledge: Physical Travelling Copying and performing actions Balance Co-ordination Key Skills: S.E.T Social: Respect Social: Co-operating with others Emotional: Working independently Emotional: Confidence Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p>	<p>Move space around sideway safely shape copy forwards backwards</p>	<p>Filmed performance Sport's Day</p>	<p>Individuality Acceptance Respect Team work and collaboration</p>	<p>Floor Books/Pop ins/Pictures</p>

Reception						
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic outcome	Cultural Capital/ SMSC / British Values	Evidence
Autumn 1	Fundamentals 1	<p>Key Skills/Procedural Knowledge: Physical Balancing Running Jumping Changing direction Hopping Travelling Beginning to negotiate space safely. Playing games honestly guided by rules with support. Building confidence to try new challenges. Follow instructions with support. Exploring movement skills, Beginning to demonstrate balance and co-ordination when playing games. Beginning to take turns with others.</p> <p>Social, Emotional and Thinking Social: Working safely Social: Responsibility Social: Helping others Emotional: Honesty Emotional: Challenging myself Emotional: Determination Thinking: Decision making Thinking: Selecting and applying actions Thinking: Using tactics</p>	<p>Run Safely Hop direction space jump stop listen</p>	Performance for a different teacher	Individuality Acceptance Respect Team work	Floor Books/Pop ins/Pictures
Autumn 2	Fundamentals 2	<p>Key Skills/Procedural Knowledge: Physical Balancing Running Jumping Changing direction Hopping</p>	<p>Run Safely Hop direction space jump stop</p>	Performance for a different teacher	Individuality Acceptance Respect Team work	Floor Books/Pop ins/Pictures

		<p>Travelling Beginning to negotiate space safely. Playing games honestly guided by rules with support. Building confidence to try new challenges. Follow instructions with support Exploring movement skills Beginning to demonstrate balance and co-ordination when playing games.</p> <p><u>Social, Emotional and Thinking</u> Social: Working safely Social: Responsibility Social: Helping others Emotional: Honesty Emotional: Challenging myself Emotional: Determination Thinking: Decision making Thinking: Selecting and applying actions Thinking: Using tactics</p>	listen			
Spring 1	Games Unit 1	<p><u>Key Skills/Procedural Knowledge: Physical</u> Running Balancing Changing direction Striking a ball Throwing</p> <p><u>S.E.T</u> Social: Communication Social: Co-operation Social: Taking turns Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Using tactics Thinking: Decision making</p>	run safely space catch throw team stop tag score	Competition at the end of the unit	Individuality Acceptance Respect Awareness of others needs	Floor Books/Pop ins/Pictures
Spring 2	Games Unit 2	<p><u>Key Skills/Procedural Knowledge: Physical</u> Running Balancing Changing direction Striking a ball Throwing</p> <p><u>S.E.T</u> Social: Communication Social: Co-operation Social: Taking turns Social: Supporting and encouraging others Emotional: Honesty and fair play</p>	run safely space catch throw team stop tag score	Competition at the end of the unit	Individuality, Acceptance, Respect Team work	Floor Books/Pop ins/Pictures

		Emotional: Managing emotions Thinking: Using tactics Thinking: Decision making				
Summer 1	Dance	Key Skills/Procedural Knowledge: Physical Travelling Copying and performing actions Balance Co-ordination Key Skills: S.E.T Social: Respect Social: Co-operating with others Emotional: Working independently Emotional: Confidence Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions	Move Space Around sideways safely shape copy forwards backwards	Filmed performance	Individuality Acceptance Respect Collaborative work	Floor Books/Pop ins/Pictures
Summer 2	Gymnastics	Key Skills/Procedural Knowledge: Physical Shapes Balances Jumps Rock and roll Barrel roll Straight roll Progressions of a forward roll Travelling Key Skills: S.E.T Social: Leadership Social: Taking turns Social: Helping others Emotional: Determination Thinking: Selecting and applying skills Thinking: Creating sequences	Copy Travel Space Shape Over Around Through roll rock	Filmed performance	Individuality, Acceptance, Respect Collaborative work	Floor Books/Pop ins/Pictures

