

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Invasion Games – Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Invasion Games- Rugby basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Netball basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b
1C Physical Health	Gymnastics basic movements including running, jumping, as well as developing balance, agility and coordination, using simple movement patterns 1a, 1c	Dance Shoot off in rocket land on/ exploring planet P – Know and perform basic sequences of movement. (cross curricular nativity) C – work in pairs to create movement A – Observe each other dance and identify dance ideas used. 1a, 1c	Gymnastics basic movements including running, jumping, as well as developing balance, agility and co- ordination, using simple movement patterns 1a, 1c	French Can Can performance P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways. A – observe each other dancing and identify what they see. 1a, 1c	Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b
	Invasion Games- Rugby basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending	Invasion Games – Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Netball basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending	Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending	Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending
1G Physical Health	Gymnastics basic movements including running, jumping, as well as developing balance, agility and coordination, using simple movement patterns 1a, 1c	Dance Shoot off in rocket land on/ exploring planet P – Know and perform basic sequences of movement. (cross curricular nativity) C – work in pairs to create movement A – Observe each other dance and identify dance ideas used. 1a, 1c	Gymnastics basic movements including running, jumping, as well as developing balance, agility and co- ordination, using simple movement patterns 1a, 1c	Dance French Can Can performance P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways. A – observe each other dancing and identify what they see. 1a, 1c	Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b	Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b
Emotional Health	C&E Developing a healthy, safer lifestyle - Personal hygiene. Why Rules & Laws are made Being Safe: Railway safety. Being safe: Parts of the body and appropriate touch. Health & Prevention: Personal hygiene. Caring friendships: Characteristics of friendship and that healthy friendships are positive Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Online relationships: that people sometimes behave differently online, including by pretending to be someone they are not.	Physical Health & Wellbeing: Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies immunisation and vaccination C&E Developing a healthy, safer lifestyle - Personal hygiene. Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends Being safe: Feeling safe and special. Feeling proud. Basic First Aid: how to make a clear and efficient call to emergency services if necessary Families & People Who Care for Me: stable, caring relationships, which may be of different types,	C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental wellbeing: range of emotions Respectful Relationships: The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.31, 1.33	C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental wellbeing: talking about feelings, emotion sand appropriate behaviour Being safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33	C&E Developing a healthy, safer lifestyle - Personal hygiene. Understanding what is fair and unfair. Physical Health & Wellbeing: Health and Prevention - Sun safety Mental well-being: self-care techniques Respectful Relationships: the conventions of courtesy and manners. Taking turns. Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Mutual respect and tolerance 1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.18, 1.19, 1.23, 1.24, 1.27, 1.28,	C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Education outside the classroom: Mobile Caving 1,3 1.15, 1.16, 1.23, 1.24, 1.28, 1.33



	Individual liberty	are at the heart of happy families.			1.32, 1.33	
	Mutual respect and tolerance	Respectful relationships: the				
	1.3, 1.15, 1.16, 1.23, 1.24, 1.28,	importance of permission-seeking				
	1.33	and giving in relationships with friends, peers and adults				
		Internet safety and harms: where				
		and how to report concerns and				
		get support with issues online.				
