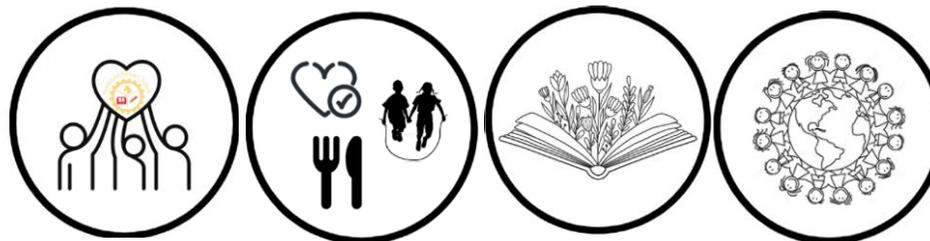


Progression Map

Physical Education





3 I's: Intent, Implementation, Impact

Intent

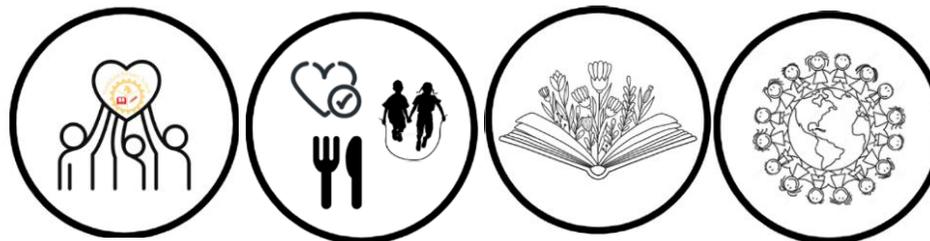
At Northfield Primary School, we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve their best. School provides a safe and supportive environment for children to flourish in a range of different physical activities, essential to support pupils' physical, emotional, social and moral development.

By offering a dynamic, varied and stimulating program of activity, ensuring that all pupils progress physically through a well-designed and fully inclusive PE curriculum is our intended PE curriculum. Aiming to promote physical activity and healthy lifestyles links well to our curriculum drivers based on 'One Community' and to 'Be Healthy'. Threads which run through these drivers for Physical Education include respect and tolerance, belonging, a healthy lifestyle and mental well-being as pupils experience a range of sport. The PE curriculum intent is to educate minds, develop healthy bodies and promote positive attitudes towards a lifetime of physical activity, fitness and sports skills, in line with the Life-Long Learning key curriculum driver.

Leaders ensure inclusivity and accessibility are prioritised as school has a high percentage of disadvantaged pupils and has pupils with SEND in PE lessons, supplemented by enrichment and extra-curricular activities.

Implementation

- As a school, the Early Years Foundation Stage (EYFS) and Years 1 to 6 follow the National Curriculum using the Get Set 4 PE scheme as shown in the PE progression plan document. Get Set 4 PE focuses on personal challenge, following instructions and exploring movements in the early stages to developing skills in a sport specific context and refining tactics and gameplay in KS2. Get Set 4 PE is fully inclusive, allowing all children to take part at their own level.
- PE is taught weekly. Two lessons per week. Lessons are planned to be sequential and build on prior knowledge and skills. Outside providers are used in some PE Lessons.
- As with all teaching and learning at Northfield Primary, PE lessons will take into consideration the needs of all pupils including the disadvantaged pupils, SEND pupils and EAL pupils.
- Key knowledge and vocabulary is evident within lessons.
- By embedding disciplinary and substantive learning, children will be able to formulate their own sporting attributes.
- Pupils are assessed using the Get Set 4 PE assessment resources.
- Teaching will be supported with quality resources and experiences, such as sport competitions and / or festivals alongside encouraging visitors to come into the school and talk about sport and its benefits.
- In addition to lessons, lunch time activities are provided by an out of school provider; Year 5 Sports Leaders provide activities for KS1 children at lunchtime too (Spring 2 start).
- Every child has an opportunity to join one of the after-school clubs and lunch time clubs provided throughout the year.
- Each term the whole school from F2 – Y6 participates in a whole-school 'GLOW Day' (Go Learning Outside in Wellies) to encourage leading active, healthy lives.
- Daily movement breaks are planned enabling pupils to have an active break between afternoon lessons which encourages daily physical activity leading to healthy, active lives.
- An annual school sports week includes sport's day building community. This involves pupils' experiencing different sports such as boxercise, wheelchair basketball and dance. It can also include learning about inspirational figures in sport.



Impact

Staff will be confident and competent when teaching PE, using a variety of well-kept resources, which will encourage pupils to enjoy, practise and value 'to be healthy,' in body and in mind. Implementing the physical side of PE in tandem with the values in sport e.g. respect, co-operation and fairness, this curriculum area will enable learners to reflect upon and appreciate the impact PE has on learning, development and well-being. Regular discussions between staff and pupils in relation to attitudes and participation in sport help pupils embed and understand their importance in life – as individuals and as members of a team.

Pupils will relish the opportunity to engage in physical activity at various times in the school day and do so safely, confidently and competently.

Through assessing pupils and recording using Get Set4 PE knowledge and skills are evidenced, showing progress for all learners, along with pupil voice and observing learning. Monitoring supports the identification of issues which may arise so that provision can be modified, ensuring pupils receive effective and engaging provision.