Year 1					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Dance and Yoga	<p>Yoga Application of new learning within Yoga sessions</p> <p>Dance 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.</p> <p>Dance linked to other curricular areas eg music, RE, Topic</p> <p>Pupils should be taught to develop balance, agility and coordination.</p> <p>Pupils should be taught to perform dances using simple movement patterns</p> <p>Key Skills: Physical Travel Copying and performing actions Using shape Balance Coordination</p> <p>Key Skills: S.E.T Social: Co-operation Social: Communication Social: Coming to decisions with a partner Social: Respect</p>	<p>Listen breath breathe copy balance stretch</p> <p>counts action move direction travel pose forwards backwards</p>	<p>Yoga Teacher to Visit</p> <p>Dance performance Filmed</p>	<p>Individuality Acceptance Respect Awareness of other cultures through dance/yoga Social skill development through working with others</p>

		Emotional: Confidence Emotional: Acceptance Thinking: Counting Thinking: Observing and providing feedback Thinking: Selecting and applying actions			
Autumn 2	Team Building Fitness	<p>Team Building & Fitness 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</p> <p>Key Skills: Physical Balancing Travelling actions Running Co-ordination Stamina Strength Agility Balance Running</p> <p>Key Skills: S.E.T Social: Communication Social: Sharing ideas Social: Inclusion Social: Encouraging and supporting others Emotional: Trust Emotional: Honesty Thinking: Decision making Thinking: Using tactics Thinking: Providing instructions Thinking: Planning Thinking: Problem solving</p>	<p>solve direction share teamwork lead co-operate instructions listen safely travel</p>	Competition at the end of the unit	Individuality, Acceptance, Respect Working with others

Spring 1	Invasion Games	<p><u>Invasion Games</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) physical activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills: Physical Throwing Catching Kicking Dribbling with hands Dribbling with feet Dodging Finding space</p>	<p>action move direction forwards backwards, Speed, fast slow Level Shape</p>	<p>Competition at the end of the unit</p>	<p>Individuality, Acceptance, Respect</p>
	Dance	<p><u>Dance</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to perform dances using simple movement patterns.</p> <p>Key Skills: Physical Travel Copying and performing actions Using shape Balance Coordination</p> <p>Key Skills: S.E.T Social: Respect Social: Communication Emotional: Honesty and fair play</p>		<p>Filmed performance</p>	

Spring 2	Net and Wall	<p><u>Net and Wall</u></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) physical activities. 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. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills: Physical Throwing Catching Hitting a ball Tracking a ball</p> <p>S.E.T Social: Respect Social: Communication Emotional: Honesty and fair play Emotional: Determination Thinking: Decision making Thinking: Using simple tactics Thinking: Recalling information Thinking: Comprehension</p>	direction speed roll point fast slow shape level action travel balance jump	Competition at the end of the unit	Individuality, Acceptance, Respect
	Gymnastics	<p><u>Gymnastics</u></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. 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.</p>		Filmed performance	

		<p>Key Skills: Physical Travelling actions Shapes Balances Jumps Barrel roll Straight roll Forward roll progressions</p> <p>Key Skills: S.E.T Social: Sharing Social: Working safely Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p>			
<p>Summer 1</p>	<p>Athletics Striking and Fielding</p>	<p>Athletics 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) physical activities. Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and coordination.</p> <p>Key Skills: Physical Running at different speeds Agility and co-ordination Jumping for distance Throwing for distance Throwing for accuracy Balance</p> <p>Key Skills: S.E.T Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring idea</p>	<p>Fast direction hop safely travel far bend improve balance</p>	<p>Competition against teacher</p>	<p>Individuality, Acceptance, Respect</p>

		<p><u>Striking and Fielding</u></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) physical activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills: Physical Throwing Catching Retrieving a ball Tracking a ball Striking a ball</p> <p>Key Skills: S.E.T Social: Communication Social: Supporting and encouraging others Social: Consideration of others Emotional: Perseverance Emotional: Honesty and fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making</p>			
<p>Summer 2</p>	<p>Ball Skills Target Games</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. 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.</p> <p>Key Skills: Physical Underarm throwing Overarm throwing Aim Hand eye co-ordination</p> <p>Key Skills: S.E.T</p>	<p>Team send points throw distance target score overarm far aim.</p>	<p>Competition against teacher</p>	<p>Individuality, Acceptance, Respect</p>