		Mutual respect and tolerance				
		Rule of law				
		1.1, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23,				
		1.24, 1.27, 1.28				
	Invasion Games - Rugby	Invasion Games - Football	Hockey	Netball	Athletics	Athletics
	basic movements including	basic movements including	basic movements including	basic movements including	basic movements including	basic movements including
	running, jumping, throwing, and	running as well as developing	running as well as developing	running, jumping, throwing, and	running, jumping, throwing, and	running, jumping, throwing, and
	catching, as well as developing	balance, agility and co-ordination,	balance, agility and co-ordination,	catching, as well as developing	catching, as well as developing	catching, as well as developing
	balance, agility and co-ordination,	team games, developing simple	team games, developing simple	balance, agility and co-ordination,	balance, agility and co-ordination,	balance, agility and co-ordination,
	team games, developing simple	tactics for attacking and defending	tactics for attacking and defending	team games, developing simple	team games, developing simple	team games, developing simple
	tactics for attacking and defending	1a, 1b	1a, 1b	tactics for attacking and defending	tactics for attacking and defending	tactics for attacking and defending
	1a, 1b	Gymnastics	Dance	1a, 1b	1a, 1b	1a, 1b
	Gymnastics	basic movements including	Dance - The Beetles Dance with	Dance	Cricket	Tennis
	basic movements including	running, jumping, as well as	Props		basic movements including	basic movements including
Year 2	running, jumping, as well as	developing balance, agility and co-	Props and rhythm	Theme: Great Fire of London	running, jumping, throwing and	running, jumping, throwing and
1001 2	developing balance, agility and co-	ordination, using simple movement	When I'm 64 – dancing with flat	Use of flame props	catching, as well as developing	catching, as well as developing
Dhara'a al Ha alth	ordination, using simple movement	patterns	caps	P – perform dances in unison with	balance, agility and co-ordination,	balance, agility and co-ordination,
Physical Health	patterns	1a, 1c		expression and rhythm.	team games, developing simple	team games, developing simple
	1a, 1c		P – perform basic dance actions	C – respond to stimuli by creating	tactics for attacking and defending	tactics for attacking and defending
			with some idea of mood and	movement in pairs and small	1a, 1b	1a, 1b
			feeling. (Cross curricular – Great Fire of London)	groups.		
				A – evaluate each other's		
			C - change and vary actions and			
			C – change and vary actions and demonstrate contrasting speeds	performances by relating		
			demonstrate contrasting speeds	performances by relating movement to stimuli.		
			C – change and vary actions and demonstrate contrasting speeds and weights. A – Show an understanding of how	performances by relating		
			demonstrate contrasting speeds and weights.	performances by relating movement to stimuli.		
			demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas.	performances by relating movement to stimuli.		
			demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c	performances by relating movement to stimuli. 1a, 1c		
	C&E: Learning to respect.	C&E: Visit from NHS.	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old,	performances by relating movement to stimuli. 1a, 1c C&E: Right and wrong	C&E: Money	Mental wellbeing: the benefits of
	Growth Mindset.	Basic First Aid: concepts of basic	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies	performances by relating movement to stimuli. 1a, 1c C&E: Right and wrong Respectful relationships: That in	Physical Health & Fitness: the	physical exercise, time outdoors,
	Growth Mindset. Rewards and Consequences.	Basic First Aid: concepts of basic first aid, for example dealing with	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a	performances by relating movement to stimuli. 1a, 1c C&E: Right and wrong Respectful relationships: That in school and in wider society they	Physical Health & Fitness: the risks associated with an inactive	physical exercise, time outdoors, community participation, voluntary
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe:	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies	performances by relating movement to stimuli. 1a, 1c C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity).	physical exercise, time outdoors, community participation, voluntary and service-based activity on
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content).	c&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe:	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental	c&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity).	physical exercise, time outdoors, community participation, voluntary and service-based activity on
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends,	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing,	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others,	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing:	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the
	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded.	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive
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Emotional Health	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity).
Emotional Health	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying (including cyberbullying), the	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how information and data is shared and	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals Respectful relationships: the	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including understanding that information,	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support),	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity). Education outside the
Emotional Health	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals Respectful relationships: the importance of respecting others,	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines,	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity).
Emotional Health	Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting	Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how information and data is shared and	demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals Respectful relationships: the importance of respecting others, even when they are very different	C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including understanding that information,	Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried	physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity). Education outside the
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	safe online, how to recognise		Families & People Who Care for Us:			
	risks, harmful content and contact,		that others' families sometimes look			
	and how to report them		different from their family, but that			
			they should respect those			
			differences and know that other			
			children's families are also			
			characterised by love and care			
			Internet safety and harms: that the			
			internet can also be a negative place			
			where online abuse, trolling, bullying			
			and harassment can take place,			
			which can have a negative impact on			
			mental health.			