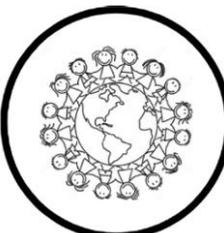
Out of School Providers

As part of our commitment to delivering a broad and balanced PE curriculum, dance and some other areas of PE are taught by specialist out-of-school providers. While the provider may use different themes and teaching styles from those outlined in the GetSet4PE scheme, their planning is fully aligned with our school's PE progression map. They are guided by our curriculum intent and ensure that all key knowledge and skills identified in the progression plan are effectively taught. This ensures consistency in learning and progression for all pupils. The providers work closely with school staff to maintain high expectations and deliver high-quality lessons that supports our overall aims in physical education.

Our out-of-school providers and the areas they teach can be seen in the curriculum map below.



National



Curriculum

National Curriculum Aims

The National Curriculum for PE aims to ensure that all pupils:

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

Key Stage 1

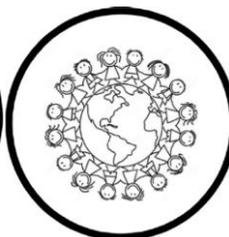
Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- participate in team games developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Key Stage 2

Pupils should 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.
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of stroke effectively (for example, front crawl, backstroke and breaststroke).
- perform safe self-rescue in different water-based situations.



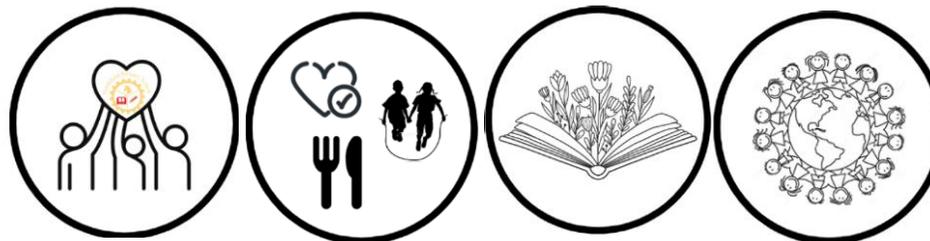
Physical Education (PE) Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Gymnastics	Fundamentals	Target Games	Ball Skills	Athletics	Dance
	Forest School					
Year 2	Fundamentals	Gymnastics	Dance	Target Games	Athletics	Ball Skills
	Forest School					
Year 3	Dodgeball	Fundamentals	Gymnastics	Football	Athletics	Cricket
Year 4	Gymnastics	Dodgeball	Tag Rugby	Dance Fitness	Rounders	Athletics
Year 5	Dance Fitness	Dodgeball	Gymnastics	Swimming Cricket	Swimming Cricket	Athletics
Year 6	Dodgeball	Athletics	Gymnastics	Football OAA	Dance Fitness	Rounders

F2 Ball Skills

External provider

Dance Coach



EYFS Progression Map PE

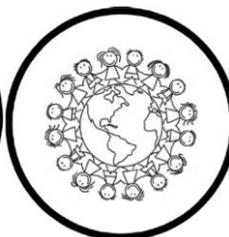
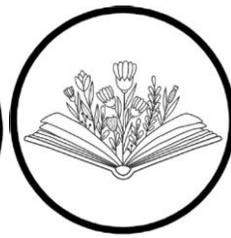
Physical Development: Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development: Gross Motor Skills

ELG: 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.

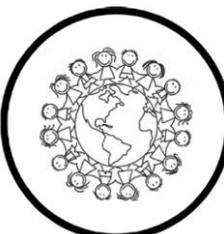
Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. I can skip, hop, stand on one leg and hold a pose for a game like musical statues.	I can move freely and confidently in a range of ways such as slithering shuffling, sliding, rolling, walking, crawling, jumping and running.	I can combine different movements with ease and fluency. I am progressing towards a more fluent style of moving, with developing control and grace.	I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	I can master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (PE). I can perform dances using simple movement patterns (PE).
I can travel around, under, over and through balancing and climbing equipment.	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.	I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	I can negotiate space and obstacles safely, with consideration for myself and others.	I can develop balance, agility and co-ordination, and begin to apply these in a range of activities (PE).
I can use my core muscle strength to sit at table or on the floor for a short period of time.	I can use my core muscle strength to achieve a good posture when sitting at a table or on the floor.	I am developing overall body strength, balance, agility and co-ordination	I can demonstrate strength, balance and coordination when playing.	I will develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education (PE).
I am continuing to develop my movement, balancing, riding (scooters and bikes) and ball skills.	I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	I have further developed and refined a range of ball skills including, throwing catching, kicking, passing, batting and aiming.	I have developed confidence, competence, precision and accuracy when engaging with activities that involve a ball.	I can master basic movements including throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (PE). I can participate in team games, developing simple tactics for attacking and defending (PE).



