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Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Invasion Games – Football Practise basic striking, sending and	Invasion Games- Rugby Practise basic striking, sending and receiving.	<b>Netball</b> Practise basic striking, sending and	Hockey Practise basic striking, sending and	Athletics Running	Athletics Running
	receiving.	Striking, sending and receiving.	receiving.	receiving.	Vary their pace and speed when running.	Vary their pace and speed when running.
	Travel with a ball in different ways.	Catch and bounce a ball.	Throw underarm and overarm.	Use hitting skills in a game.	Run with a basic technique over different distances.	Run with a basic technique over different distances.
	Travel with a ball in different directions	Practise accurate throwing and consistent	Catch and bounce a ball.	Travel with a ball in different ways.	Show good posture and balance.	Show good posture and balance.
	(side to side, forwards and backwards) with control and fluency.	catching.	Use rolling skills in a game.	Travel with a ball in different directions (side to side, forwards and backwards)	Jog in a straight line and change direction	Jog in a straight line and change direction
		Travel with a ball in different ways.	Practise accurate throwing and consistent	with control and fluency.	maintaining control.	maintaining control.
	Pass the ball to another player in a game.	Travel with a ball in different directions	catching.		Sprint in a straight line and change	Sprint in a straight line and change
	Use kicking skills in a game.	(side to side, forwards and backwards) with control and fluency.	Pass the ball to another player in a game.	Pass the ball to another player in a game.	direction maintaining control.	direction maintaining control.
	Use different ways of travelling in different	with control and fluency.		Begin to use the terms attacking and defending.	<u>Jumping</u> Perform different types of jumps: for	<u>Jumping</u> Perform different types of jumps: for
	directions or pathways.	Pass the ball to another player in a game.	Use different ways of travelling in different	, and the second se	example, two feet to two feet, two feet to	example, two feet to two feet, two feet to
	Run at different speeds.	Use different ways of travelling in different	directions or pathways.	Use simple defensive skills such as marking a player or defending a space.	one foot, one foot to same foot or one	one foot, one foot to same foot or one
	Begin to use space in a game.	directions or pathways.	Run at different speeds.	Use simple attacking skills such as dodging	foot to opposite foot.	foot to opposite foot.
		Run at different speeds.	Begin to use space in a game.	to get past a defender.	Perform a short jumping sequence.	Perform a short jumping sequence.
	Begin to use the terms attacking and defending.	Begin to use space in a game.		Follow simple rules to play games	Jump as high as possible.	Jump as high as possible.
	Ğ		Begin to use the terms attacking and defending.	Follow simple rules to play games, including team games.	Jump as far as possible.	Jump as far as possible.
	Use simple defensive skills such as marking a player or defending a space.	Begin to use the terms attacking and	· ·	Use simple attacking skills such as dodging	Land safely and with control.	Land safely and with control.
	Use simple attacking skills such as dodging	defending.  Use simple defensive skills such as marking	Use simple defensive skills such as marking a player or defending a space.	to get past a defender.	Work with a partner to develop the control of their jumps.	Work with a partner to develop the control of their jumps.
1C	to get past a defender.	a player or defending a space.	Use simple attacking skills such as dodging	Use simple defensive skills such as marking	Throwing	Throwing
10	Follow simple rules to play games,	Use simple attacking skills such as dodging	to get past a defender.	a player or defending a space.	Throw underarm and overarm.	Throw underarm and overarm.
	including team games.	to get past a defender.	Follow simple rules to play games, including team games.	Compete and Perform  Begin to perform learnt skills with some	Throw a ball towards a target with increasing accuracy.	Throw a ball towards a target with increasing accuracy.
Physical	Use simple attacking skills such as dodging to get past a defender.	Follow simple rules to play games,		control.	Improve the distance they can throw by	Improve the distance they can throw by
Health		including team games.	Use simple attacking skills such as dodging to get past a defender.	Engage in competitive activities and team	using more power.	using more power.
	Use simple defensive skills such as marking a player or defending a space.	Use simple attacking skills such as dodging		games.	Compete and Perform	Compete and Perform
		to get past a defender.	Use simple defensive skills such as marking a player or defending a space.	<u>Evaluate</u>	Begin to perform learnt skills with some control.	Begin to perform learnt skills with some control.
	Compete and Perform  Begin to perform learnt skills with some	Use simple defensive skills such as marking		Watch and describe performances.	Engage in competitive activities and team	Engage in competitive activities and team
	control.	a player or defending a space.  Compete and Perform	Compete and Perform  Begin to perform learnt skills with some	Begin to say how they could improve.	games.	games.
	Engage in competitive activities and team	Begin to perform learnt skills with some	control.	basic movements including running as well	<u>Evaluate</u>	<u>Evaluate</u>
	games.	control.	Engage in competitive activities and team	as developing balance, agility and co- ordination, team games, developing simple	Watch and describe performances.	Watch and describe performances.
	<u>Evaluate</u> Watch and describe performances.	Engage in competitive activities and team	games.	tactics for attacking and defending	Begin to say how they could improve basic movements including running,	Begin to say how they could improve basic movements including running,
	Begin to say how they could improve.	games. <u>Evaluate</u>	<u>Evaluate</u>	1a, 1b	jumping, throwing and catching, as well as	jumping, throwing and catching, as well as
	basic movements including running as well	Watch and describe performances.	Watch and describe performances.	Dance Copy and repeat actions.	developing balance, agility and co- ordination, team games, developing simple	developing balance, agility and co- ordination, team games, developing simple
	as developing balance, agility and co- ordination, team games, developing simple	Begin to say how they could improve.	Begin to say how they could improve	Put a sequence of actions together to	tactics for attacking and defending  1a, 1b	tactics for attacking and defending  1a, 1b
	tactics for attacking and defending  1a, 1b	basic movements including running, jumping, throwing and catching, as well as	basic movements including running, jumping, throwing and catching, as well as	create a motif.	ŕ	ŕ
	ŕ	developing balance, agility and co-	developing balance, agility and co-	Vary the speed of their actions.	Tennis  Practise basic striking, sending and	Cricket Use hitting skills in a game.
	<b>Gymnastics</b> Rolls	ordination, team games, developing simple tactics for attacking and defending	ordination, team games, developing simple tactics for attacking and defending	Use simple choreographic devices such as	receiving.	Practise basic striking, sending and
	Curled side roll (egg roll) controlled	1a, 1b	1a, 1b	unison, canon and mirroring.	Use hitting skills in a game.	receiving.
	Log roll (Pencil roll) controlled	Gymnastics Rolls	Dance	Begin to improvise independently to	Pass the ball to another player in a game.	Throw underarm and overarm.
	250 . 5 (. 5	Rolls  Curled side roll (egg roll) controlled	Copy and repeat actions.	create a simple dance.	Use different ways of travelling in different	Catch and bounce a ball.
	Teddy bear roll controlled		Put a sequence of actions together to create a motif.	<u>Perform</u>	directions or pathways.	Use rolling skills in a game.
	<u>Jumps</u>	Log roll (Pencil roll) controlled		Perform using a range of actions and body		Practise accurate throwing and consistent



	Straight jump	Teddy bear roll controlled	Vary the speed of their actions.	parts with some coordination.	Run at different speeds.	catching.
	Tuck jump	<u>Jumps</u>	Use simple choreographic devices such as unison, canon and mirroring.	Begin to perform learnt skills with some	Begin to use space in a game.	Use different ways of travelling in different
		Straight jump		control.		directions or pathways.
	Jumping jack	Tuck jump	Begin to improvise independently to create a simple dance.	<u>Evaluate</u>	Compete and Perform  Begin to perform learnt skills with some	Run at different speeds.
	Half turn jump	r dek jump	or case a simple dame.	Watch and describe performances.	control.	·
		Jumping jack	Perform Perform	Begin to say how they could improve.	Engage in competitive activities and team	Begin to use space in a game.
	Cat spring	Half turn jump	Perform using a range of actions and body parts with some coordination.	Shoot off in rocket land on/ exploring planet	games.	Compete and Perform
	<u>Vault</u>	Tian turn jump		P – Know and perform basic sequences of movement. (cross curricular nativity)	<u>Evaluate</u> Watch and describe performances.	Begin to perform learnt skills with some
	Straight jump off spring board	Cat spring	Begin to perform learnt skills with some control.	C – work in pairs to create movement A – Observe each other dance and identify	watch and describe performances.	control.
	Cartwheels and Round offs	Vault	30.000	dance ideas used.	Begin to say how they could improve. basic movements including running,	Engage in competitive activities and team
	Bunny hops	Straight jump off spring board	Evaluate	1a, 1c	jumping, throwing and catching, as well as	games.
			Watch and describe performances.		developing balance, agility and co- ordination, team games, developing simple	<u>Evaluate</u> Watch and describe performances.
	Front Support wheelbarrow with partner	Cartwheels and Round offs  Bunny hops	Begin to say how they could improve.		tactics for attacking and defending	·
	Travelling and linking Actions	Bullity Hops	Shoot off in rocket land on/ exploring planet P – perform basic actions – turn, roll, jump,		1a, 1b	Begin to say how they could improve. basic movements including running,
	Tiptoe, step, jump, hop	Front Support wheelbarrow with partner	travel, stillness and gesture. (cross curricular maths)			jumping, throwing and catching, as well as developing balance, agility and co-
	Hopscotch	Travelling and linking Actions	C – vary speeds, directions and pathways.			ordination, team games, developing simple
		Tiptoe, step, jump, hop	A – observe each other dancing and identify what they see.			tactics for attacking and defending  1a, 1b
	Skipping	Hamasadah	1a, 1c			,
	Galloping	Hopscotch				
		Skipping				
	Shapes and Balances Standing balances	Galloping				
	Standing balances	Galloping				
	Kneeling balances	Shapes and Balances				
	Pike, tuck, star, straight, straddle shapes	Standing balances				
	<u>Perform</u>	Kneeling balances				
	Begin to perform learnt skills with some	Pike, tuck, star, straight, straddle shapes				
	control.					
	<u>Evaluate</u>	Perform  Begin to perform learnt skills with some				
	Watch and describe performances.	control.				
	Begin to say how they could improve. basic movements including running,	<u>Evaluate</u>				
	jumping, as well as developing balance,	Watch and describe performances.				
	agility and co-ordination, using simple movement patterns	Begin to say how they could improve.				
	1a, 1c	basic movements including running, jumping, as well as developing balance,				
		agility and co-ordination, using simple movement patterns				
		1a, 1c				
	Invasion Games- Rugby Practise basic striking, sending and	Invasion Games – Football Practise basic striking, sending and	Hockey Practise basic striking, sending and	Netball Practise basic striking, sending and	Athletics Running	Athletics Running
	receiving.	receiving.	receiving.	receiving.	Vary their pace and speed when running.	Vary their pace and speed when running.
1G	Catch and bounce a ball.	Travel with a ball in different ways.	Use hitting skills in a game.	Throw underarm and overarm.	Run with a basic technique over different	Run with a basic technique over different
10	Sater, and Source a Sun.	Travel with a ball in different directions	Travel with a ball in different ways.	Catch and bounce a ball.	distances.	distances.
	Practise accurate throwing and consistent	(side to side, forwards and backwards)	Travel with a ball in different directions	Use rolling skills in a game.	Show good posture and balance.	Show good posture and balance.
Physical	catching.	with control and fluency.	(side to side, forwards and backwards)		Jog in a straight line and change direction	Jog in a straight line and change direction
Health	Travel with a ball in different ways.	Pass the ball to another player in a game.	with control and fluency.	Practise accurate throwing and consistent catching.	maintaining control.	maintaining control.
	Travel with a ball in different directions	Use kicking skills in a game.	Pass the ball to another player in a game.		Sprint in a straight line and change direction maintaining control.	Sprint in a straight line and change direction maintaining control.
	(side to side, forwards and backwards)		Begin to use the terms attacking and	Pass the ball to another player in a game.	Jumping	Jumping
	with control and fluency.	Use different ways of travelling in different	, and the second		<u> u</u>	F W