	Invasion Games- Football	Invasion Games- Rugby	Netball	Hockey	Athletics	Cricket
	Running, play competitive games,	running, throwing and catching,	running, throwing and catching,	Running, play competitive games,	running, throwing and catching,	running, throwing and catching,
	develop flexibility, strength,	play competitive games, develop	play competitive games, develop	develop flexibility, strength,	play competitive games, develop	play competitive games, develop
	technique, compare their	flexibility, strength, technique,	flexibility, strength, technique,	technique, compare their	flexibility, strength, technique,	flexibility, strength, technique,
	performances with previous ones	compare their performances with	compare their performances with	performances with previous ones	compare their performances with	compare their performances with
	1a, 1b, 1c, 1e	previous ones	previous ones	1a, 1b, 1c, 1e	previous ones	previous ones
	12, 12, 12, 12	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e		1a, 1b, 1c, 1e	1a, 1b, 1c, 1e
	Gymnastics	12, 12, 15, 15	12, 12, 10, 10	Dance – Exploring dance genres	12, 12, 15, 15	12, 12, 15, 15
	Use, jumping in isolation and in	Gymnastics	Dance - Victorian Dance From	over time	Swimming	Swimming
	combination, develop flexibility,	Use, jumping in isolation and in	Oliver the Musical	Mime, dancing in unison, related to	Swim competently, confidently and	
						Swim competently, confidently and
Year 3	strength, technique, compare their	combination, develop flexibility,	Pick a Pocket/ Food Glorious Food	period culture	proficiently over a distance of at	proficiently over a distance of at
	performances with previous ones	strength, technique, compare their	Mime, dancing in unison, related to	P – perform dances using varied	least 25 metres, use a range of	least 25 metres, use a range of
Dhysical Health	1a, 1c, 1e	performances with previous ones	period culture	formation and musical cues.	strokes effectively, perform safe	strokes effectively, perform safe
Physical Health		1a, 1c, 1e	P - perform dances using a range	C- manipulate and develop	self-rescue	self-rescue
			of movement patterns, including	movement using isolated body	Safeguarding: Water Safety 2a,	Safeguarding: Water Safety 2a,
			those from different cultures and	parts.	2b, 2c	2b, 2c
			times. (cross curricular –	A – Identify how the movement		
			Victorians)	has been manipulated using dance		
			C – Develop taught phrases by	vocabulary.		
			varying space, levels and	1a, 1c, 1d, 1e		
			dynamics			
			A – Evaluate own and others work			
			suggesting areas of improvement.			
	S&T: Food and keeping healthy	C&E	1a, 1c, 1d, 1e	C&E Disability	S&T: Projects on a page – healthy	Mental Wellbeing: that mental
	S&T: Food and keeping healthy S3.1	C&E Why and how rules are enforced in	1a, 1c, 1d, 1e C&E Children in the Past	C&E Disability Recognising the barriers people	S&T: Projects on a page – healthy and varied diet	Mental Wellbeing: that mental wellbeing is a normal part of daily
	S3.1	Why and how rules are enforced in	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an	Recognising the barriers people	and varied diet	wellbeing is a normal part of daily
	S3.1 Physical Health & Wellbeing:	Why and how rules are enforced in school-who can help me in school	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices	Recognising the barriers people with disabilities might experience	and varied diet Mental well-being: talking about	wellbeing is a normal part of daily life, in the same way as physical
	S3.1 Physical Health & Wellbeing: Healthy Eating - healthy diet,	Why and how rules are enforced in school-who can help me in school (including safeguarding officers).	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make.	Recognising the barriers people with disabilities might experience and explore solutions that might	and varied diet Mental well-being: talking about feelings, emotion sand appropriate	wellbeing is a normal part of daily life, in the same way as physical health
	S3.1 Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and	Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1,	Recognising the barriers people with disabilities might experience and explore solutions that might help.	and varied diet Mental well-being: talking about feelings, emotion sand appropriate behaviour.	wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most
	S3.1 Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy	Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3	Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the	and varied diet Mental well-being: talking about feelings, emotion sand appropriate behaviour. Health and prevention: about safe	wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs,
	Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet	Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and behaviour.	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3 Healthy eating: what constitutes a	Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the conventions of courtesy and	and varied diet Mental well-being: talking about feelings, emotion sand appropriate behaviour. Health and prevention: about safe and unsafe exposure to the sun,	wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs, and that these can often be
	Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C&E Growth Mindset.	Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and behaviour. Mental wellbeing: there is a	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3 Healthy eating: what constitutes a healthy diet (including	Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the conventions of courtesy and manners. The importance of self-	and varied diet Mental well-being: talking about feelings, emotion sand appropriate behaviour. Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun	wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the
	Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C&E Growth Mindset. Benefits of exercise	Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and behaviour. Mental wellbeing: there is a normal range of emotions (e.g.	1a, 1c, 1d, 1e C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3 Healthy eating: what constitutes a healthy diet (including understanding calories and other	Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their	and varied diet Mental well-being: talking about feelings, emotion sand appropriate behaviour. Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even
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	T			1		
	and contact, and how to report them.					