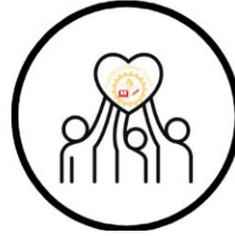
	Topic	Lesson sequence	Substantive knowledge	Disciplinary knowledge	Key vocabulary
Year 1					
Autumn 1	Gymnastics	1) To explore travelling movements. 2) To develop and combine travelling movements. 3) To develop quality when performing and linking shapes. 4) To develop quality when linking shapes. 5) To develop stability and control when performing balances. 6) To develop stability and control when performing balances.	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.	action control direction level speed



Autumn 2	Fundamentals	<p>1) To explore balance, stability and landing safely.</p> <p>2) To explore how the body moves differently when running at different speeds.</p> <p>3) To explore changing direction and dodging.</p> <p>4) To explore jumping, hopping and skipping actions.</p> <p>5) To explore co-ordination and combination jumps.</p> <p>6) To explore combination jumping and skipping in an individual rope.</p>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control.</p> <p>Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>jog</p> <p>skip</p> <p>swing</p> <p>ready position</p> <p>dodge</p>
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Spring 1	Target Games	1) To develop underarm throwing towards a target. 2) To develop throwing for accuracy. 3) To develop underarm and overarm throwing at a target. 4) To develop throwing for accuracy and distance using underarm and overarm. 5) To select the correct throw for the target. 6) To develop throwing for accuracy and distance.	<p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>	distance overarm underarm swing balance further
Spring 2	Ball Skills	1) To develop dribbling a ball with your hands. 2) To explore accuracy when rolling a ball. 3) To explore throwing with accuracy towards a target. 4) To explore catching with two hands. 5) To explore dribbling a ball with your feet. 6) To explore tracking a ball that is coming towards me.	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet.</p>	Ready position soft swing track underarm control



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>Athletics</p>	<ol style="list-style-type: none"> 1) To move at different speeds over varying distances. 2) To develop balance. 3) To develop changing direction quickly. 4) To explore hopping, jumping and leaping for distance. 5) To develop throwing for distance. 6) To develop throwing for accuracy. 	<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	<p>Walk Time Quickly Leap Underarm Overarm Further Control</p>
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Summer 2	Dance	<p>1) THEME: Weather To use counts of 8 to move in time and make my dance look interesting.</p> <p>2) THEME: Weather To explore pathways in my dance.</p> <p>3) THEME: Weather To create my own dance using, actions, pathways and counts.</p> <p>4) THEME: Pirates To explore speeds and actions in our pirate inspired dance.</p> <p>5) THEME: Pirates To copy, remember and repeat actions that represent the theme.</p> <p>6) THEME: Pirates To copy, repeat, create and perform actions that represent the theme.</p>	<p>Actions: understand that actions can be sequenced to create a dance.</p> <p>Dynamics: understand that I can create fast and slow actions to show an idea.</p> <p>Space: understand that there are different directions and pathways within space.</p> <p>Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.</p> <p>Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.</p> <p>Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly.</p>	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p> <p>Dynamics: explore varying speeds to represent an idea.</p> <p>Space: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p>Performance: perform on my own and with others to an audience.</p>	<p>Balance Beat Copy Fast Level Pathway Pose Timing</p>
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Year 2

Autumn 1	Fundamentals	<p>1) To explore how the body moves when running at different speeds.</p> <p>2) To develop changing direction and dodging.</p> <p>3) To develop balance, stability and landing safely.</p> <p>4) To explore and develop jumping, hopping and skipping actions.</p> <p>5) To develop co-ordination and combining jumps.</p> <p>6) To develop combination jumping and skipping in an individual rope.</p>	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Balancing: understand that squeezing my muscles helps me to balance.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Hopping: know that if I look straight ahead it will stop me falling over when I land.</p> <p>Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>	<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<p>weight take off hurdle speed sprint</p>



Autumn 2	Gymnastics	<p>1) To perform gymnastic shapes and link them together.</p> <p>2) To perform gymnastics shapes with control and link them together.</p> <p>3) To use shapes to create balances.</p> <p>4) To use shapes to create balances.</p> <p>5) To link travelling actions and balances using apparatus.</p> <p>6) To develop travelling actions and balances using apparatus.</p>	<p>Shapes: know that some shapes link well together.</p> <p>Balances: understand that squeezing my muscles helps me to balance.</p> <p>Rolls: understand that there are different teaching points for different rolls.</p> <p>Jumps: understand that looking forward will help me to land with control.</p> <p>Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>	<p>Shapes: explore using shapes in different gymnastic balances.</p> <p>Balances: remember, repeat and link combinations of gymnastic balances.</p> <p>Rolls: explore barrel, straight and forward roll and put into sequence work.</p> <p>Jumps: explore shape jumps and take off combinations.</p>	<p>link pathway</p> <p>pike sequence</p> <p>straddle tuck</p>
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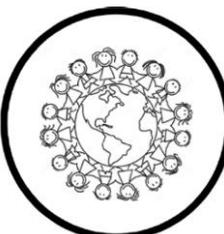
Spring 1	Dance	<p>1) THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.</p> <p>2) THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.</p> <p>3) THEME: Secret Garden Use counts of 8 to help you stay in time with the music.</p> <p>4) THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>5) THEME: The Circus To explore pathways and levels.</p> <p>6) THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p>	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p> <p>Dynamics: understand that I can change the way I perform actions to show an idea.</p> <p>Space: know that I can use different directions, pathways and levels in my dance.</p> <p>Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.</p> <p>Performance: know that using facial expressions helps to show the mood of my dance.</p> <p>Strategy: know that if I practice my dance my performance will improve.</p>	<p>Actions: accurately remember, repeat and link actions to express an idea.</p> <p>Dynamics: develop an understanding of dynamics.</p> <p>Space: develop the use of pathways and travelling actions to include levels.</p> <p>Relationships: explore working with a partner using unison, matching and mirroring.</p> <p>Performance: develop the use of facial expressions in my performance.</p>	<p>dynamics expression matching mirroring perform speed unison create</p>
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Spring 2	Target Games	<p>1) To consider how much power to apply when aiming at a target.</p> <p>2) To understand how to score using overarm and underarm throwing.</p> <p>3) To develop striking to a target.</p> <p>4) To develop hitting a moving target.</p> <p>5) To select and apply the appropriate skill to the target game.</p> <p>6) To show an improvement in my personal best.</p>	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p>	<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing underarm: develop co-ordination and technique when throwing underarm towards a target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p>	<p>accurate</p> <p>opponent</p> <p>release</p> <p>strike</p> <p>teammate</p> <p>ahead</p>
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Summer 1	Athletics	<p>1) To develop the sprinting action. 2) To develop jumping for distance. 3) To develop technique when jumping for height. 4) To develop throwing for distance. 5) To develop throwing for accuracy. 6) To select and apply knowledge and technique in an athletics carousel.</p>	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.</p>	<p>Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.</p>	<p>Distance Sprint Height Landing Far Aim Take off</p>
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Summer 2	Ball Skills	<p>1) To develop rolling a ball to hit a target.</p> <p>2) To develop stopping a rolling ball.</p> <p>3) To develop dribbling a ball with your feet.</p> <p>4) To develop kicking a ball.</p> <p>5) To develop throwing and catching.</p> <p>6) To develop dribbling a ball with your hands.</p>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.</p> <p>Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>	<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<p>Collect</p> <p>Release</p> <p>Receive</p> <p>Prepare</p> <p>Touch</p>
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Year 3