		Social: Communication Social: Supporting and encouraging others Social: Leadership Emotional: Perseverance Emotional: Honesty Emotional: Fair play Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making			
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Year 2					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Fundamentals Net and Wall	<p>Fundamentals 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.</p> <p>Key Skills: Physical Balancing Sprinting Jogging Dodging Jumping Hopping Skipping</p> <p>Key Skills: Social, Emotional and Thinking Social: Taking turns Social: Supporting and encouraging others Social: Respect Social: Communication Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying Thinking: Identifying strengths</p>	<p>Jog Speed skip sprint dodge balance collect against</p>	Competition against teacher	Individuality Acceptance Respect Collaborative work

		<p><u>Net and Wall</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) physical activities. 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. Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.</p> <p>Key Skills: Physical Throwing Catching Hitting a ball Racket skills Ready position</p> <p><u>Social, Emotional and Thinking</u> Social: support Social: co-operation Social: respect Social: communication Emotional: perseverance Emotional: honesty</p>			
<p>Autumn 2</p>	<p>Team Building Fitness</p>	<p><u>Team Building & Fitness</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping,</p>	<p>strong steady race speedy Sprint</p>	<p>Competition against teacher</p>	<p>Individuality Acceptance Respect</p>

		<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills: Physical Agility Balance Coordination Speed Stamina Skipping</p> <p>Key Skills: S.E.T Social: Taking turns Social: Encouraging and supporting others Emotional: Determination Emotional: Perseverance Emotional: Challenging myself Thinking: Identifying strengths and areas for improvement Thinking: Observing and providing feedback</p>			
<p>Spring 1</p>	<p>Invasion Dance</p>	<p>Invasion 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) physical activities. Participate in team games, developing simple tactics for attacking and defending</p> <p>Key Skills: Physical Throwing Catching Kicking Dribbling with hands Dribbling with feet Dodging Finding space</p> <p>Key Skills: S.E.T Social: Communication</p>	<p>counts direction balance action speed timing travel level mirror shape space pathway</p>	<p>Competition against teacher</p>	<p>Individuality Acceptance Respect Awareness of Dance as a performance art</p>

	<p>Social: Respect Social: Co-operation Social: Kindness Emotional: Empathy Emotional: Integrity Emotional: Independence Emotional: Determination Emotional: Perseverance</p> <p><u>Dance</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be taught to perform dances using simple movement patterns</p> <p>Key Skills: Physical Travel Copying and performing actions Using dynamics Using pathways, expression and speed Balance Coordination</p> <p>Key Skills: S.E.T Social: Respect Social: Consideration Social: Sharing ideas Social: Decision making with others Emotional: Acceptance Emotional: Confidence Thinking: Selecting and applying actions Thinking: Counting Thinking: Observing and providing feedback Thinking: Creating</p>		Filmed performance	
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<p>Spring 2</p>	<p>Gymnastics Yoga</p>	<p><u>Yoga and Gymnastics</u></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.</p> <p>Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Key Skills: Physical Breathing Balance Flexibility Strength Key Skills: S.E.T Social: Working safely Social: Sharing ideas Social: Leadership Emotional: Calmness Emotional: Patience Emotional: Understanding Thinking: Selecting actions Thinking: Creating poses Thinking: Focus Thinking: Providing feedback</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.</p> <p>Pupils should be taught to develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>focus pose position feel breath create choose flow</p>	<p>Filmed performance</p> <p>Gymnastics Coach</p>	<p>Individuality, Acceptance, Respect Spiritual - mindfulness</p>
<p>Summer 1</p>	<p>Athletics Striking and Fielding</p>	<p><u>Athletics</u></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.</p> <p>They should be able to engage in competitive (both against self and against others) physical activities.</p> <p>Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.</p> <p>Key Skills: Physical Running at different speeds Jumping for distance</p>	<p>direction balance action speed timing travel level mirror shape space pathway</p>	<p>Sports Day</p>	<p>Individuality, Acceptance, Respect Fair play</p>	