	How information and data is					
	shared and used online					
	Invasion Games- Football	Invasion Games- Rugby	Invasion Games- Netball	Invasion Games- Hockey	Athletics	Athletics
	Running, play competitive games, develop flexibility, strength,	running, throwing and catching, play competitive games, develop	running, throwing and catching, play competitive games, develop	Running, play competitive games, develop flexibility, strength,	running, throwing and catching, play competitive games, develop	running, throwing and catching, play competitive games, develop
	technique, compare their	flexibility, strength, technique,	flexibility, strength, technique,	technique, compare their	flexibility, strength, technique,	flexibility, strength, technique,
	performances with previous ones	compare their performances with	compare their performances with	performances with previous ones	compare their performances with	compare their performances with
	1a, 1b, 1c, 1e	previous ones 1a, 1b, 1c, 1e	previous ones 1a, 1b, 1c, 1e	1a, 1b, 1c, 1e	previous ones 1a, 1b, 1c, 1e	previous ones 1a, 1b, 1c, 1e
	Gymnastics	ra, rb, rc, re	ra, rb, rc, re	Dance	ra, rb, rc, re	ra, rb, rc, re
	Use, jumping in isolation and in	Gymnastics	Dance	Egyptian Dance	Tennis	Cricket
Year 4	combination, develop flexibility,	Use, jumping in isolation and in	Symmetrical and Asymmetrical	Symmetrical and Asymmetrical	running, throwing and catching,	running, throwing and catching,
	strength, technique, compare their performances with previous ones	combination, develop flexibility, strength, technique, compare their	dance Exploring symmetry and	dance Exploring symmetry and	play competitive games, develop flexibility, strength, technique,	play competitive games, develop flexibility, strength, technique,
Physical Health	1a, 1c, 1e	performances with previous ones	asymmetry individually and in	asymmetry individually and in	compare their performances with	compare their performances with
	, ,	1a, 1c, 1e	groups	groups	previous ones	previous ones
			P – Perform increasingly complex sequences in time with expression.	P – perform with clarity and confidence in whole class dances.	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e
			C – Compose and develop motif	(assembly)		
			phrases.	C – Compose pair phrases using		
			A – Analyse and compare own and	balance and counterbalance.		
			other's compositions. 1a, 1c, 1d, 1e	A – observe and explore contemporary dance styles.		
			14, 16, 14, 16	1a, 1c, 1d, 1e		
	C&E Tolerance & Overcoming	C&E Mutual respect	C&E Gender Stereotypes	S&T: Making a sandwich using	S&T: Making stuffed vegetables	Education outside the
	disagreements To understand and manage	Being Safe: Where can we get help? NSPCC, child line, Fire	Finding example of gender and stereotypes.	salad leaves planted Mutual respect	Physical Health & Wellbeing: Healthy Eating - healthy diet,	classroom: Mobile Caving S&T Nutrition for different
	feelings in disagreements.	Service, Ambulance, Police, etc.	Gender discrimination	Mental wellbeing: talking about	principles of planning and	sportspeople, the effect of exercise
	Respecting others.	Families & People Who Care for	Challenge stereotypes.	feelings, emotion sand appropriate	preparing a range of healthy	on our body
	Mental Health Choices and link to Healthy Body, Health Mind.	Me: Families give love, security & stability. How to recognise if family	The effects of social media. S&T: UK diseases, bacteria and	behaviour Respectful relationships: practical	meals, characteristics of poor diet C&E Rule of law	S3.1 C&E Comparing food products
	Growth Mindset.	relationships are making them feel	viruses v foreign diseases,	steps they can take in a range of	2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36	and prices.