Autumn 1	Dance	<p>1) THEME: Machines To create actions in response to a stimulus and move in unison with a partner.</p> <p>2) THEME: Machines To create actions to move in contact with a partner or interact with a partner.</p> <p>3) THEME: Machines To select and link appropriate actions and dynamics to show our dance idea.</p> <p>4) To remember, repeat and create actions to represent an idea.</p> <p>5) To share ideas of actions and dynamics to create a dance that shows a location.</p> <p>6) To use choreographing ideas to develop our dance.</p>	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete</p>	<p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p>canon</p> <p>explore</p> <p>extend</p> <p>feedback</p> <p>formation</p> <p>interact</p>



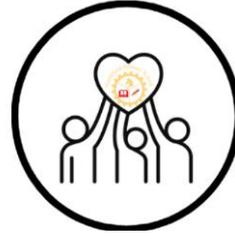
Autumn 2	Fundamentals	<p>1) To develop balance and apply it to other fundamental movement skills.</p> <p>2) To understand how the body moves differently at different speeds.</p> <p>3) To develop technique when changing speed.</p> <p>4) To develop agility using a change of speed and direction.</p> <p>5) To develop technique and control when jumping, hopping and landing.</p> <p>6) To apply fundamental skills to a variety of games.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks.</p> <p>Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>	<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<p>co-ordination</p> <p>control</p> <p>rhythm</p> <p>technique</p> <p>agility</p>
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Spring 1	Gymnastics	<p>1) To be able to create interesting point and patch balances.</p> <p>2) To develop point and patch balances on apparatus.</p> <p>3) To develop stepping into shape jumps with control.</p> <p>4) To develop stepping into shape jumps using apparatus.</p> <p>5) To develop the straight, barrel, and forward roll.</p> <p>6) To include rolls in sequence work using apparatus.</p>	<p>Shapes: understand how to use body tension to make my shapes look better.</p> <p>Balances: understand that I can make my balances look interesting by using different levels.</p> <p>Rolls: understand the safety considerations when performing more difficult rolls.</p> <p>Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.</p> <p>Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>	<p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p>	<p>Body tension</p> <p>Extend</p> <p>Landing position</p> <p>Point</p> <p>Contrast</p> <p>Flow</p> <p>Match</p> <p>Patch</p> <p>Take off</p>
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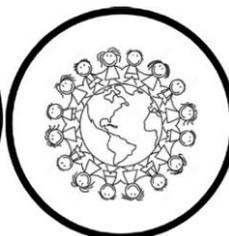
Spring 2	Football	<p>1) To develop the attacking skill of dribbling.</p> <p>2) To develop changing direction and speed when dribbling.</p> <p>3) To develop passing and begin to recognise when to use different skills.</p> <p>4) To apply attacking skills to move towards a goal.</p> <p>5) To use defending skills to delay an opponent and gain possession.</p> <p>6) To apply skills and knowledge to compete in a tournament.</p>	<p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Sending & receiving: explore sending and receiving abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<p>invasion</p> <p>offside</p> <p>tackle</p> <p>opposition</p> <p>pitch</p> <p>court</p> <p>receiver</p> <p>referee</p> <p>teamwork</p> <p>tournament</p> <p>control</p> <p>umpire</p> <p>onside</p> <p>technique</p> <p>accurate</p> <p>communicate</p> <p>intercept</p>
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Summer 1	Athletics	<p>1) To develop the sprinting technique and improve on your personal best.</p> <p>2) To develop changeover technique in relay events.</p> <p>3) To develop jumping technique in a range of approaches and take off positions.</p> <p>4) To develop throwing for distance and accuracy.</p> <p>5) To develop throwing for distance in a pull throw.</p> <p>6) To develop officiating and performing skills.</p>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	<p>personal best technique relay baton power speed event accuracy strength</p>
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Summer 2	Cricket	<p>1) To learn how to score points in a striking and fielding game.</p> <p>2) To develop batting to score points.</p> <p>3) To develop fielding skills to limit the batter's score.</p> <p>4) To understand the role of a bowler.</p> <p>5) To develop my understanding of tactics and begin to use them.</p> <p>6) To apply skills and knowledge to play games using cricket rules.</p>	<p>Striking: know that striking to space away from fielders will help me to score.</p> <p>Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.</p> <p>Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.</p> <p>Catching: know to move my feet to the ball.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.</p> <p>Rules: know the rules of the game and begin to apply them.</p>	<p>Striking: begin to strike a bowled ball after a bounce with different equipment.</p> <p>Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p>Throwing: use overarm and underarm throwing in game situations.</p> <p>Catching: catch with some consistency in game situations.</p>	<p>caught out</p> <p>grip</p> <p>no ball</p> <p>run out</p> <p>short barrier</p> <p>strike</p> <p>technique</p> <p>tournament</p> <p>umpire</p> <p>accuracy</p> <p>wicket</p>
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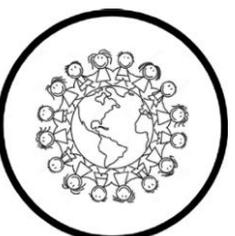