Pass the ball to another player in a game.

Use different ways of travelling in different directions or pathways.

Run at different speeds.

Begin to use space in a game.

Begin to use the terms attacking and defending.

Use simple defensive skills such as marking a player or defending a space.

Use simple attacking skills such as dodging to get past a defender.

Follow simple rules to play games, including team games.

Use simple attacking skills such as dodging to get past a defender.

Use simple defensive skills such as marking a player or defending a space.

#### Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

<u>Evaluate</u>
Watch and describe performances.

#### Begin to say how they could improve.

basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

# Gymnastics

Rolls
Curled side roll (egg roll) controlled

Log roll (Pencil roll) controlled

Teddy bear roll controlled

Jumps Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

<u>Vault</u> Straight jump off spring board directions or pathways.

Run at different speeds.

Begin to use space in a game.

Begin to use the terms attacking and defending.

Use simple defensive skills such as marking a player or defending a space.

Use simple attacking skills such as dodging to get past a defender.

Follow simple rules to play games, including team games.

Use simple attacking skills such as dodging to get past a defender.

Use simple defensive skills such as marking a player or defending a space.

## Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

#### <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve.
basic movements including running as well
as developing balance, agility and coordination, team games, developing simple
tactics for attacking and defending
1a, 1b

#### **Gymnastics**

Rolls

Curled side roll (egg roll) controlled

Log roll (Pencil roll) controlled

Teddy bear roll controlled

<u>Jumps</u>

Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

Vault

Straight jump off spring board

Cartwheels and Round offs
Bunny hops

defending.

Use simple defensive skills such as marking a player or defending a space.

Use simple attacking skills such as dodging to get past a defender.

Follow simple rules to play games, including team games.

Use simple attacking skills such as dodging to get past a defender.

Use simple defensive skills such as marking a player or defending a space.

# Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

#### <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve.

basic movements including running as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

#### Dance

Copy and repeat actions.

Put a sequence of actions together to create a motif.

Vary the speed of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise independently to create a simple dance.

#### <u>Perform</u>

Perform using a range of actions and body parts with some coordination.

Begin to perform learnt skills with some control.

# <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve.

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

Use different ways of travelling in different directions or pathways.

Run at different speeds.

Begin to use space in a game.

Begin to use the terms attacking and defending.

Use simple defensive skills such as marking a player or defending a space.

Use simple attacking skills such as dodging to get past a defender.

Follow simple rules to play games, including team games.

Use simple attacking skills such as dodging to get past a defender.

Use simple defensive skills such as marking a player or defending a space.

# Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

#### Evaluate

Watch and describe performances.

Begin to say how they could improve basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

#### Dance

Copy and repeat actions.

Put a sequence of actions together to create a motif.

Vary the speed of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Begin to improvise independently to create a simple dance.

### Perform

Perform using a range of actions and body parts with some coordination.

Begin to perform learnt skills with some control.

# <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve

Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Perform a short jumping sequence.

Jump as high as possible.

Jump as far as possible.

Land safely and with control.

Work with a partner to develop the control of their jumps.

#### Throwing

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Improve the distance they can throw by using more power.

### Compete and Perform

Begin to perform learnt skills with some

Engage in competitive activities and team games.

#### <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

#### Cricket

Use hitting skills in a game.

Practise basic striking, sending and receiving.

Throw underarm and overarm.

Catch and bounce a ball.

Use rolling skills in a game.

Practise accurate throwing and consistent catching.

Use different ways of travelling in different directions or pathways.

Run at different speeds.

Begin to use space in a game.

# Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

<u>Evaluate</u>

Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Perform a short jumping sequence.

Jump as high as possible.

Jump as far as possible.

Land safely and with control.

Work with a partner to develop the control of their jumps.

#### Throwing

Throw underarm and overarm.

Throw a ball towards a target with increasing accuracy.

Improve the distance they can throw by using more power.

# Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team games.

# <u>Evaluate</u>

Watch and describe performances.

Begin to say how they could improve basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending

# 1a, 1b

**Tennis**Practise basic striking, sending and receiving.

Use hitting skills in a game.

Pass the ball to another player in a game.

Use different ways of travelling in different directions or pathways.

Run at different speeds

Begin to use space in a game.

# Compete and Perform

Begin to perform learnt skills with some control.

Engage in competitive activities and team

#### gaines.

Watch and describe performances.

Begin to say how they could improve.
basic movements including running,
jumping, throwing and catching, as well as
developing balance, agility and coordination, team games, developing simple



	Cartwheels and Round offs  Bunny hops  Front Support wheelbarrow with partner	Front Support wheelbarrow with partner  Travelling and linking Actions Tiptoe, step, jump, hop		Shoot off in rocket land on/ exploring planet P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways.	Watch and describe performances.  Begin to say how they could improve. basic movements including running, jumping, throwing and catching, as well as	tactics for attacking and defending  1a, 1b
	Travelling and linking Actions Tiptoe, step, jump, hop	Hopscotch Skipping		A – observe each other dancing and identify what they see.  1a, 1c	developing balance, agility and co- ordination, team games, developing simple tactics for attacking and defending 1a, 1b	
	Hopscotch	Galloping				
	Skipping	Shapes and Balances Standing balances				
	Galloping	Kneeling balances				
	Shapes and Balances Standing balances	Pike, tuck, star, straight, straddle shapes				
	Kneeling balances Pike, tuck, star, straight, straddle shapes	<u>Perform</u> Begin to perform learnt skills with some control.				
	Perform  Begin to perform learnt skills with some control.	Evaluate Watch and describe performances.  Begin to say how they could improve.				
	Evaluate  Watch and describe performances.	basic movements including running,				
	Begin to say how they could improve.	jumping, as well as developing balance, agility and co-ordination, using simple movement patterns				
	basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns  1a, 1c	1a, 1c				
Emotional Health	Describe how the body feels before, during	Describe how the body feels before, during and after exercise.	Describe how the body feels before, during and after exercise.	Describe how the body feels before, during and after exercise.	Describe how the body feels before, during and after exercise.	Describe how the body feels before, during and after exercise.
	and after exercise.  Carry and place equipment safely.	Carry and place equipment safely.	Carry and place equipment safely.  C&E Developing a healthy, safer lifestyle -	Carry and place equipment safely.  C&E Developing a healthy, safer lifestyle -	Carry and place equipment safely.  C&E Developing a healthy, safer lifestyle -	Carry and place equipment safely.  C&E Developing a healthy, safer lifestyle -
	C&E Developing a healthy, safer lifestyle - Personal hygiene. Why Rules & Laws are made Taking turns Physical Health and Fitness: active lifestyle, seeking support Rule of law Individual liberty	S&T Parts of the body S3.4  C&E Developing a healthy, safer lifestyle - Personal hygiene. Growth MIndset. Consequences. Mutual respect and tolerance Rule of law 1.1, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23, 1.24,	Personal hygiene.  Mental well-being: range of emotions  Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.31, 1.33	Personal hygiene.  Mental well-being: talking about feelings, emotion sand appropriate behaviour Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33	Personal hygiene. Understanding what is fair and unfair. Mental well-being: self-care techniques 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, 1.32, 1.33	Personal hygiene.  1.16 S&T: Food Tech: Vegetable ratatouille C1 S&T: How diseases are spread and controlled. Education outside the classroom: Mobile Caving Famous Sportsperson:
	Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33	1.27, 1.28				P4C Question: 1,3 1.15, 1.16, 1.23, 1.24, 1.28, 1.33
	Invasion Games- Rugby Throw different types of equipment in	Invasion Games – Football Strike or hit a ball with increasing control.	Hockey Strike or hit a ball with increasing control.	Netball Throw different types of equipment in	Athletics Running	Athletics Running
_	different ways, for accuracy and distance.  Throw and catch a ball with a partner.	Position the body to strike a ball.	Learn skills for playing striking and fielding games.	different ways, for accuracy and distance.  Throw, catch and bounce a ball with a	Run at different paces, describing the different paces.	Run at different paces, describing the different paces.
Year 2	Use throwing and catching skills in a game.	Kick a ball whilst moving.	Position the body to strike a ball.	partner.	Use a variety of different stride lengths.	Use a variety of different stride lengths.
Dharaisas	Throw a ball for distance.  Use hand-eye coordination to control a	Use kicking skills in a game. Use dribbling skills in a game.	Use dribbling skills in a game.	Use throwing and catching skills in a game.  Throw a ball for distance.	Begin to select the most suitable pace and speed for distance.	Begin to select the most suitable pace and speed for distance.
Physical Health	ball.	Know how to pass the ball in different	Know how to pass the ball in different ways.	Use hand-eye coordination to control a ball.	Vary the speed and direction in which they are travelling.	Vary the speed and direction in which they are travelling.
	Know how to pass the ball in different ways.  Use different ways of travelling at different	ways.  Use different ways of travelling at different	Use different ways of travelling at different speeds and following different pathways,	Vary types of throw used.	Run with basic techniques following a curved line.	Run with basic techniques following a curved line.
	ose unierent ways of travelling at unierent	speeds and following different pathways,		Know how to pass the ball in different	Be able to maintain and control a run over	Be able to maintain and control a run over