	Being part of a team.	unhappy or unsafe, and how to	bacteria and viruses (ink to S&T)	different contexts to improve or		Mental Wellbeing strand. Internet
	Being Safe: Railway safety	seek help or advice from others if needed	Mutual respect	support respectful relationships.		safety and harms: how to be a
	Caring friendships: recognising who to trust and who not to trust,	2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11,	Mental Wellbeing: self-care techniques	That in school and in wider society they can expect to be treated with		discerning consumer of information online including
	and how to seek help or advice	2.23, 2.24, 2.25, 2.28, 2.32, 2.34,	Respectful relationships: what a	respect by others, and that in turn		understanding that information,
Emotional Health	from others.	2.36	stereotype is, and how stereotypes	they should show due respect to		including that from search engines,
	Mental Well-being strand. Mutual respect		can be unfair, negative or destructive. The importance of	others, including those in positions of authority.		is ranked, selected and targeted. 2.1, 2.2, 2.3, 2.11, 2.25, 2.31,
	2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11,		permission-seeking and giving in	2.1, 2.2, 2.3, 2.11, 2.18, 2.25,		2.34, 2.36
	2.18, 2.22, 2.23, 2.24, 2.25,2.28,		relationships with friends, peers	2.32, 2.34, 2.36, 2.37		
	2.29, 2.32, 2.34, 2.36		and adults. Families & People Who Care for			
			Us: that others' families sometimes			
			look different from their family, but			
			that they should respect those differences and know that other			
			children's families are also			
			characterised by love and care.			
			2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27,			
	Invasion Games- Rugby	Invasion Games- Football	2.28, 2.29, 2.32, 2.36 Invasion Games- Hockey	Invasion Games- Netball	Athletics	Athletics
	running, throwing and catching,	running, play competitive games,	running, play competitive games,	running, throwing and catching,	running, throwing and catching,	running, throwing and catching,
	play competitive games, develop	develop flexibility, strength,	develop flexibility, strength,	play competitive games, develop	play competitive games, develop	play competitive games, develop
Year 5	flexibility, strength, technique, compare their performances with	technique, compare their performances with previous ones	technique, compare their performances with previous ones	flexibility, strength, technique, compare their performances with	flexibility, strength, technique, compare their performances with	flexibility, strength, technique, compare their performances with
	previous ones	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e	previous ones	previous ones	previous ones
Physical Health	1a, 1b, 1c, 1e	Companies	Gummaatica	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e
	Dance - Scottish Dancing	Gymnastics Use, jumping in isolation and in	Gymnastics Use, balance on different body	Dance – Indian Dance	Cricket	Tennis
	Exploring the style of highland	combination, develop flexibility,	parts to perform sequence of	Teaching gesture and dynamics of	running, throwing and catching,	running, throwing and catching,
	dancing; straight back and quick	strength, technique, compare their	movements, inclusive of rolling on	Bollywood Dance using unison	play competitive games, develop	play competitive games, develop



	moving step work and partner work P – perform dances based on other countries and cultures. (arts and culture week) C – Manipulate steps and create dance phrases in pairs and small groups. A – Identify the effectiveness of own and others choreography	performances with previous ones P – perform dances with complex formations, unison and canon. C – compose and manipulate own and others motifs. A – Explore the themes and ideas expressed through contemporary dance. 1a, 1c, 1d, 1e	small and large apparatus. 1a, 1c, 1e	and cannon, repetitive motifs, producing, and recording whole class dance, which is evaluated in peer groups. 1a, 1c, 1d, 1e	flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e	flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e
Emotional Health	S&T: Cracking potato cake Healthy Eating: the principles of planning and preparing a range of healthy meals C&E Consequences of Aggressive Behaviour Growth Mindset. School rules: Rewards and Consequences Learning Charter Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right. Physical Health and Wellbeing: physical health and fitness, seeking support Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	C&E How to Cope with Peer Pressure Mental Wellbeing: range of emotions Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. Families & People Who Care for Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families Physical Health & Wellbeing: Health and Prevention - Sun safety Physical health and Wellbeing: Internet Safety and harm - on-line abuse and mental health. Reporting concerns. Relationships - Mobile phone and app/gaming safety. How information and data is shared and used online	C&E Tolerance & Cultural History Celebrating and accepting differences. Judging by appearances. Respectful relationships: the conventions of courtesy and manners. The importance of self- respect and how this links to their own happiness. Safeguarding: Discrimination / Faith Abuse Family & People Who Care for Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Mental Wellbeing: self-care techniques Internet safety and harm: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	S&T Food Tech: Spanish tortilla C1, C3 C&E Work of Samaritans Ethical dilemmas they might face. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Mental Wellbeing how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Internet safety & harms: being a discerning consumer of information Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	S&T Human lifecycle, growth, development, body changes, puberty and old age C&E Water as an energy source. Education outside the classroom: Mobile Caving, Bikeability Physical Health & Wellbeing: Health and prevention -allergies, immunisation and vaccination. Health and Wellbeing: Changing adolescent body - changes 9-11 Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle.
