

King's Oak Primary School PE

Skills mastered	Acquiring and developing skills						
throughout the	Selecting and applying skills, tactics and compositional ideas						
curriculum	Evaluating and improving performance Knowledge and understanding of fitness and health						
Development Matters Physic	al Development: Early Learning	Goals (ELG)			•		
Development Matters Physical Development: Early Learning Goals (ELG) Moving and Handling Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and Self-care Children develop an awareness of their own bodies and observe how they change with different types of movement.							
Year Group	<u>Term 1</u>	<u>Term 2</u>	Term 3	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>	
EYFS	Move freely using suitable spaces and speed. Draw lines and circles. Hold a pen correctly. Understand their own needs: hunger/toilet/personal hygiene. Dress with support. Know equipment needs to be used safely.	Move freely in a variety of different ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise movement. Understand the need for varied and healthy food.	Stand on one foot. Catch a ball. Write some letters and copy their name. Experiment moving in different ways on equipment and jump landing safely. Manage own risk assessment. Help to put away equipment correctly.	Demonstrate increasing control over objects. Use tools to change to materials. Move confidently. Use safety measures without direct supervision.	Demonstrate good control and coordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other's successes.	
	riculum: ental movement skills, become inc engage in competitive (both again	•••		• • • •	• •	•	
basic movements including run	ning, jumping, throwing and catch	ing, as well as developing balar				-	
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Year Group	<u>Term 1</u>	Term 2	Term 3	Term 4	<u>Term 5</u>	<u>Term 6</u>	
Outdoor	Locomotor Skills 1 Locomotor Skills 2	Movement Games Dance 1	Games Activities	Catching & Throwing Dance 2	Bats and Balls Gymnastics 2	Racket Skills Team Building	
Indoor	Locomotor 5 Kills 2 Locomotor 1 & 2 overall focus:	Movement Games overall focus:	Gymnastics 1 Games Activities overall focus:	Catching and Throwing overall focus:	Bats and Balls overall focus:	Racket Skills overall skills:	
	Children learn to move successfully and consistently with balance and coordination using the 5 main modes of	Changing direction, Changing speed, reactions, deceiving an opponent	Children develop basic game-playing skills, in particular throwing and catching. They play	To be able to use equipment such as balls, beanbags, quoits and	Children begin to explore the manipulation of balls using a range of equipment as well as their own bodies,	Children explore the use of a racket, developing their ability to handle it appropriately and	