speeds and following different pathways, directions or courses.

Change speed and direction whilst running.

Begin to choose and use the best space in a game.

Begin to use and understand the terms attacking and defending.

Use at least one technique to attack or defend to play a game successfully.

Understand the importance of rules in games.

# Compete and Perform

Perform learnt skills with increasing

Compete against self and others.

## <u>Evaluate</u>

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

#### ,

Gymnastics

Curled side roll (egg roll) controlled

Log roll (Pencil roll) controlled

Teddy bear roll controlled

Rocking for forward roll

Crouched forward roll

#### **Jumps**

Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

Cat spring to straddle

directions or courses.

Change speed and direction whilst running.

Begin to choose and use the best space in a game.

Begin to use and understand the terms attacking and defending.

Use at least one technique to attack or defend to play a game successfully.

Understand the importance of rules in games.

#### Compete and Perform

Perform learnt skills with increasing control.

Compete against self and others.

#### **Evaluate**

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

basic movements including running as well

basic movements including running as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a, 1b

### **Gymnastics**

Rolls

Curled side roll (egg roll) controlled

Log roll (Pencil roll) controlled

Teddy bear roll controlled

Rocking for forward roll

Crouched forward roll

# <u>Jumps</u>

Straight jump

Tuck jump

Jumping jack

Half turn jump

Cat spring

Cat spring to straddle

# Vault

Straight jump off spring board

directions or courses.

Change speed and direction whilst running.

Begin to choose and use the best space in a game.

Begin to use and understand the terms attacking and defending.

Use at least one technique to attack or defend to play a game successfully.

Understand the importance of rules in games.

#### Compete and Perform

Perform learnt skills with increasing control.

Compete against self and others.

#### Evaluate

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

basic movements including running as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a. 1b

# Dance

# Dance - The Beetles Dance with Props

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif

Move in time to music.

Improve the timing of their actions.

#### Perform

Perform sequences of their own composition with coordination.

Perform learnt skills with increasing control.

#### <u>Evaluate</u>

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their

ways.

Use different ways of travelling at different speeds and following different pathways, directions or courses.

Change speed and direction whilst running.

Begin to choose and use the best space in a game.

Begin to use and understand the terms attacking and defending.

Use at least one technique to attack or defend to play a game successfully.

Understand the importance of rules in games.

#### Compete and Perform

Perform learnt skills with increasing control.

Compete against self and others.

#### Evaluate

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending 1a. 1b

**Dance** Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

Move in time to music.

 $\label{lem:lemprove} \mbox{Improve the timing of their actions.}$ 

#### Perform

Perform sequences of their own composition with coordination.

Perform learnt skills with increasing control.

<u>Evaluate</u>

different distances.

#### Jumping

Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Combine different jumps together with some fluency and control.

Jump for distance from a standing position with accuracy and control.

Investigate the best jumps to cover different distances.

Choose the most appropriate jumps to cover different distances.

Know that the leg muscles are used when performing a jumping action.

#### **Throwing**

Throw different types of equipment in different ways, for accuracy and distance.

Throw with accuracy at targets of different heights.

Investigate ways to alter their throwing technique to achieve greater distance.

# Compete and Perform

Perform learnt skills with increasing control.

Compete against self and others.

# <u>Evaluate</u>

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their work and that of others.

basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, team games, developing simple tactics for attacking and defending

# 1a, 1b Cricket

Throw different types of equipment in different ways, for accuracy and distance.

Throw, catch and bounce a ball with a partner.

Use throwing and catching skills in a game.

Throw a ball for distance.

Use hand-eye coordination to control a ball.

Vary types of throw used

Strike or hit a ball with increasing control.

different distances.

#### **Jumping**

Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Combine different jumps together with some fluency and control.

Jump for distance from a standing position with accuracy and control.

Investigate the best jumps to cover different distances.

Choose the most appropriate jumps to cover different distances.

Know that the leg muscles are used when performing a jumping action.

#### **Throwing**

Throw different types of equipment in different ways, for accuracy and distance.

Throw with accuracy at targets of different heights.

Investigate ways to alter their throwing technique to achieve greater distance.

# Compete and Perform

Perform learnt skills with increasing control.

Compete against self and others.

# Evaluate

Watch and describe performances, and use what they see to improve their own performance.

Talk about the differences between their

work and that of others.

basic movements including running,
jumping, throwing and catching, as well as
developing balance, agility and coordination, team games, developing simple
tactics for attacking and defending

# 1a, 1b

**Tennis**Strike or hit a ball with increasing control.

Learn skills for playing striking and fielding games.

Position the body to strike a ball.

Know how to pass the ball in different

Understand the importance of rules in games.

Compete and Perform



			1 10 . 6 0			5 6 1 1 100 111
	<u>Vault</u> Straight jump off spring board	Cartwheels and Round offs  Bunny hops	work and that of others.  Props and rhythm  When I'm 64 – dancing with flat caps	Watch and describe performances, and use what they see to improve their own performance.	Learn skills for playing striking and fielding games.	Perform learnt skills with increasing control.
	Straight Jamp on Spring Board	banny nops	P – perform basic dance actions with some idea of mood and feeling. (cross curricular –	·	Position the body to strike a ball.	Compete against self and others.
	<u>Cartwheels and Round offs</u> <u>Bunny hops</u>	Front Support wheelbarrow with partner	Great Fire of London) C – change and vary actions and	Talk about the differences between their work and that of others.  P – perform dances in unison with	Understand the importance of rules in games.	Evaluate Watch and describe performances, and
	Front Support wheelbarrow with partner	T-lever Scissor Kick	demonstrate contrasting speeds and weights.  A – Show an understanding of how dance	expression and rhythm. C – respond to stimuli by creating		use what they see to improve their own performance.
	T-lever	Travelling and linking Actions	can communicate moods and ideas.  1a, 1c	movement in pairs and small groups.  A – evaluate each other's performances by relating movement to stimuli.	Compete and Perform  Perform learnt skills with increasing control.	Talk about the differences between their work and that of others.
	Scissor Kick	Tiptoe, step, jump, hop		1a, 1c	Compete against self and others.	basic movements including running, jumping, throwing and catching, as well as
	<u>Travelling and linking Actions</u> <u>Tiptoe, step, jump, hop</u>	Hopscotch			<u>Evaluate</u> Watch and describe performances, and	developing balance, agility and co- ordination, team games, developing simple tactics for attacking and defending
	Hopscotch	Skipping			use what they see to improve their own performance.	1a, 1b
	Skipping	Galloping			•	
	Galloping	Straight Jump half-turn			Talk about the differences between their work and that of others. basic movements including running.	
	Straight Jump half-turn	Shapes and Balances Standing balances			jumping, throwing and catching, as well as developing balance, agility and co-	
	Shapes and Balances	Kneeling balances  Large body part balances			ordination, team games, developing simple tactics for attacking and defending  1a, 1b	
	Standing balances					
	Kneeling balances	Balances on apparatus				
	Large body part balances	Balances with a partner				
	Balances on apparatus	Pike, tuck, star, straight, straddle shapes				
	Balances with a partner	Front and back support				
	Pike, tuck, star, straight, straddle shapes	Perform				
	Front and back support	Perform learnt skills with increasing control.				
	Perform Perform learnt skills with increasing control.	<u>Evaluate</u> Watch and describe performances, and				
	<u>Evaluate</u>	use what they see to improve their own performance.				
	Watch and describe performances, and	Talk about the differences between their				
	use what they see to improve their own performance.	work and that of others. basic movements including running,				
	Talk about the differences between their	jumping, as well as developing balance,				
	work and that of others. basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns	agility and co-ordination, using simple movement patterns  1a, 1c				
	1a, 1c  Recognise and describe how the body feels	Recognise and describe how the body feels	Recognise and describe how the body feels	Recognise and describe how the body feels	Recognise and describe how the body feels	Recognise and describe how the body feels
	during and after different physical activities.	during and after different physical activities.	during and after different physical activities.	during and after different physical activities.	during and after different physical activities.	during and after different physical activities.
Emotional	Explain what they need to stay healthy.	Explain what they need to stay healthy.	Explain what they need to stay healthy.	Explain what they need to stay healthy.	Explain what they need to stay healthy.	Explain what they need to stay healthy.
Health	C&E Developing a healthy, safer lifestyle - Personal hygiene S&T: Teeth Hygiene	C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16	C&E Developing a healthy, safer lifestyle - Personal hygiene.  1.16	C&E Developing a healthy, safer lifestyle - Personal hygiene.  1.16	<b>C&amp;E</b> Developing a healthy, safer lifestyle - Personal hygiene. 1.16	<b>C&amp;E</b> Developing a healthy, safer lifestyle - Personal hygiene.  1.16
	<b>S4.3 C&amp;E</b> Learning to respect.  Growth Mindset.	C&E Visit from NHS. Meeting & talking with people. Mental well-being: range of emotions	S&T: Healthy living and growing old, fruit smoothies C1 Mental well-being: self-care techniques	Mental well-being: talking about feelings, emotion sand appropriate behaviour. C&E Rule of law	Physical Health and Well-being: active lifestyle, seeking support  C&E Mutual respect and tolerance	Education outside the classroom: Mobile Caving Famous Sportsperson:



	Downerdo and Conserver	Mutual respect and tolerance	COE Mutual Description of talescope	Mutual research and delegan	44 42 44 45 40 40 445 440 440	D4C Overtical
	Rewards and Consequences.  Mutual respect and tolerance.	Mutual respect and tolerance. 1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.18, 1.19,	C&E Mutual Respect and tolerance 1.3, 1.15, 1.23, 1.24, 1.28, 1.33	Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.33	1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 1.15, 1.16, 1.18, 1.19, 1.22, 1.23, 1.24, 1.27, 1.28, 1.31, 1.32,	P4C Question: 1.3, 1.15, 1.23, 1.24, 1.28, 1.33
	1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23, 1.24,	1.23, 1.24, 1.27, 1.28, 1.31, 1.32, 1.33	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	1.33	, , , , , , , , , , , , , , , , , , , ,
	1.27, 1.28, 1.33	Investor Comes Durchy	Nest ell	Haakan	Tennis	Cricket
	Invasion Games- Football  Move with the ball in a variety of ways	Invasion Games- Rugby Move with the ball in a variety of ways	Netball Throw and catch with greater control and	Hockey  Demonstrate successful hitting and striking	Demonstrate successful hitting and striking	Demonstrate successful hitting and striking
	with some control.	with some control.	accuracy.	skills.	skills.	skills.
	Harakina different mana di manda mitha		· ·	Chatter than hall found to to a co	Donation the comment betting to the form and	Develop a group of altille to shall be a found
	Use two different ways of moving with a ball in a game.		Practise the correct technique for catching a ball and use it in a game.	Strike the ball for distance.	Practise the correct batting technique and use it in a game.	Develop a range of skills in striking (and fielding where appropriate).
	Dali III a gaille.	Pass the ball in two different ways in a		Move with the ball in a variety of ways	, and the second se	
	Pass the ball in two different ways in a	game situation with some success.	Perform a range of catching and gathering	with some control.	Strike the ball for distance.	Practise the correct batting technique and
	game situation with some success.	Know how to keep and win back	skills with control.	Has to be different ways of maning with a	Apply and fallow rules fairly	use it in a game.
	Know how to keep and win back	possession of the ball in a team game.	Catch with increasing control and	Use two different ways of moving with a ball in a game	Apply and follow rules fairly.	Strike the ball for distance.
	possession of the ball in a team game.	Find a useful space and get into it to	accuracy.	ban in a game	Compete and Perform	
		support teammates.	Throw a ball in different ways (e.g. high,	Pass the ball in two different ways in a	Perform learnt skills and techniques with	Throw and catch with greater control and
	Find a useful space and get into it to	support teammates.	low, fast or slow).	game situation with some success.	control and confidence.	accuracy.
	support teammates.	Use simple attacking and defending skills		Know how to keep and win back	Compete against self and others in a	Practise the correct technique for catching
	Use simple attacking and defending skills	in a game.	Pass the ball in two different ways in a	possession of the ball in a team game.	controlled manner.	a ball and use it in a game.
	in a game.	Apply and follow rules fairly.	game situation with some success.	pessession of the samma team game.		Perform a range of catching and gathering
				Find a useful space and get into it to	<u>Evaluate</u>	skills with control.
	Apply and follow rules fairly.	Understand and begin to apply the basic	Know how to keep and win back	support teammates.	Watch, describe and evaluate the	Catch with increasing control and
	Understand and begin to apply the basic	principles of invasion games.	possession of the ball in a team game.	Use simple attacking and defending skills	effectiveness of a performance.	accuracy.
	principles of invasion games.		Find a useful space and get into it to	in a game.	Describe how their performance has	Throw a ball in different ways (e.g. high,
	Compete and Perform	Compete and Perform	support teammates.		improved over time.	low, fast or slow).
	Perform learnt skills and techniques with	Perform learnt skills and techniques with	Use simple attacking and defending skills	Apply and follow rules fairly.	running, throwing and catching, play competitive games, develop flexibility,	Develop a safe and effective overarm
	control and confidence.	control and confidence.	in a game.	Understand and begin to apply the basic	strength, technique, compare their	bowl.
	Compete against self and others in a	Compete against self and others in a	in a game.	principles of invasion games.	performances with previous ones	
	controlled manner.	controlled manner.	Apply and follow rules fairly.		1a, 1b, 1c, 1e	Find a useful space and get into it to
Year 3		Evaluato	Understand and begin to apply the basic	Compete and Perform		support teammates.
	<u>Evaluate</u>	<u>Evaluate</u> Watch, describe and evaluate the	principles of invasion games.	Perform learnt skills and techniques with	Athletics	Use fielding skills to stop a ball from
	Watch, describe and evaluate the	effectiveness of a performance.	principles of invasion games.	control and confidence.	Running	travelling past them.
Physical	effectiveness of a performance.	·	Compete and Perform	Compete against self and others in a	Identify and demonstrate how different techniques can affect their performance.	
Health	Describe how their performance has	Describe how their performance has	Perform learnt skills and techniques with	controlled manner.		Apply and follow rules fairly.
11001111	improved over time.	improved over time. running, throwing and catching, play	control and confidence.	Fralrete	Focus on their arm and leg action to	Know how to play a striking and fielding
	Running, play competitive games, develop flexibility, strength, technique, compare their	competitive games, develop flexibility,	Compete against self and others in a	Evaluate  Watch, describe and evaluate the	improve their sprinting technique.	game fairly.
	performances with previous ones	strength, technique, compare their	controlled manner.	effectiveness of a performance.	Begin to combine running with jumping	
	1a, 1b, 1c, 1e	performances with previous ones 1a, 1b, 1c, 1e			over hurdles.	Compete and Perform Perform learnt skills and techniques with
	Gymnastics	14, 15, 16, 16	<u>Evaluate</u>	Describe how their performance has	Focus on trail leg and lead leg action when	control and confidence.
	Rolls	Gymnastics	Watch, describe and evaluate the	improved over time. Running, play competitive games, develop	running over hurdles.	
	Crouched forward roll	Rolls Crouched forward roll	effectiveness of a performance.	flexibility, strength, technique, compare their	Understand the importance of adjusting	Compete against self and others in a controlled manner.
		Crouched for ward foll	Describe how their performance has	performances with previous ones	running pace to suit the distance being	controlled manner.
	Forward roll from standing	Forward roll from standing	improved over time.	1a, 1b, 1c, 1e	run.	<u>Evaluate</u>
	Tucked backward roll		running, throwing and catching, play	Dance - Victorian Dance From Oliver the		Watch, describe and evaluate the
	i uckeu backwai u I UII	Tucked backward roll	competitive games, develop flexibility, strength, technique, compare their	Musical  Pick a Pocket/ Food Clarious Food	<u>Jumping</u> Use one and two feet to take off and to	effectiveness of a performance.
	<u>Jumps</u>		performances with previous ones	Pick a Pocket/ Food Glorious Food  Begin to improvise with a partner to create	land with.	Describe how their performance has
	Straight jump	Jumps Straightiums	1a, 1b, 1c, 1e	a simple dance.	idila With.	improved over time.
		Straight jump	Dance - Victorian Dance From Oliver the	Create motifs from different stimuli.	Develop an effective take-off for the	running, throwing and catching, play
	Tuck jump	Tuck jump	Musical		standing long jump.	competitive games, develop flexibility,
	Lorente de la	Tuck jump	Pick a Pocket/ Food Glorious Food	Begin to compare and adapt movements	Develop an effective flight phase for the	strength, technique, compare their performances with previous ones
	Jumping jack	Jumping jack	Begin to improvise with a partner to create a simple dance.	and motifs to create a larger sequence.	standing long jump.	1a, 1b, 1c, 1e
	Star jump		·	Use simple dance vocabulary to compare	Land safely and with control.	Athletica
		Star jump	Create motifs from different stimuli.	and improve work.	Land Salety and With Control.	Athletics Running
	Straddle jump	Straddle jump	Begin to compare and adapt movements	Perform with some awareness of rhythm	Throwing	Identify and demonstrate how different
	Pike jump	Pike jump	and motifs to create a larger sequence.	and expression.	Throw with greater control and accuracy.	techniques can affect their performance.
	Straight jump half-turn		Use simple dance vocabulary to compare	<u>Perform</u>	Show increasing control in their overarm	Focus on their arm and leg action to
	, , , , , , , , , , , , , , , , , , ,	Straight jump half-turn	and improve work.	Develop the quality of the actions in their	Show increasing control in their overalli	Tocus on their and allu leg action to