		<p>Jumping for height Throwing for distance</p> <p>Key Skills: S.E.T Social: Working safely Social: Collaborating with others Emotional: Working independently Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas</p> <p><u>Striking and Fielding</u></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) physical activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p><u>S.E.T</u> Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Emotional: Managing emotions Thinking: Using tactics Thinking: Selecting and applying skills Thinking: Decision making</p>	<p>send backstop/ wicket keeper score runs batter place track bowler strike catch fielder</p>		
<p>Summer 2</p>	<p>Balls Skills Target Skills</p>	<p><u>Ball Skills& Target Skills</u></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility,</p>	<p>overarm distance</p>		<p>Individuality, Acceptance, Respect</p>

	<p>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.</p> <p>Key Skills: Physical Rolling Kicking Throwing Catching Bouncing Dribbling</p> <p>Key Skills: S.E.T Social: Co-operation Social: Communication Social: Leadership Social: Supporting others Emotional: Honesty Emotional: Perseverance Emotional: Challenging myself Thinking: Using tactics Thinking: Exploring actions</p>	<p>dribble underarm collect target</p>	<p>Competition against other year group.</p>	<p>Team work Fair play</p>
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Year 3					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1 + 2	Swimming	<p>Swimming All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should have been taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. perform safe self-rescue in different water-based situations.</p> <p>Key Skills: Physical Submersion Floating Gliding Front crawl Backstroke Breaststroke Rotation Sculling Treading water Handstands Surface dives H.E.L.P and huddle position</p> <p>Key Skills: S.E.T Social: Communication Social: Supporting and encouraging others Social: Keeping myself and others safe Emotional: Confidence</p>	<p>crawl rotation survival stroke breaststroke backstroke alternate treading water sculling submersion buoyancy huddle</p>	Certificates	Individuality Acceptance Respect

		Thinking: Comprehension Thinking: Planning tactics			
Spring 1	Dance Football	<p>Dance Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to perform dances using a range of movement patterns.</p> <p>Key Skills: S.E.T Social: Sharing ideas Social: Respect Social: Inclusion of others Social: Leadership Social: Working safely Emotional: Confidence Emotional: Acceptance Thinking: Selecting and applying actions Thinking: Creating Thinking: Observing and providing feedback</p> <p>Football Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical</p>	<p>unison perform dynamics explore timing create levels feedback flow actions</p> <p>goal keeper opponent opposition dribbling defender attacker communicate tracking control tackle outside possession inside available</p>	Filmed Performance Competition against teachers	Individuality Acceptance Respect

		<p>Dribbling Passing Ball control Tracking/ jockeying Turning Receiving Key Skills: S.E.T Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p>			
<p>Spring 2</p>	<p>Dodgeball Gymnastics</p>	<p><u>Dodgeball</u> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Key Skills: Physical Throwing Catching Dodging Blocking Key Skills: S.E.T Social: Communication Social: Collaboration Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying skills</p>	<p>rack bounce release consistency</p> <p>overhead receive chest select accurate persevere technique control</p>	<p>Competition</p>	<p>Individuality Acceptance Respect</p>

		<p>Gymnastics 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. Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>		Filmed Performance	
<p>Summer 1</p>	<p>Hockey Cricket</p>	<p>Hockey 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>Cricket Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Key Skills: Physical Tracking a ball Throwing Catching Dribbling</p> <p>Key Skills: S.E.T Social: Supporting others Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity</p>	<p>receiver interception trapping the ball obstruction possession attack defence mark push pass technique retrieve stumped wicket batting wicket keeper bowl two-handed pick up short barrier</p>	Tournament	<p>Individuality Acceptance Respect</p> <p>Democracy Rule of Law</p>

Summer 2	Athletics	<p><u>Athletics</u></p> <p>Pupils should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Develop running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Athletics</u></p> <p>Key Skills: S.E.T</p> <p>Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>Key Skills: Physical</p> <p>Sprinting Running over obstacles Jumping for distance Jumping for height Push throw for distance Pull throw for distance</p>	accurately power personal best faster pace further	Sports Day	<p>Individuality, Acceptance, Respect</p> <p>Learning about how the Olympics has brought countries together. How sport can be used as a tool for unity, peace and understanding.</p>
	Handball	<p><u>Handball</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical</p> <p>Ball control Throwing and catching Moving with the ball Dribbling Shooting</p> <p>Key Skills: S.E.T</p> <p>Social: Working Safely Social: Communication Social: Respect Emotional: Honesty and Fair Play</p>			