Year 4

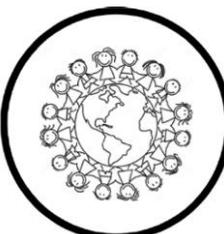
Autumn 1	Gymnastics	<p>1) To develop individual and partner balances.</p> <p>2) To develop individual and partner balances using apparatus.</p> <p>3) To develop control in performing and landing rotation jumps.</p> <p>4) To develop rotation jumps and sequence building using apparatus .</p> <p>5) To develop the straight, barrel, forward and straddle roll.</p> <p>6) To assess my straight, barrel, forward and straddle roll.</p>	<p>Shapes: understand how shapes can be used to improve my sequence.</p> <p>Inverted movements: know that inverted movements are actions in which my hips go above my head.</p> <p>Balances: know how to keep myself and others safe when performing partner balances.</p> <p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing-by-landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>	<p>Shapes: develop the range of shapes I use in my sequences.</p> <p>Inverted movements: develop strength in bridge and shoulder stand.</p> <p>Balances: develop control and fluency in individual and partner balances.</p> <p>Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Jumps: develop control in performing and landing rotation jumps.</p>	<p>bridge</p> <p>fluidly</p> <p>inverted</p> <p>momentum</p> <p>perform</p> <p>rotation</p> <p>shoulder stand</p> <p>stability</p> <p>wrist grip</p>



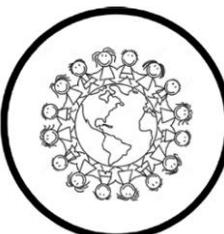
Autumn 2	Dodgeball	<p>1) To develop throwing and apply this to a target game.</p> <p>2) To develop dodging skills to avoid being hit.</p> <p>3) To develop catching and learn the rules of the skill within this game.</p> <p>4) To further develop catching and use the rules of the skill within this game.</p> <p>5) To begin to think tactically and apply this to a game.</p> <p>6) To apply skills and knowledge to compete in a tournament.</p>	<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power.</p> <p>Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.</p> <p>Striking: know that using a smooth action will help to increase accuracy.</p> <p>Tactics: know that applying attacking tactics will help me to score points and get opponents out.</p> <p>Know that applying defending tactics will help me to stay in the game.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Throwing: throw with increasing accuracy at a target.</p> <p>Catching (dodgeball): catch with increasing consistency.</p> <p>Striking: strike a ball with increasing consistency.</p>	<p>decision cushion avoid adjust relaxed support</p>
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Spring 1	Tag Rugby	<p>Tag Rugby (as of 24/25)</p> <ol style="list-style-type: none"> 1) To develop throwing, catching and running with the ball. 2) To develop an understanding of how to defend using tagging rules. 3) To begin to use the 'forward pass' and 'offside' rule. 4) To develop movement skills to dodge a defender. 5) To track an opponent and begin to defend as a team. 6) To apply the rules and skills you have learnt and play in a tag rugby tournament. 	<p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success.</p> <p>Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p>	<p>pressure delay gain protect obstruct option cushion opposing momentum supporting accelerate decision limit deny</p>
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Spring 2	Dance	<p>1) THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>2) THEME: The Spy To choose actions which relate to the theme.</p> <p>3) THEME: The Spy To develop a dance using matching and mirroring.</p> <p>4) THEME: Carnival To learn and create dance moves in the theme of carnival.</p> <p>5) THEME: Carnival To develop a carnival dance using formations, canon and unison.</p> <p>6) THEME: Carnival To develop a dance phrase and perform as part of a class performance.</p>	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others.</p> <p>Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.</p> <p>Space: understand that space can be used to express a certain character, mood or idea.</p> <p>Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.</p> <p>Performance: know that being aware of other performers in my group will help us to move in time.</p> <p>Strategy: know that I can select from a range of dance techniques to translate my idea.</p>	<p>Actions: respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Dynamics: change dynamics confidently within a performance to express changes in character.</p> <p>Space: confidently use changes in level, direction and pathway.</p> <p>Relationships: use action and reaction to represent an idea.</p> <p>Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p>action and reaction flow order performance phrase relationship represent rhythm structure</p>
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Summer 1	Rounders	<p>1) To develop throwing and catching with accuracy and apply these to a striking and fielding game.</p> <p>2) To develop bowling and learn the rules of the skill within this game.</p> <p>3) To develop batting technique and understand where to hit the ball.</p> <p>4) To develop fielding techniques and apply them to game situations.</p> <p>5) To play different roles in a game and begin to think tactically about each role.</p> <p>6) To apply skills and knowledge to compete in a tournament.</p>	<p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>	<p>Decision Pressure Limit Cushion Momentum Retrieve Compete</p>
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Summer 2	Athletics	<ol style="list-style-type: none"> 1) To develop stamina and an understanding of speed and pace in relation to distance. 2) To develop power and speed in the sprinting technique. 3) To develop technique when jumping for distance. 4) To develop power and technique when throwing for distance. 5) To develop a pull throw for distance and accuracy. 6) To develop officiating and performing skills. 	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>	<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Stamina Stride Measure Launch Officiate Pace Transfer of weight Official Record</p>
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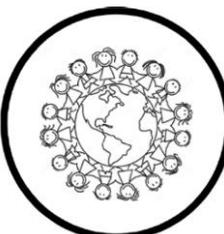