Year 6 6Q Physical Health	Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Dance - World War 2 Lindy Hop. Dance style created by American Gl's. P – perform traditional duets in the jive/rock n roll genres. C – choreograph pair phrases in the style being taught. A – Observe and identify the steps related to dance style using their own and professional dance. 1a, 1c, 1d, 1e	Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Orienteering 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 1d, 1e	Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e	Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e	Athletics running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Dance – Greek Dance Exploring the style of Greek dancing; straight back and quick moving step work and partner work P – perform whole class dances to explore a theme in depth. (Cross curricular assembly) C – compose phrases using motif and gesture, communicating ideas relating to the theme. A – Identify and analyse in depth	Cricket running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Orienteering 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 1d, 1e Tennis running, throwing, and catching,



Year 6 6D	Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Dance - World War 2 Lindy Hop. Dance style created by American Gl's. P – perform traditional duets in the jive/rock n roll genres. C – choreograph pair phrases in	Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Orienteering 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	Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e	Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e	Athletics running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Dance – Greek Dance Exploring the style of Greek dancing; straight back and quick moving step work and partner work P – perform whole class dances to	play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Education outside the classroom: Mobile Caving and climbing Cricket running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate
Physical Health	the style being taught. A – Observe and identify the steps related to dance style using their own and professional dance. 1a, 1c, 1d, 1e	1d, 1e			explore a theme in depth. (Cross curricular assembly) C – compose phrases using motif and gesture, communicating ideas relating to the theme. A – Identify and analyse in depth how the theme has inspired the dance movement. 1a, 1c, 1d, 1e	improvement to achieve their personal best 1d, 1e Tennis running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Education outside the classroom: Mobile Caving and climbing
Emotional Health	Growth Mindset (linked to C&E) Safeguarding: Peer on Peer - respecting other peoples' feelings. Being Safe: Railway safety. Where to get advice e.g. family, school and/or other sources Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations (linked to C&E) Physical Health and Well-being: physical health and fitness Online Relationships: cyberbullying. The same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. Physical health and Wellbeing: Internet safety and harms. On-line abuse and mental health. Reporting concerns	Physical health and wellbeing: drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug- taking Being Safe: The effects of legal and illegal drugs, smoking alcohol (linked to C&E) Safeguarding: Drugs & Alcohol Basic First Aid: e.g. dealing with common injuries Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Health and prevention: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating to	Respecting Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. Practical steps they can take in a range of different contexts to improve or support respectful relationships Safeguarding: Discrimination / Faith Abuse Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage. Mental wellbeing: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Where and how to seek support	Pressure groups (linked to C&E) Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: That mental wellbeing is a normal part of daily life, in the same way as physical health. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Mental wellbeing: that mental part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear,	Health & Prevention: Human health - bacteria & viruses Being safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so. Mental Wellbeing: self-care techniques in preparation for exams. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Safeguarding: Serious Violence - Knife crime (linked to C&E) www.noknivesbetterlives.com/pare nts/having-the-conversation https://www.knifefree.co.uk/worried -young-person/ Being safe: Appropriate touch Health and Wellbeing: Changing adolescent body - changes 9-11, menstrual cycle (linked to S&T) Health & Prevention: Human health - bacteria & viruses The facts and science relating to allergies immunisation and vaccination Physical Health & Wellbeing: Internet safety & harms - being a discerning consumer of information Physical Health & Wellbeing: Internet safety & harms - being a discerning consumer of information Residential Outdoor Activities Trip - Building confidence, independence

Lowbrook Academy

Physical and Emotional Health Curriculum Overview



aller	vaccination. of expe	urprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
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Key:
P: Performance C: composition
A: Appreciation
Relationships & Sex Education and Health Education
Safeguarding
British Values