		Emotional: Perseverance Thinking: Planning strategies Thinking: Observing and providing feedback			
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Year 4					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Dodgeball	<p>Dodgeball 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. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>Key Skills: Physical Throwing Catching Dodging Blocking</p> <p>Key Skills: S.E.T Social: Communication Social: Collaboration Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying skills</p>	<p>receiver interception trapping the ball obstruction possession attack defence mark push pass technique retrieve stumped wicket batting wicket keeper bowl two-handed pick up short barrier</p>	<p>Tournament against other school later in the year</p> <p>Game against staff</p>	<p>Individuality, Acceptance, Respect</p> <p>Learning about how the Olympics has brought countries together. How sport can be used as a tool for unity, peace and understanding.</p>
	Rounders	<p>Rounders 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.</p>			

		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Underarm and overarm throwing Catching Tracking a ball Fielding and retrieving a ball Batting</p> <p>Key Skills: S.E.T Social: Collaboration and communication Social: Respect Social: Supporting and encouraging others Emotional: Honesty and fair play Emotional: Confident to take risks Emotional: Managing emotions Thinking: Observing and providing feedback Thinking: Using tactics Thinking: Decision making</p>			
<p>Autumn 2</p>	<p>Handball Gymnastics</p>	<p>Handball Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Ball control Throwing and catching Moving with the ball Dribbling Shooting</p> <p>Key Skills: S.E.T Social: Working Safely Social: Communication Social: Respect</p>	<p>Technique perform apparatus</p> <p>quality rotation inverted sequence extension shape accurately power personal best faster pace further</p>	<p>Filmed performance - gymnastics After school club for gymnastics</p>	<p>Individuality, Acceptance, Respect</p> <p>Learning about how the Olympics has brought countries together. How sport can be used as a tool for unity, peace and understanding. linked to gymnastics</p>

		<p>Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies Thinking: Observing and providing feedback</p> <p>Gymnastics Links to the PE National Curriculum 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. Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Key Skills: Physical Individual and partner balances Jumps using rotation Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand</p> <p>Key Skills: S.E.T Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequence</p>			
<p>Spring 1 +2</p>	<p>Swimming</p>	<p>Swimming All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should have been taught to: swim competently, confidently and proficiently over a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. perform safe self-rescue in different water-based situations.</p> <p>Physical Submersion Floating Gliding Front crawl Backstroke Breaststroke Rotation Sculling Treading water Handstands Surface dives H.E.L.P and huddle position</p> <p>Key Skills: S.E.T</p>	<p>Key Vocabulary: crawl rotation survival stroke breaststroke backstroke alternate treading water sculling submersion buoyancy huddle</p>	<p>Certificates</p>	<p>Individuality, Acceptance, Respect</p>

		<p>Social: Communication Social: Supporting and encouraging others Social: Keeping myself and others safe Emotional: Confidence Thinking: Comprehension Thinking: Planning tactics</p>			
<p>Summer 1</p>	<p>Netball Dance</p>	<p>Netball Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Passing Catching Footwork Intercepting Shooting Dodging</p> <p>Key Skills: S.E.T Social: Working safely Social: Communication Social: Collaboration Emotional: Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p> <p>Dance Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to perform dances using a range of movement patterns.</p>		<p>External Netball tournament for children interested and ASC</p>	<p>Individuality, Acceptance, Respect</p> <p>Learning about how the Olympics has brought countries together. How sport can be used as a tool for unity, peace and understanding.</p>