Year 5

Autumn 1	Dance	<p>1) THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control.</p> <p>2) THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance.</p> <p>3) THEME: Dance by Chance To understand and use relationships and space to change how a performance looks.</p> <p>4) THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.</p> <p>5) THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music.</p> <p>6) THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</p>	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.</p> <p>Dynamics: understand that different dance styles utilise selected dynamics to express mood.</p> <p>Space: understand that space relates to where my body moves both on the floor and in the air.</p> <p>Relationships: understand that different dance styles utilise selected relationships to express mood.</p> <p>Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.</p> <p>Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>choreograph choreography collaboratively genre motif posture quality transition</p>



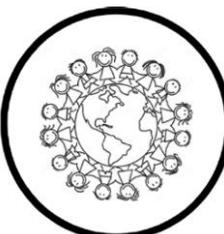
Autumn 2	Dodgeball	<p>1) To develop throwing skills and apply them appropriately to the situation.</p> <p>2) To develop dodging skills and apply them appropriately to the situation.</p> <p>3) To develop catching skills and apply them appropriately to the situation.</p> <p>4) To develop blocking skills and apply them appropriately to the situation.</p> <p>5) To understand the need for tactics and identify how to create and use them.</p> <p>6) To apply rules, skills and tactics when playing in a tournament.</p>	<p>Throwing: know to aim low to make it difficult for an opponent to catch.</p> <p>Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch.</p> <p>Striking: know that aligning my body and equipment before striking will help me to be balanced.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>	<p>Throwing: demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>	<p>angle</p> <p>fake</p> <p>force officiate</p> <p>par</p> <p>situation</p> <p>align</p> <p>stance</p>
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Spring 1	Gymnastics	<p>1) To perform symmetrical and asymmetrical balances.</p> <p>2) To perform interesting symmetrical and asymmetrical balances using apparatus.</p> <p>3) To develop the straight, forward, straddle and backward roll.</p> <p>4) To develop the straight, forward, straddle and backwards roll into a sequence.</p> <p>5) To explore different travelling actions using both canon and synchronisation.</p> <p>6) To explore different methods of travelling, linking actions in both canon and synchronisation.</p>	<p>Shapes: understand that shapes underpin all other skills.</p> <p>Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.</p> <p>Balances: understand how to use contrasting balances to make my sequences look interesting.</p> <p>Rolls: understand that I need to work within my own capabilities and this may be different to others.</p> <p>Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.</p> <p>Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions.</p> <p>Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p>	<p>mirroring observe quality performance stable symmetrical synchronisation transition</p> <p>identify extension decide cartwheel asymmetrical</p>
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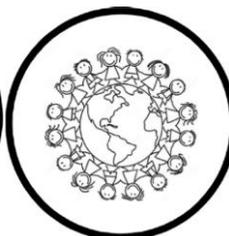
Spring 2	Swimming	<ol style="list-style-type: none"> 1) To develop gliding, front crawl and backstroke. 2) To develop rotation, sculling and treading water. 3) To develop the front crawl stroke and breathing technique. 4) To develop the technique for backstroke arms and legs. 5) To develop breaststroke technique. 6) To develop breaststroke technique. 7) To develop breaststroke and breathing technique. 8) To develop basic skills of water safety and floating. 	<p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules: understand rules in and around water.</p>	<p>Strokes: demonstrate increased technique in a range of stokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	<p>inhale exhale flutter kick outstretched personal best retrieve somersault synchronise continuously dolphin kick endurance</p>
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Summer 1	Cricket	<p>1) To develop throwing and catching skills and apply them relevantly to the situation.</p> <p>2) To develop bowling accuracy and perform the skill within the rules of the game.</p> <p>3) To develop batting skills, identify when I am successful and what I need to do to improve.</p> <p>4) To develop fielding techniques and begin to use these under some pressure.</p> <p>5) To understand the need for tactics and identify when to use them.</p> <p>6) To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.</p>	<p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Striking: explore defensive and driving hitting techniques and directional batting.</p> <p>Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>	<p>close-catch long barrier stance deep catch situation backing-up</p>
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Summer 2	Athletics	<p>1) To understand pace and apply different speeds over varying distances.</p> <p>2) To develop fluency and co-ordination when running for speed.</p> <p>3) To develop technique in relay changeovers.</p> <p>4) To build momentum and power in the triple jump.</p> <p>5) To develop throwing with force for longer distances.</p> <p>6) To develop throwing with greater control and technique.</p>	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	<p>consistent approach dominant force changeover momentum shot put track drive field javelin</p>
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Year 6