	Cat leap	Cat leap	Perform with some awareness of rhythm	performances.	throw.	improve their sprinting technique.
	Vault	Vault	and expression.	Perform learnt skills and techniques with	Perform a push throw.	Begin to combine running with jumping
	<u>Vault</u> Hurdle step onto springboard	<u>Vault</u> Hurdle step onto springboard	<u>Perform</u>	control and confidence.	Continue to develop techniques to throw	over hurdles.
	Squat on vault	Squat on vault	Develop the quality of the actions in their performances.		for increased distance.	Focus on trail leg and lead leg action when running over hurdles.
	Star jump off	Star jump off	Perform learnt skills and techniques with	<u>Evaluate</u> Watch, describe and evaluate the	Compete and Perform	Understand the importance of adjusting
	Tuck jump off	Tuck jump off	control and confidence.	effectiveness of a performance.	Perform learnt skills and techniques with	running pace to suit the distance being
	Straddle jump off	Straddle jump off		Describe how their performance has	control and confidence.	run.
	Pike jump off	Pike jump off	Evaluate Watch, describe and evaluate the	improved over time.  Mime, dancing in unison, related to period	Compete against self and others in a controlled manner.	<u>Jumping</u> Use one and two feet to take off and to
	Cartwheels and Round offs Handstand	Cartwheels and Round offs Handstand	effectiveness of a performance.  Describe how their performance has improved over time.	culture P – perform dances using varied formation and musical cues. C- manipulate and develop movement using	Evaluate Watch, describe and evaluate the effectiveness of a performance.	land with.  Develop an effective take-off for the
	Lunge into handstand	Lunge into handstand	Mime, dancing in unison, related to period culture	isolated body parts.  A – Identify how the movement has been	Describe how their performance has	standing long jump.
	Cartwheel	Cartwheel	P - perform dances using a range of movement patterns, including those from	manipulated using dance vocabulary.  1a, 1c, 1d, 1e	improved over time. running, throwing and catching, play	Develop an effective flight phase for the standing long jump.
	<b>Travelling and linking Actions</b>	Travelling and linking Actions	different cultures and times. (cross curricular – Victorians)		competitive games, develop flexibility, strength, technique, compare their	Land safely and with control.
	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	<ul> <li>C – Develop taught phrases by varying space, levels and dynamics</li> </ul>		performances with previous ones 1a, 1b, 1c, 1e	Throwing
	Hopscotch	Hopscotch	A – Evaluate own and others work suggesting areas of improvement.			Throw with greater control and accuracy.
	Skipping	Skipping	1a, 1c, 1d, 1e		Swimming Swim competently, confidently and	Show increasing control in their overarm
	Chassis steps	Chassis steps			proficiently over a distance of at least 25 metres, use a range of strokes effectively,	throw.
	Straight jump half turn	Straight jump half turn			perform safe self-rescue Safeguarding: Water Safety <b>2a, 2b, 2c</b>	Perform a push throw.
	Cat leap	Cat leap			Careguarding. Water Carety 24, 25, 20	Continue to develop techniques to throw for increased distance.
	Shapes and Balances	Shapes and Balances				
	Large and small body part balances, including standing and kneeling balances	Large and small body part balances, including standing and kneeling balances				Compete and Perform Perform learnt skills and techniques with
	Balances on apparatus	Balances on apparatus				control and confidence.
	Matching and contrasting partner balances	Matching and contrasting partner balances				Compete against self and others in a controlled manner.
	Pike, tuck, star, straight, straddle shapes	Pike, tuck, star, straight, straddle shapes				Forther
	Front and back support	Front and back support				Evaluate Watch, describe and evaluate the effectiveness of a performance.
	Perform Perform learnt skills and techniques with control and confidence.	Perform Perform learnt skills and techniques with control and confidence.				Describe how their performance has improved over time. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their
	<u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance.	<u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance.				performances with previous ones 1a, 1b, 1c, 1e
	Describe how their performance has improved over time.  Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones  1a, 1c, 1e	Describe how their performance has improved over time.  Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones  1a, 1c, 1e				Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue Safeguarding: Water Safety 2a, 2b, 2c
Emotional	Recognise and describe the effects of exercise on the body.	Recognise and describe the effects of exercise on the body.	Recognise and describe the effects of exercise on the body.	Recognise and describe the effects of exercise on the body.	Recognise and describe the effects of exercise on the body.	Recognise and describe the effects of exercise on the body.
Health	Know the importance of strength and flexibility for physical activity.	Know the importance of strength and flexibility for physical activity.	Know the importance of strength and flexibility for physical activity.	Know the importance of strength and flexibility for physical activity.	Know the importance of strength and flexibility for physical activity.	Know the importance of strength and flexibility for physical activity.
	Explain why it is important to warm up and	Explain why it is important to warm up and	Explain why it is important to warm up and	Explain why it is important to warm up and	Explain why it is important to warm up and	Explain why it is important to warm up and



	cool down.  S&T: Food and keeping healthy S3.1  C&E Growth Mindset. Benefits of exercise Rule and Law Democracy Mutual respect and tolerance Physical Health and Well-being: active lifestyle, seeking support 2.1, 2.2, 2.3, 2.8, 2.9, 2.10. 2.11, 2,18, 2.22, 2.23, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36	cool down. C&E  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: range of emotions Mutual respect Rule of law 2.1, 2.2, 2.3, 2.9, 2.10, 2.11, 2.23, 2.25, 2.28, 2.32, 2.34, 2.36	cool down.  S&T: Making vegetable soup C1, C3  C&E Disability  Recognising the barriers people with disabilities might experience and explore solutions that might help.  Mental Well-being: self-care techniques Influential person case study: Tanni Grey Thompson  Mutual respect and tolerance Individual liberty  2.1, 2.2, 2.3, 2.9, 2.11, 2.18, 2.25, 2.29, 2.32, 2.36	cool down.  C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. The workhouse, Victorian matchmakers, link to Cliveden House (P&T) Individual Liberty Mutual respect and tolerance 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.36, 2.37	cool down.  S&T: Projects on a page – healthy and varied diet S3.1, C1  Mental well-being: talking about feelings, emotion sand appropriate behaviour. Individual Liberty 2.1, 2.2, 2.3, 2.11, 2.13, 2.25, 2.32, 2.33, 2.36	cool down.  Education outside the classroom: Mobile Caving Famous Sportsperson: P4C Question: C&E Mutual respect 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36
	Invasion Games- Football	Invasion Games- Rugby	Invasion Games- Netball	Invasion Games- Hockey	Athletics	Athletics
	Move with the ball using a range of	Develop different ways of throwing and	Develop different ways of throwing and	Use a stick to hit a ball with accuracy and		
	techniques showing control and fluency.	catching.	catching.	control.	<u>Running</u>	Running
	techniques showing control and fidericy.	catching.	Catching.	Control.	Confidently demonstrate an improved	Confidently demonstrate an improved
	Pass the ball with increasing speed,	Move with the ball using a range of	Occasionally contribute towards helping	Use hand-eye coordination to strike a	Confidently demonstrate an improved	Confidently demonstrate an improved
			their team to keep and win back	moving and a stationary ball.	technique for sprinting.	technique for sprinting.
	accuracy and success in a game situation.	techniques showing control and fluency.	The state of the s	illovilig allu a stational y ball.	Community on affective anniet finish	Community on affactive against finish
	Occasionally contribute towards helping	Pass the ball with increasing speed,	possession of the ball in a team game.		Carry out an effective sprint finish.	Carry out an effective sprint finish.
		accuracy and success in a game situation.		Move with the ball using a range of	Perform a relay, focusing on the baton	Perform a relay, focusing on the baton
	their team to keep and win back	accuracy and success in a game situation.	Pass the ball with increasing speed,		-	**
	possession of the ball in a team game.	Occasionally contribute towards helping	accuracy and success in a game situation.	techniques showing control and fluency.	changeover technique.	changeover technique.
		their team to keep and win back		Pass the ball with increasing speed,	Speed up and slow down smoothly.	Speed up and slow down smoothly.
	Make the best use of space to pass and	·			Speed up and slow down smoothly.	speed up and slow down smoothly.
	receive the ball.	possession of the ball in a team game.	Make the best use of space to pass and	accuracy and success in a game situation.		
			receive the ball.	Occasionally contribute towards helping	<u>Jumping</u>	<u>Jumping</u>
	Use a range of attacking and defending	Make the best use of space to pass and		their team to keep and win back	Learn how to combine a hop, step and	Learn how to combine a hop, step and
	skills and techniques in a game.	receive the ball.	Use a range of attacking and defending	The state of the s	jump to perform the standing triple jump.	jump to perform the standing triple jump.
	, s		skills and techniques in a game.	possession of the ball in a team game.		
	Vary the tactics they use in a game.	Use a range of attacking and defending		Make the best use of space to pass and	Land safely and with control.	Land safely and with control.
	, , , , , , , , , , , , , , , , , , , ,	skills and techniques in a game.	Vary the tactics they use in a game.	Make the best use of space to pass and	Begin to measure the distance jumped.	Begin to measure the distance jumped.
	Adapt rules to alter games.			receive the ball.	begin to measure the distance jumped.	begin to measure the distance jumped.
	· · · · · ·	Vary the tactics they use in a game.	Adapt rules to alter games.		_, .	
				Use a range of attacking and defending	<u>Throwing</u>	Throwing
	Compete and Perform	Adapt rules to alter games.		skills and techniques in a game.	Perform a pull throw.	Perform a pull throw.
	Perform and apply skills and techniques		Compete and Perform		Management of the state of the	Management and the second of the death and the
	with control and accuracy.		Perform and apply skills and techniques	Vary the tactics they use in a game.	Measure the distance of their throws.	Measure the distance of their throws.
Year 4		Compete and Perform	with control and accuracy.		Continue to develop techniques to throw	Continue to develop techniques to throw
i cai +	Take part in a range of competitive games	Perform and apply skills and techniques		Adapt rules to alter games.	for increased distance.	for increased distance.
	and activities.	with control and accuracy.	Take part in a range of competitive games		Tot increased distance.	Tot increased distance.
			and activities.	Comments and Boufess		
	Evaluate	Take part in a range of competitive games		Compete and Perform	Compete and Perform	Compete and Perform
Physical		and activities.		Perform and apply skills and techniques	Perform and apply skills and techniques	Perform and apply skills and techniques
Health	Watch, describe and evaluate the		<u>Evaluate</u>	with control and accuracy.	with control and accuracy.	with control and accuracy.
Houitii	effectiveness of performances, giving ideas	Evaluate	Watch, describe and evaluate the		, , , , , , , , , , , , , , , , , , , ,	
	for improvements.		effectiveness of performances, giving ideas	Take part in a range of competitive games	Take part in a range of competitive games	Take part in a range of competitive games
		Watch, describe and evaluate the	for improvements.	and activities.	and activities.	and activities.
	Modify their use of skills or techniques to	effectiveness of performances, giving ideas	ioi iniprovenients.			
	achieve a better result.	for improvements.	Modify their use of skills or techniques to	Evaluate	Evaluate	Evaluate
	Running, play competitive games, develop		,	Watch, describe and evaluate the		
	flexibility, strength, technique, compare their	Modify their use of skills or techniques to	achieve a better result.		Watch, describe and evaluate the	Watch, describe and evaluate the
	performances with previous ones	achieve a better result.	running, throwing and catching, play	effectiveness of performances, giving ideas	effectiveness of performances, giving ideas	effectiveness of performances, giving ideas
	1a, 1b, 1c, 1e	running, throwing and catching, play	competitive games, develop flexibility,	for improvements.	for improvements.	for improvements.
	, , ,	competitive games, develop flexibility,	strength, technique, compare their			
	Gymnastics	strength, technique, compare their	performances with previous ones	Modify their use of skills or techniques to	Modify their use of skills or techniques to	Modify their use of skills or techniques to
	Rolls	performances with previous ones	1a, 1b, 1c, 1e	achieve a better result.	achieve a better result.	achieve a better result.
	Forward roll from standing	1a, 1b, 1c, 1e	Dance		running, throwing and catching, play	running, throwing and catching, play
	. C. II. a foil from Startaing			Running, play competitive games, develop	competitive games, develop flexibility,	competitive games, develop flexibility,
	Straddle forward roll	Gymnastics	Identify and repeat the movement	flexibility, strength, technique, compare their	strength, technique, compare their	strength, technique, compare their
	<b>-</b> 1 11 1 1 1 1	<u>Rolls</u>	patterns and actions of a chosen dance	performances with previous ones	performances with previous ones	performances with previous ones
	Tucked backward roll	Forward roll from standing	style.	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e	1a, 1b, 1c, 1e
	Backward roll to straddle		Compace a deres that reflects the above			
	Duckward foil to straudic	Straddle forward roll	Compose a dance that reflects the chosen	Downson	Tennis	Cricket
		Tucked backward rell	dance style.	Dance	Use a racquet a ball with accuracy and	Use a bat to hit a ball with accuracy and
	<u>Jumps</u>	Tucked backward roll	Confidently improvice with a partner as as	Identify and repeat the movement	control.	control.
	Straight jump	Backward roll to straddle	Confidently improvise with a partner or on	patterns and actions of a chosen dance		
		200ara ron to stradule	their own.	style.	Accurately serve underarm.	Use hand-eye coordination to strike a
	Tuck jump	Lancing	Compose longer dance sequences in a		pullet a 11 M	moving and a stationary ball.
	Jumping jack	<u>Jumps</u>		Compose a dance that reflects the chosen	Build a rally with a partner.	5 · · · · · · · · · · · · · · · · · · ·
	Jumping Jack		small group.			