		<p>Key Skills: Physical Using canon, unison, formation, dynamics, pathways, direction Copying and performing actions</p> <p>Key Skills: S.E.T Social: Collaboration Social: Consideration Social: Inclusion Social: Respect Emotional: Empathy Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p>			
<p>Summer 2</p>	<p>Athletics Tag Rugby</p>	<p>Athletics</p> <p>Pupils 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. Develop running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Skills: Physical Pacing Sprinting technique Jumping for distance Jumping for height Throw heave launch for distance</p> <p>Key Skills: S.E.T Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas</p> <p>Tag Rugby</p>	<p>Speed Technique Flight Officiate Sprint Power Personal best Accuracy defence receiver tag try opponent possession opposition</p> <p>onside score outwit</p>	<p>Sports Day</p>	<p>Individuality, Acceptance, Respect</p> <p>Learning about how the Olympics has brought countries together. How sport can be used as a tool for unity, peace and understanding.</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. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Passing Catching Dodging Tagging Scoring</p> <p>Key Skills: S.E.T Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p>		<p>External Cricket Tournament</p>	
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Year 5					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Fitness	<p>Fitness Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Skills: Physical Strength Speed Power Agility Coordination Balance Stamina Key Skills: S.E.T Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p>	<p>Agility Balance generate force continuous co-ordination technique control strength stamina component speed power analyse measure record</p>	<p>Competition and tournaments</p>	<p>Individuality Acceptance Respect</p>
	Hockey	<p>Hockey Pupils should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where and apply basic principles suitable for attacking and defending</p> <p>Key Skills: Physical Passing Catching Footwork Intercepting Shooting Dodging Key Skills: S.E.T</p>			

		<p>Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making</p>			
<p>Autumn 2</p>	<p>Netball Dodgeball</p>	<p>Netball & Dodgeball Pupils should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to 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 Key Skills: Physical Passing Catching Footwork Intercepting Shooting Dodging Key Skills: S.E.T Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making</p>	<p>receiver interception trapping the ball obstruction possession attack defence mark push pass technique</p> <p>rack bounce release consistency</p>	<p>Netball team and After School club</p>	<p>Individuality Acceptance Respect</p>

<p style="text-align: center;">Spring 1</p>	<p>Football <u>Boxercise</u></p>	<p>Football Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Dribbling Passing Ball control Tracking / jockeying Turning Goalkeeping Receiving</p> <p>Key Skills: S.E.T Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>Boxercise Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Skills: Physical Strength Speed</p>	<p>Tactics possession conceding foul outwit opponent tracking touch</p>	<p>Football team and afterschool club</p>	<p>Individuality, Acceptance, Respect Support and encouragement of others – social skills</p>

		<p>Power Agility Coordination Balance Stamina Key Skills: S.E.T Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p>			
Spring 2	<u>Dance</u> <u>Gymnastics</u>	<p>Dance and 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. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to perform dances using a range of movement patterns.</p> <p>Key Skills: Physical Performing a variety of dance actions Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Key Skills: S.E.T Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills</p>	<p>Actions Formation timing relationship performance expression unison posture dynamics canon symmetrical rotation inverted asymmetrical synchronisation progression extension canon aesthetics</p>	Dance club	Individuality, Acceptance, Respect
Summer 1 + 2	<u>Swimming</u>	<p>Swimming All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over</p>	<p>personal best somersault endurance streamline</p>	Swimming Gala	Individuality Acceptance Respect

		<p>a distance of at least 25 metres. use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. perform safe self-rescue in different water-based situations.</p> <p>Key Skills: Physical Rotation Sculling Treading water Gliding Front crawl Backstroke Breaststroke Surface dives Floating Huddle and H.E.L.P. position</p> <p>Key Skills: S.E.T Social: Communication Social: Supporting and encouraging others Emotional: Determination Thinking: Creating Thinking: Decision making Thinking: Using tactics</p>	<p>flutter kick surface propel synchronised exhale inhale continuous retrieve</p>		
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Year 6					
Term	Unit Name	Curriculum Content Skills and knowledge	Key vocabulary	Authentic Outcome	Cultural Capital/ SMSC / British Values
Autumn 1	Football Tag Rugby	<p>Football Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Key Skills: Physical Dribbling Passing Ball control Tracking / jockeying Turning Goalkeeping Receiving</p> <p>Key Skills: S.E.T Social: Communication Social: Collaboration Social: Cooperation Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>Tag Rugby</p>	<p>defence opponent formation pressure receiver onside possession dictate turnover offside attack shut down support control intercepting consistently pressure possession tactics possession conceding foul</p>	Football After school club	Individuality, Acceptance, Respect

		<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. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><u>Key Skills: Physical</u></p> <p>Throwing Catching Running Dodging Scoring</p> <p><u>Key Skills: S.E.T</u></p> <p>Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Selecting and applying skills</p>			
<p>Autumn 2</p>	<p>Yoga Gymnastics</p>	<p>Gymnastics 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. Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Key Skills: Physical Straddle roll</p>	<p>Quality develop salutation collaboratively notice high lunge</p>	<p>Visit from Yoga instructor</p>	<p>Individuality, Acceptance, Respect</p>