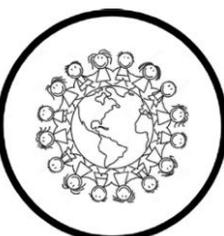
Autumn 1	Dodgeball	<p>1) To throw under pressure and apply this to a target game.</p> <p>2) To select the appropriate dodging skill for the situation.</p> <p>3) To develop catching with increasing consistency under pressure.</p> <p>4) To develop defensive techniques and select the appropriate action for the situation.</p> <p>5) To understand and apply tactics in a game.</p> <p>6) To develop officiating skills and referee a game.</p>	<p>Throwing: know who to throw at and when to throw in order to get opponents out.</p> <p>Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball.</p> <p>Striking: know which skill to select for the situation.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>	<p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Striking: use a variety of striking techniques with control and under pressure.</p>	<p>anticipate</p> <p>collaborate</p> <p>abide assess</p> <p>trajectory</p> <p>appropriate</p>



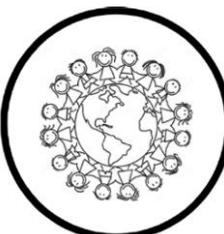
Autumn 2	Athletics	<ol style="list-style-type: none"> 1) To develop my own and others sprinting technique. 2) To identify a suitable pace for the event. 3) To develop power, control and technique for the triple jump. 4) To develop power, control and technique when throwing for distance. 5) To develop throwing with force and accuracy for longer distances. 6) To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. 	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>	<p>strategy</p> <p>rhythm</p> <p>pattern</p> <p>phase</p> <p>grip</p> <p>fling</p> <p>stance</p> <p>release</p> <p>meet</p> <p>explosive</p> <p>discus</p>
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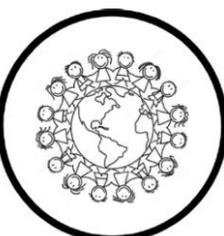
Spring 1	Gymnastics	<p>1) To develop the straddle, forward and backward roll.</p> <p>2) To develop rolling into sequence work and on apparatus.</p> <p>3) To develop counterbalance and counter tension.</p> <p>4) To develop counterbalance and counter tension into sequence work with apparatus.</p> <p>5) To develop jumps and explore the effect of height.</p> <p>6) To explore jump sequence work with consideration of performance tools.</p>	<p>Shapes: know which shapes to use for each skill.</p> <p>Inverted movements: understand that spreading my weight across a base of support will help me to balance.</p> <p>Balances: know where and when to apply force to maintain control and balance.</p> <p>Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.</p> <p>Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.</p> <p>Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	<p>engage execution flight formation handstand progression refine structure vault counter balance counter tension contrasting aesthetics competent</p>
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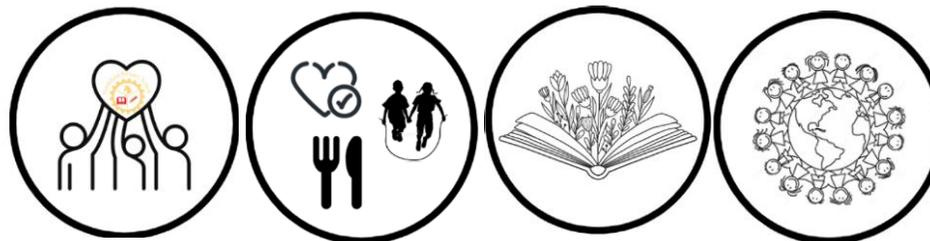
Spring 2	Football	<p>1) To maintain possession when dribbling.</p> <p>2) To dribble with control under pressure.</p> <p>3) To select the appropriate skill, choosing when to pass and when to dribble.</p> <p>4) To move into and create space to support a teammate.</p> <p>5) To use the appropriate defensive technique for the situation.</p> <p>6) To apply rules, skills and principles to play in a tournament.</p>	<p>Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>	<p>Sending & receiving: sending and receiving consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	<p>turnover</p> <p>dictate</p> <p>transition</p> <p>contest draw</p> <p>abide</p> <p>appropriate</p> <p>assess</p> <p>consecutive</p> <p>ball side</p>
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Summer 1	Dance	<p>1) THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements.</p> <p>2) THEME: Stamp, Clap To work with others to explore and develop the dance idea.</p> <p>3) THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.</p> <p>4) THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>5) THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>6) THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.</p> <p>Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.</p> <p>Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.</p> <p>Performance: understand how a leader can ensure our dance group performs together.</p> <p>Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>aesthetic freeze frame mood inspiration style rehearse express refine stimulus</p>
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Summer 2	Rounders	<p>1) To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>2) To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>3) To strike a bowled ball with increasing consistency.</p> <p>4) To develop fielding techniques and select the appropriate action for the situation.</p> <p>5) To understand and apply tactics in a game.</p> <p>6) To apply skills and knowledge to compete in a tournament.</p>	<p>Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.</p> <p>Fielding: know which fielding action to apply for the situation.</p> <p>Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.</p> <p>Tactics: understand and apply some tactics in the game as a batter, bowler and fielder.</p> <p>Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Striking: strike a bowled ball with increasing accuracy and consistency.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure.</p>	<p>abide</p> <p>assess</p> <p>consistently</p> <p>collaborate</p> <p>appropriate</p> <p>consecutive</p>
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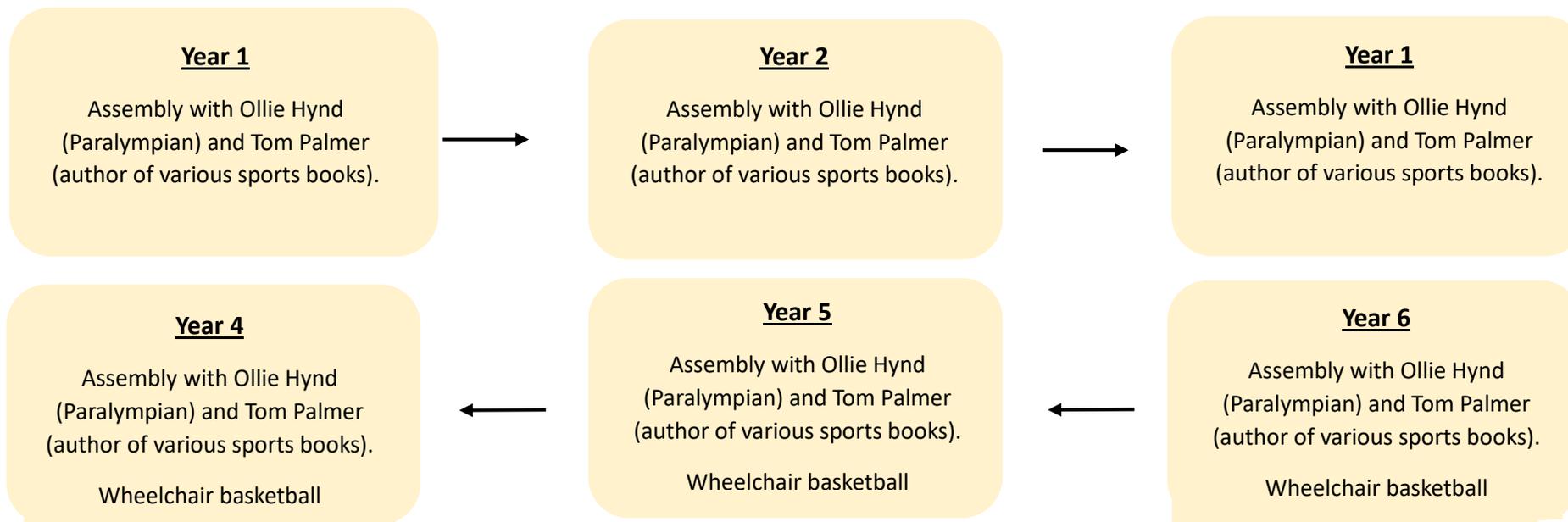