Star jump

Straddle jump

Pike jump

Straight jump half-turn

Straight jump full-turn

Cat leap

Cat leap half-turn

#### **Vault**

Hurdle step onto springboard

Squat on vault

Straddle on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

# Cartwheels and Round offs

Lunge into handstand

Lunge into Cartwheel

### **Travelling and linking Actions**

Tiptoe, step, jump and hop

Hopscotch

Skipping

Chassis steps

Straight jump half turn

Straight jump full turn

Cat leap

Cat leap half turn

Pivot

#### **Shapes and Balances**

1, 2, 3 and 4- point balances

Balances on apparatus

Balances with and against a partner

Pike, tuck, star, straight, straddle shapes

Front and back support

# <u>Perform</u>

Perform and apply skills and techniques with control and accuracy.

#### **Evaluate**

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump
Pike jump

Straight jump half-turn

Straight jump full-turn

Cat leap

Cat leap half-turn

#### Vault

Hurdle step onto springboard

Squat on vault

Straddle on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

# Cartwheels and Round offs

Lunge into handstand

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Tiptoe, step, jump and hop

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Straight jump half turn

Straight jump full turn

Cat leap

Cat leap half turn

Pivot

# **Shapes and Balances**

1, 2, 3 and 4- point balances

Balances on apparatus

Balances with and against a partner

Pike, tuck, star, straight, straddle shapes

Front and back support

#### Perform

Perform and apply skills and techniques with control and accuracy.

# <u>Evaluate</u>

Watch, describe and evaluate the effectiveness of performances, giving ideas

Demonstrate precision and some control in response to stimuli.

Begin to vary dynamics and develop actions and motifs in response to stimuli

Demonstrate rhythm and spatial awareness.

Change parts of a dance as a result of selfevaluation.

Use simple dance vocabulary when comparing and improving work.

# Perform

Perform and create sequences with fluency and expression.

Perform and apply skills and techniques with control and accuracy.

#### **Evaluate**

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

Symmetrical and Asymmetrical dance
Exploring symmetry and asymmetry
individually and in groups
P – Perform increasingly complex
sequences in time with expression.
C – Compose and develop motif phrases.
A – Analyse and compare own and other's

compositions. 1a, 1c, 1d, 1e

dance style.

Confidently improvise with a partner or on their own.

Compose longer dance sequences in a small group.

Demonstrate precision and some control in response to stimuli.

Begin to vary dynamics and develop actions and motifs in response to stimuli.

Demonstrate rhythm and spatial awareness.

Change parts of a dance as a result of selfevaluation.

Use simple dance vocabulary when comparing and improving work.

#### Perform

Perform and create sequences with fluency and expression.

Perform and apply skills and techniques with control and accuracy.

# <u>Evaluate</u>

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

Symmetrical and Asymmetrical dance
Exploring symmetry and asymmetry
individually and in groups

 P – perform with clarity and confidence in whole class dances. (assembly)
 C – Compose pair phrases using balance and counter balance.

A – observe and explore contemporary dance styles.

1a, 1c, 1d, 1e

Use at least two different shots in a game situation

Use hand-eye coordination to strike a moving and a stationary ball.

Vary the tactics they use in a game.

Adapt rules to alter games.

#### Compete and Perform

Perform and apply skills and techniques with control and accuracy.

Take part in a range of competitive games and activities.

## **Evaluate**

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result.

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Develop different ways of throwing and catching.

Pass the ball with increasing speed, accuracy and success in a game situation

Use fielding skills as an individual to prevent a player from scoring.

Vary the tactics they use in a game.

Adapt rules to alter games.

### Compete and Perform

Perform and apply skills and techniques with control and accuracy.

Take part in a range of competitive games and activities.

#### Evaluate

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

# Modify their use of skills or techniques to achieve a better result.

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e



		for improvements.				
	Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones  1a, 1c, 1e  Describe how the body reacts at different times and how this affects performance.	Modify their use of skills or techniques to achieve a better result.  Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones  1a, 1c, 1e  Describe how the body reacts at different	Describe how the body reacts at different times and how this affects performance.	Describe how the body reacts at different times and how this affects performance.	Describe how the body reacts at different times and how this affects performance.	Describe how the body reacts at different
Emotional Health	Explain why exercise is good for your health.  Know some reasons for warming up and cooling down  C&E Tolerance & Overcoming Disagreements  To understand and manage feelings in disagreements  Respecting others.  Mental Health Choices and link to Healthy Body, Health Mind.  Growth Mindset.  Being part of a team.  Mental wellbeing: range of emotions Mutual respect  2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.18, 2.22, 2.23, 2.24, 2.25,2.28, 2.29, 2.32, 2.34, 2.36	times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down C&E Mutual respect Physical Health and Well being: active lifestyle, seeking support 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.23, 2.24, 2.25, 2.28, 2.32, 2.34, 2.36	Explain why exercise is good for your health.  Know some reasons for warming up and cooling down  S&T Using fresh vegetables and making salads C1, C3  C&E Gender Stereotypes  Finding example of gender and stereotypes. Gender discrimination Challenge stereotypes. The effects of social media: Mutual respect Mental Wellbeing: self-care techniques 2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36	Explain why exercise is good for your health.  Know some reasons for warming up and cooling down  C&E UK diseases, bacteria and viruses v Foreign diseases, bacteria and viruses (ink to S&T)  Mutual respect  Mental wellbeing: talking about feelings, emotion sand appropriate behaviour 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.34, 2.36, 2.37	Explain why exercise is good for your health.  Know some reasons for warming up and cooling down  S&T The digestive system, making stuffed vegetables \$3.1, C1, C3  C&E Rule of law  2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36	times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down  Education outside the classroom: Mobile Caving  P&T Navigation / Walk to White Waltham: take part in outdoor and adventurous activity challenges both individually and within a team 1d  S&T Nutrition for different sportspeople, the effect of exercise on our body  \$3.1  Famous Sportsperson:  P4C Question:  C&E Comparing food products and prices.  2.1, 2.2, 2.3, 2.11, 2.25, 2.31, 2.34, 2.36
Year 5 Physical Health	Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together.  Consolidate different ways of throwing and catching, and know when each is appropriate in a game.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Choose the best tactics for attacking and defending  Devise and adapt rules to create their own game.  Compete and Perform  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.	Invasion Games- Football Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Shoot in a game.  Choose the best tactics for attacking and defending.  Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game.  Compete and Perform  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.  Evaluate	Use different techniques to hit a ball.  Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Demonstrate an increasing awareness of space.  Shoot in a game.  Choose the best tactics for attacking and defending.  Know when to pass and when to dribble in a game  Devise and adapt rules to create their own game.  Compete and Perform  Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.  Evaluate  Choose and use criteria to evaluate own	Invasion Games- Netball Consolidate different ways of throwing and catching, and know when each is appropriate in a game.  Pass a ball with speed and accuracy using appropriate techniques in a game situation.  Keep and win back possession of the ball effectively in a team game.  Demonstrate an increasing awareness of space.  Shoot in a game.  Choose the best tactics for attacking and defending  Devise and adapt rules to create their own game.  Compete and Perform Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition.  Evaluate Choose and use criteria to evaluate own and others' performance.	Accelerate from a variety of starting positions and select their preferred position.  Identify their reaction times when performing a sprint start.  Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.  Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.  Identify and demonstrate stamina, explaining its importance for runners.  Jumping Improve techniques for jumping for distance.  Perform an effective standing long jump.  Perform the standing triple jump with increased confidence.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control.  Measure the distance and height jumped with accuracy.  Investigate different jumping techniques.	Athletics Running  Accelerate from a variety of starting positions and select their preferred position.  Identify their reaction times when performing a sprint start.  Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.  Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.  Identify and demonstrate stamina, explaining its importance for runners.  Jumping Improve techniques for jumping for distance.  Perform an effective standing long jump.  Perform the standing triple jump with increased confidence.  Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.  Land safely and with control.  Measure the distance and height jumped with accuracy.  Investigate different jumping techniques.



#### Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.
running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their

performances with previous ones 1a, 1b, 1c, 1e

Dance - Scottish Dancing

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual, partner and group dances that reflect the chosen dance style.

Show a change of pace and timing in their movements.

Develop an awareness of their use of space

Demonstrate imagination and creativity in the movements they devise in response to stimuli

Use transitions to link motifs smoothly together.

Improvise with confidence, still demonstrating fluency across the sequence.

Ensure their actions fit the rhythm of the music.

Modify parts of a sequence as a result of self and peer evaluation.

Use more complex dance vocabulary to compare and improve work.

# <u>Perform</u>

Perform own longer, more complex sequences in time to music.

Consistently perform and apply skills and techniques with accuracy and control.

#### Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Exploring the style of highland dancing; straight back and quick 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 Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e

# Gymnastics

Rolls

Forward roll from standing

Straddle forward roll

Pike forward roll

Tucked backward roll

Backward roll to straddle

#### <u>Jumps</u>

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump

Pike jump Stag jump

Straight jump half-turn

Straight jump full-turn

Cat leap

Cat leap half-turn

Split leap

# <u>Vault</u>

Hurdle step onto springboard

Squat on vault

Straddle on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off

Squat through vault

#### Cartwheels and round-offs

Lunge into handstand

Lunge into cartwheel

Lunge into round-off

Travelling and linking actions
Tiptoe, step, jump and hop

Hopscotch

and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones

1a, 1b, 1c, 1e

#### Dance - Indian Dance

Identify and repeat the movement patterns and actions of a chosen dance style.

Compose individual, partner and group dances that reflect the chosen dance style.

Show a change of pace and timing in their movements.

Develop an awareness of their use of space

Demonstrate imagination and creativity in the movements they devise in response to stimuli.

Use transitions to link motifs smoothly together.

Improvise with confidence, still demonstrating fluency across the sequence.

Ensure their actions fit the rhythm of the music.

Modify parts of a sequence as a result of self and peer evaluation.

Use more complex dance vocabulary to compare and improve work.

#### Perform

Perform own longer, more complex sequences in time to music.

Consistently perform and apply skills and techniques with accuracy and control.

#### Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Teaching gesture and dynamics of Bollywood Dance using unison and cannon, repetitive motifs, producing, and recording whole class dance, which is evaluated in peer groups. 1a, 1c, 1d, 1e Explain why they have used particular skills or techniques, and the effect they have had on their performance.

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones

1a, 1b, 1c, 1e

# Gymnastics

Rolls
Forward roll from standing

Straddle forward roll

Pike forward roll

Tucked backward roll

Backward roll to straddle

#### <u>Jumps</u>

Straight jump

Tuck jump

Jumping jack

Star jump

Straddle jump

Pike jump

Stag jump

Straight jump half-turn
Straight jump full-turn

Cat leap

Cat leap half-turn

Split leap

#### Vault

Hurdle step onto springboard

Squat on vault

Straddle on vault

Star jump off

Tuck jump off

Straddle jump off

Pike jump off
Squat through vault

Cartwheels and round-offs

Lunge into handstand

Lunge into cartwheel

Lunge into round-off

#### Travelling and linking actions

Tiptoe, step, jump and hop

Hopscotch

# Throwing

Perform a fling throw.

Throw a variety of implements using a range of throwing techniques.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance.

# Compete and Perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

# <u>Evaluate</u>

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a. 1b. 1c. 1e

#### Cricket

Use different techniques to hit a ball.

Consolidate different ways of throwing and catching, and know when each is appropriate in a game.

Pass a ball with speed and accuracy using appropriate techniques in a game situation.

Demonstrate an increasing awareness of space.

Use fielding skills as a team to prevent the opposition from scoring.

Devise and adapt rules to create their own

# Compete and Perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

#### Evaluate

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have

#### Throwing

Perform a fling throw.

Throw a variety of implements using a range of throwing techniques.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance.

# Compete and Perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

# <u>Evaluate</u>

Choose and use criteria to evaluate own and others' performance.

Explain why they have used particular skills or techniques, and the effect they have had on their performance running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones

# 1a, 1b, 1c, 1e Tennis

Use different techniques to hit a ball.

Identify and apply techniques for hitting a tennis ball.

Explore when different shots are best used.

Develop a backhand technique and use it in a game.

Practise techniques for all strokes.

Play a tennis game using an overhead serve.

Demonstrate an increasing awareness of space.

Devise and adapt rules to create their own game.

# Compete and Perform

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

### Evaluate

Choose and use criteria to evaluate own



	others choreography	Skipping		Skipping	had on their performance	and others' performance.
	1a, 1c, 1d, 1e	Chassis steps		Chassis steps	running, throwing and catching, play	·
		· ·		· ·	competitive games, develop flexibility, strength, technique, compare their	Explain why they have used particular skills or techniques, and the effect they have
		Straight jump half turn		Straight jump half turn	performances with previous ones	had on their performance.
		Straight jump full turn		Straight jump full turn	1a, 1b, 1c, 1e	running, throwing and catching, play
		Cat leap		Cat leap		competitive games, develop flexibility, strength, technique, compare their
		Cat leap half turn		Cat leap half turn		performances with previous ones  1a, 1b, 1c, 1e
		Pivot		Pivot		1a, 1b, 1c, 1e
		Shapes and balances  1, 2, 3 and 4- point balances		Shapes and balances  1, 2, 3 and 4- point balances		
		•				
		Balances on apparatus		Balances on apparatus		
		Part body weight partner balances		Part body weight partner balances		
		Pike, tuck, star, straight, straddle shapes		Pike, tuck, star, straight, straddle shapes		
		Front and back support		Front and back support		
		<u>Perform</u>		<u>Perform</u>		
		Consistently perform and apply skills and		Consistently perform and apply skills and		
		techniques with accuracy and control.		techniques with accuracy and control.		
		Evaluate Chance and use stitution to evaluate our		Evaluate Chasse and use criteria to evaluate own		
		Choose and use criteria to evaluate own and others' performance.		Choose and use criteria to evaluate own and others' performance.		
		Fundain why they have used particular skills		Fundain why they have used particular skills		
		Explain why they have used particular skills or techniques, and the effect they have		Explain why they have used particular skills or techniques, and the effect they have		
		had on their performance		had on their performance		
		Use, jumping in isolation and in combination, develop flexibility, strength,		Use, balance on different body parts to perform sequence of movements, inclusive		
		technique, compare their performances with		of rolling on small and large apparatus.		
		previous ones P – perform dances with complex		1a, 1c, 1e		
		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				
	Know and understand the reasons for	Know and understand the reasons for	Know and understand the reasons for	Know and understand the reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down.	Know and understand the reasons for
	warming up and cooling down.	warming up and cooling down.	warming up and cooling down.	Explain some safety principles when	Explain some safety principles when	warming up and cooling down.
	Explain some safety principles when	Explain some safety principles when	Explain some safety principles when	preparing for and during exercise.	preparing for and during exercise.	Explain some safety principles when
	preparing for and during exercise.	preparing for and during exercise.	preparing for and during exercise.	S&T Food Tech: Spanish tortilla	C&E Rule of law	preparing for and during exercise.
Emotional	C&E Consequences of Aggressive	C&E How to Cope with Peer Pressure	C&E Tolerance & Cultural History	C1, C3	Individual Liberty	<b>S&amp;T</b> Human lifecycle, growth, development,
Emotional Health	Behaviour Growth MIndset.	Dilemmas children face and how to deal with them.	Celebrating and accepting differences.  Judging by appearances.	C&E Work of Samaritans Ethical dilemmas they might face.	2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36	body changes, puberty and old age S3.1, S2.2
11001111	School rules: Rewards and Consequences	Mental Wellbeing: range of emotions	Mental Wellbeing: self-care techniques	Mental Wellbeing: talking about feelings,		C&E Water as an energy source.
	Learning Charter Physical Health and Wellbeing: active	Mutual respect 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.23, 2.24,	Mutual respect 2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28,	emotion sand appropriate behaviour. 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.36,		Education outside the classroom: Mobile Caving, Bikeability
	lifestyle, seeking support Rule of law	2.25, 2.28, 2.32, 2.34, 2.36	2.29, 2.32, 2.36	2.37		Famous Sportsperson: P4C Question:
	Mutual respect 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.18, 2.24,					Mutual respect
	2.25, 2.28, 2.29, 2.32, 2.34, 2.36					2.1, 2.2, 2.3, 2.11, 2.20, 2.25, 2.32, 2.34, 2.36
	Invasion Games- Rugby	Invasion Games- Football	Invasion Games- Hockey	Invasion Games- Netball	Athletics	Tennis
Year 6	Throw and catch accurately and successfully under pressure in a game.	Show confidence in using ball skills in various ways in a game situation, and link	Use good hand-eye coordination to be able to direct a ball when striking or hitting.	Throw and catch accurately and successfully under pressure in a game.	Running  Recap, practise and refine an effective	Use good hand-eye coordination to be able to direct a ball when striking or hitting.
6Q	pressure in a game.	these together effectively.	Show confidence in using ball skills in	Show confidence in using ball skills in	sprinting technique, including reaction	and the state of t
DI.	Show confidence in using ball skills in	Choose and make the best pass in a game	various ways in a game situation, and link	various ways in a game situation, and link	time.	Understand how to serve in order to start
Physical	various ways in a game situation, and link	situation and link a range of skills together	these together effectively	these together effectively	Build up speed quickly for a sprint finish.	a game.
Health	these together effectively	with fluency, e.g. passing and receiving the	Choose and make the best pass in a game	Choose and make the best pass in a game	Run over hurdles with fluency, focusing on	
			Choose and make the best pass in a game	choose and make the best pass in a game		



Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.

Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Demonstrate a good awareness of space.

Think ahead and create a plan of attack or defence.

Apply knowledge of skills for attacking and defending.

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Lead others during a game.

#### Compete and Perform

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

#### **Evaluate**

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e

#### Dance - 6D World War 2

Lindy Hop.

Dance style created by American Gl's.

6G - Ship Wreck Dance based on Twelfth
Night (theme based danced)

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

ball on the move.

Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Demonstrate a good awareness of space.

Think ahead and create a plan of attack or defence.

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#### Gymnastics

Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e

situation and link a range of skills together with fluency, e.g. passing and receiving the

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1a, 1c, 1e

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### Dance - Greek Dancing

Exploring the style of Greek dancing; straight back and quick 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

1a, 1c, 1d, 1e

the lead leg technique and a consistent stride pattern.

Accelerate to pass other competitors.

Work as a team to competitively perform a relay.

Confidently and independently select the most appropriate pace for different distances and different parts of the run.

Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

#### <u>Jumping</u>

Develop the technique for the standing vertical jump.

Maintain control at each of the different stages of the triple jump.

Land safely and with control.

Develop and improve their techniques for jumping for height and distance and support others in improving their performance.

Perform and apply different types of jumps in other contexts.

Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

#### Throwing

Perform a heave throw.

Measure and record the distance of their throws.

Continue to develop techniques to throw for increased distance and support others in improving their personal best.

Develop and refine techniques to throw for accuracy.

#### Compete and Perform

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

# <u>Evaluate</u>

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e

Cricket

Demonstrate a good awareness of space.

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Lead others during a game.

#### Compete and Perform

Perform and apply a variety of skills and techniques confidently, consistently and with precision.

Take part in competitive games with a strong understanding of tactics and composition.

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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



					100 1 1 11 11 11 11 10 10	
					Hit a bowled ball over longer distances.	
					Use good hand-eye coordination to be able to direct a ball when striking or hitting.	
					Throw and catch accurately and	
					successfully under pressure in a game.	
					Demonstrate a good awareness of space.	
					Work as a team to develop fielding	
					strategies to prevent the opposition from	
					scoring.	
					Follow and create complicated rules to	
					play a game successfully.	
					Communicate plans to others during a	
					game.	
					Lead others during a game.	
					Compate and Dorform	
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					<u>Evaluate</u>	
					Thoroughly evaluate their own and others' work, suggesting thoughtful and	
					appropriate improvements.	
					running, throwing and catching, play competitive games, develop flexibility,	
					strength, technique, compare their	
					performances with previous ones  1a, 1b, 1c, 1e	
		Invasion Games- Rugby	Invasion Games- Netball	Invasion Games- Hockey	Athletics	
	Invasion Games- Football Show confidence in using ball skills in	Throw and catch accurately and	Throw and catch accurately and	Use good hand-eye coordination to be able	Running	Cricket  Hit a bowled ball over longer distances.
	various ways in a game situation, and link	successfully under pressure in a game.	successfully under pressure in a game.	to direct a ball when striking or hitting.	Recap, practise and refine an effective sprinting technique, including reaction	
	these together effectively.	Show confidence in using ball skills in	Show confidence in using ball skills in various ways in a game situation, and link	Show confidence in using ball skills in various ways in a game situation, and link	time.	Use good hand-eye coordination to be able to direct a ball when striking or hitting.
	Choose and make the best pass in a game	various ways in a game situation, and link	these together effectively	these together effectively	Build up speed quickly for a sprint finish.	Throw and catch accurately and
	situation and link a range of skills together	these together effectively			Run over hurdles with fluency, focusing on	successfully under pressure in a game.
	with fluency, e.g. passing and receiving the ball on the move.		Choose and make the best pass in a game situation and link a range of skills together	Choose and make the best pass in a game situation and link a range of skills together	the lead leg technique and a consistent	Demonstrate a good awareness of space.
		Choose and make the best pass in a game situation and link a range of skills together	with fluency, e.g. passing and receiving the	with fluency, e.g. passing and receiving the	stride pattern.	
Year 6	Keep and win back possession of the ball	with fluency, e.g. passing and receiving the	ball on the move.	ball on the move.	Accelerate to pass other competitors.	Work as a team to develop fielding strategies to prevent the opposition from
6D	effectively and in a variety of ways in a	ball on the move.	Keep and win back possession of the ball		Work as a team to competitively perform a	scoring.
DI : :	team game.		effectively and in a variety of ways in a	Keep and win back possession of the ball	relay.	Follow and create complicated rules to
Physical	Demonstrate a good awareness of space.	Keep and win back possession of the ball	team game.	effectively and in a variety of ways in a team game.	Confidently and independently select the	play a game successfully.
Health	Think ahead and create a plan of attack or	effectively and in a variety of ways in a team game.	Demonstrate a good awareness of space.		most appropriate pace for different distances and different parts of the run.	Communicate plans to others during a
	defence.		Think ahead and create a plan of attack or	Demonstrate a good awareness of space.	Demonstrate endurance and stamina over	game.
	Apply knowledge of skills for attacking and	Demonstrate a good awareness of space.	defence.	Think ahead and create a plan of attack or	longer distances in order to maintain a	Lead others during a game.
	defending.	Think ahead and create a plan of attack or	Apply knowledge of skills for attacking and	defence.	sustained run.	Compete and Perform
		defence.	defending.	Apply knowledge of skills for attacking and	Jumping	Perform and apply a variety of skills and
	Follow and create complicated rules to	Apply knowledge of skills for attacking and	Follow and greate complicated rules to	defending.	Develop the technique for the standing	techniques confidently, consistently and
		derending.		Follow and create complicated rules to	vertical jump.	· ·
	Communicate plans to others during a	Follow and create complicated rules to		Tonow and create complicated rules to	Maintain control at each of the different	Take part in competitive games with a
	play a game successfully.  Communicate plans to others during a	defending.	Follow and create complicated rules to play a game successfully.	Follow and create complicated rules to	vertical jump.	with precision.



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Lead others during a game.

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> 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

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1a, 1c, 1e

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P – perform dances based on other countries and cultures. (arts and culture week)

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running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e

#### Tennis

Use good hand-eye coordination to be able to direct a ball when striking or hitting.

Understand how to serve in order to start a game.

Demonstrate a good awareness of space.

Follow and create complicated rules to play a game successfully.

Communicate plans to others during a game.

Lead others during a game.

#### Compete and Perform

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Emotional Health	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  C&E Tolerance & Consequences of Anti-Social Behaviour  Respect the referee, Year 6 to lead the whole school safety assembly, collate H&S rules, design the school charter & distribute and present to each year group.  Growth Mindset  Physical Health and Wellbeing: active lifestyle, seeking support  Rule of law  Mutual respect and tolerance  2.1, 2.2, 2.3, 2.8, 2.9, 2.11, 2.18, 2.22, 2.23, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  S&T: Human circulatory system and impact of exercise, drugs and diet \$3.1, \$3.1, \$3.3  C&E Leadership in Year 6 Being a role model.  The effects of legal and illegal drugs, smoking alcohol (link to S&T)  Mental wellbeing: range of emotions, drugs alcohol and tobacco Basic First Aid Mutual respect and tolerance.  Democracy (making collective decisions)  2.1, 2.2, 2.3, 2.8, 2.9. 2.10, 2.11, 2.21, 2.22, 2.23, 2.25, 2.28, 2.32, 2.34, 2.36  S&T)	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  C&E Gender, Race & Cultural Laws Understanding equality, discrimination & prejudice.  Mental wellbeing: talking about feelings, emotions and appropriate behaviour Rule of Law Mutual respect and tolerance 2.1, 2.2, 2.3, 2.9, 2.11, 2.18, 2.25, 2.28, 2.29, 2.32, 2.36	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  C&E Human Health: Bacteria & Viruses Individual Liberty Democracy Mental Wellbeing: self-care techniques 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36, 2.37	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  C&E Rule of law  2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36	Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.  S&T: Evolution, inheritance and reproduction, viruses  S4.2, S2.2  Education outside the classroom: Mobile Caving, cycling navigation  Famous Sportsperson: Lance Armstrong  P4C Question: Was Lance Armstrong cheating if all his competitors were also using performance enhancing drugs?  C&E Mutual Respect and tolerance  2.1, 2.2, 2.3, 2.11, 2.25, 2.31, 2.32, 2.36

Key:
P: Performance
C: composition
A: Appreciation
Education, Relationships & Sex Education and Health Education
Safeguarding
British Values