	<p>Forward roll Backward roll Counter balance Counter tension Bridge Shoulder stand Handstand Cartwheel Headstand Vault</p> <p>Key Skills: S.E.T Social: Responsibility Social: Responsibility Social: Collaboration Social: Communication Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving sequence</p> <p>Yoga</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance.</p> <p>Key Skills: Physical Flexibility Co-ordination Core strength Stamina Strength</p> <p>Key Skills: S.E.T Social: Responsibility Social: Responsibility Social: Collaboration Social: Communication</p>	<p>transition connected calm fluidity practice awareness momentum formation inverted counter balance synchronisation aesthetics stability progression counter tension</p>		
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		<p>Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions</p>			
Spring 1	<p>Fitness Netball</p>	<p>Fitness Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Key Skills: Physical Strength Speed Power Agility Coordination Balance Stamina</p> <p>Key Skills: S.E.T Social: Supporting and encouraging others Social: Working collaboratively Emotional: Perseverance Emotional: Determination Thinking: Analysing data</p> <p>Netball</p> <p>Key Skills: Physical Passing Catching Footwork Intercepting Shooting Dodging</p>	<p>tactics possession conceding foul outwit opponent tracking outwit touch</p>	<p>Netball team and ACS</p>	<p>Individuality, Acceptance, Respect</p>

		<p>Key Skills: S.E.T Social: Communication Social: Collaboration Emotional: Perseverance Emotional: Honesty and fair play Thinking: Planning strategies and using tactics Thinking: Selecting and applying skills Thinking: Decision making Fitness</p>			
Spring 2	Dance Tennis	<p>Dance Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to perform dances using a range of movement patterns.</p> <p>Key Skills: Physical Performing a variety of dance actions using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p> <p>Key Skills: S.E.T Social: Collaboration Social: Consideration and awareness of others Social: Inclusion Social: Respect Social: Leadership Emotional: Empathy Emotional: Confidence Thinking: Creating Thinking: Observing and providing feedback Thinking: Using feedback to improve Thinking: Selecting and applying skills</p> <p>Tennis They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in</p>	<p>Ready position return serve outwit backhand forehand control volley co-operative racket return</p>	Dance ASC	<p>Individuality, Acceptance, Respect Awareness of dance for different themes and in response to different types of music</p>

		<p>combination. Pupils should be taught to 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>Key Skills: Physical Forehand Groundstroke Backhand Groundstroke Forehand Volley Backhand volley Underarm serve</p> <p>Key Skills: S.E.T</p> <p>Social: Collaboration Social: Communication Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying tactics Thinking: Evaluating and improving</p>			
<p>Summer 1</p>	<p>Athletics</p>	<p>Athletics</p> <p>Children 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. Develop running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>technique trajectory flight control force momentum officiate compete rotation defence</p>	<p>Sports Day and Various external competitions</p>	<p>Individuality, Acceptance, Respect</p>

		<p>Key Skills: Physical Pacing Sprinting technique Jumping for distance Jumping for height Throw heave launch for distance</p> <p>Key Skills: S.E.T</p> <p>Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback Thinking: Exploring ideas</p>	opponent formation pressure receiver onside possession dictate turnover offside attack shut down support control intercepting consistently pressure possession tactics possession conceding foul		
Summer 2	Cricket OAA	<p>Cricket They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. Pupils should be taught to 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>Key Skills: Physical Underarm and overarm throwing Catching Over and underarm bowling Long and short barrier Batting</p> <p>Key Skills: S.E.T Social: Collaboration and communication Social: Respect Emotional: Honesty Thinking: Observing and providing feedback Thinking: Selecting and applying strategies</p>	strike fielding consistently support batting wicket tracking obstruction wicket keeper tracking retrieve tactical control card critical thinking co-operatively	Cricket club and external competitions	Individuality, Acceptance, Respect

	<p><u>OAA</u> Pupils should enjoy communicating, collaborating and competing with each other. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Key Skills: Physical Stamina Running</p> <p><u>Key Skills: S.E.T</u> Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p>	<p>orienteering navigation location Symbol leader orientate strategy boundaries</p>		
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