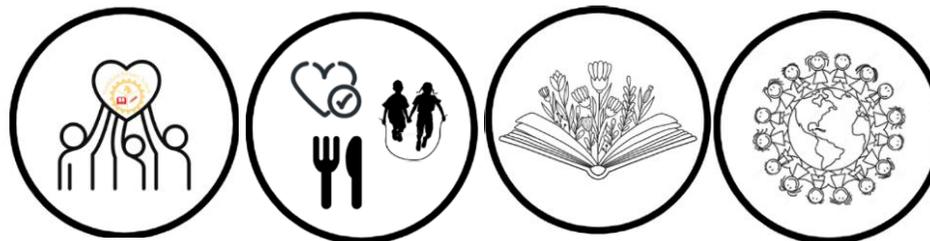
Diversity in our PE curriculum

Gender equity: Our curriculum avoids reinforcing gender stereotypes by offering opportunities for boys and girls to participate in a wide range of sports and activities.

Inclusive imagery: Our 'Get Set 4 PE' curriculum uses inclusive language and imagery to reflect diversity in terms of race, ethnicity, gender, ability and body size.

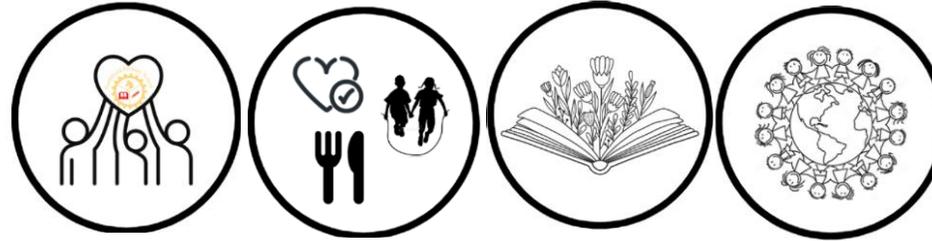
Adapted activities: Our curriculum offers guidance on teaching lessons to children with SEND, including ASD, behaviour, disability, SEMH (Social Emotional and Mental Health) and SLCN (Speech and Language Communication Need).





Local links

					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>	<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>	<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>	<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>	<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>	<p>Assemblies with professional athletes e.g.Ollie Hynd (Paralympian) and Tom Palmer (author of various sports books).</p>
<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>	<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>	<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>	<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>	<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>	<p>Whole school GLOW Days to promote healthy, active lifestyles.</p>
<p>Timetabled forest school sessions.</p>	<p>Timetabled forest school sessions.</p>			<p>Swimming at Rebecca Adlington's Swimming Centre.</p>	<p>Trip to Trent Bridge during Sports Week.</p>



Reading at the heart of the curriculum

We read these texts for pleasure across Key Stage 1 and 2. We also have access to other books in our classroom book corners to develop our knowledge and understanding of PE, including resilience, co-operation, fairness and respect.