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	human movement (walking,	Children achieve this by	games based on net	scarves with accuracy	developing their aim, power	with enough strength to aim
	running, jumping, hopping and	being taught to:	games and games	and purpose.	and overall confidence in	over dividers
	skipping)		based on striking and	To be able to perform a	different game-like situations	
		Change direction with	fielding games.	range of movements such	Children achieve this by	Children achieve this by
	Children achieve this by	balance and control		as underarm and overarm	being taught to:	being taught to:
	being taught to:		Children achieve this	throws, rolls and bounces	Accurately send a ball	Grip a racket and stand in the
	Run at different speeds	Change direction	by being taught to:	with different types of		ready position
	(jogging/sprinting) and	dynamically	Find a free space,	equipment.	Read a ball's path and	
	learning the difference		avoiding others	To be able to develop	accurately intercept it	Manipulate a racket to control
	between the two (how our	Change direction and		accuracy when throwing,		a ball
Year 1	bodies work differently for	change speed	Experiment and show	rolling and bouncing	Improve the ability to strike a	
rear i	each)	3	different ways of using	different equipment.	ball with the body	Hit a ball with a racket
		React to the movements of	a ball or beanbag		-	accurately
	Hop and jump with balance	an opponent	-	Children achieve this by	Improve the ability to strike a	
	and control (inc. use of arms		Consistently find a free	being taught to:	ball with a bat	Play modified games
	and legs)	Change direction and	space by avoiding	Explore how to move		
		change speed in games	others	different equipment with a	Increase the power in which	Know what a rally is and how
	Hop and jump dynamically	3		partner	a ball is struck	to rally with a partner
	(changing direction, height,	Change direction and	Use a rolling action to			
	distance, speed)	change speed to deceive	send an object towards	Bounce a ball under	Strike a range of different	Team Building overall focus:
		and opponent	a target	control	sized-balls with a range of	-
	Skip at different speeds with		-		bats	To understand what it means
	balance and control	Dance overall focus:	Understand the	Develop techniques for		to work as a team by
		Children will focus on	importance of finding a	catching balls	Gymnastics 2 overall	developing communication
	Children will play small sided	spatial awareness and	free space	Ū.	focus:	and listening skills. Students
	games throughout to practise	being able to move		Dance 2 overall focus:		take part in many activities
	implementing these skills	confidently and safely in	Use a rolling action to	Children will focus on	Children investigate	which require the use of these
		their own and general space	send and receive an	spatial awareness and	movement, stillness and how	skills to meet a collective goal
	Self and Peer evaluation run	whilst exploring basic agility,	object to a partner with	being able to move	to find and use space safely.	in each session.
	throughout the lessons	balance and coordination	control	confidently and safely in	They explore basic	
	-	skills. They create and		their own and general	gymnastic actions on the	
		repeat a variety of short	Understand the	space whilst exploring	floor and using	Children achieve this by
		dances inspired by a range	importance and safety	basic agility, balance and	apparatus. They copy or	being taught to:
		of stimuli. They work	elements of finding a	coordination skills. They	create, remember and repeat	
		individually, in pairs, small	free space	create and repeat a	short movement phrases of	Learning what teamwork is
		groups and as a whole		variety of short dances	linked actions, e.g. two jumps	-
		class. They develop an	Throw and catch an	inspired by a range of	or two rolls.	Improving listening skills
		awareness of different	object alone	stimuli. They work		
		dances through a choice of		individually, in pairs, small	Children achieve this by	Communicate clearly with
		themes.	Move in an area safely	groups and as a whole	being taught to:	others
			whilst tracking a partner	class. They develop an		
		Children achieve this by	and avoiding others	awareness of different	Apply different gymnastic	Work with others to solve a
		being taught to:	-	dances through a choice	shapes when jumping	problem or come up with
		Move into a space, avoiding	Track and intercept a	of themes.		tactics in a game
		others.	ball to retrieve to a		Balance in a variety of	-
			partner or team	Children achieve this by	different ways individually	
		Explore basic travelling		being taught to:	and with a partner	
		movements whilst moving		Explore different ways of	• • •	
		motomonio winot moving		,		



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	confidently into a free	Apply throwing and	moving specific body	Perform a variety of stretches	
	space.	retrieval skills within a	parts	using balls, individually and	
		game		with a partner	
	Explore jumping with an	Gymnastics overall	Explore moving different		
	awareness of space.	focus:	body parts in contrasting	Travel by transferring weight	
		Children investigate	ways, in relation to stimuli	between hands and feet	
	Create a dance phrase	movement, stillness,	ways, in relation to stimul	Traval at different levels	
	using basic travelling and	and how to find and use	One state state dans a	Travel at different levels	
	jumping movements.	space safely. They	Create a simple dance	using a partner, with and	
	Explore different ways to	explore basic gymnastics actions on	sequence	without hand apparatus	
	balance, using visual	the floor and using		Perform 3 or 4 movements	
	images.	apparatus. They copy	Use characteristics of	linked together in a sequence	
	inages.	or create, remember	movement when	inited together in a sequence	
	Combine travelling	and repeat short	performing a dance		
	movements, jumps and	movement phrases of	sequence		
	balances to create a simple	'like' linked actions e.g			
	dance sequence.	two jumps.	Explore gesture using a		
	· ·		variety of body parts		
			vanety of body parts		
		Children achieve this			
		by being taught to:	Use gestures and		
			movement to convey a		
		Travel into a space	character		
		safely. To remember			
		and perform three basic	Create a dance		
		shapes using different	sequence, using a		
		variations	character as a stimulus		
		Use the dish and arch			
		shapes to perform a log			
		roll. To learn the basic			
		technique of how to			
		jump			
		Boll with a partner			
		Roll with a partner			
		Perform the front and			
		back support balances			
		back support balances			
		Develop take-off and			
		landing skills using floor			
		and hand apparatus			
		Perform movements			
		with gymnastic			
		technique			



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			Perform 2 or 3			
			movements linked			
			together in a sequence			
Year Group	Term 1	<u>Term 2</u>	Term 3	Term 4	<u>Term 5</u>	<u>Term 6</u>
Outdoor	Locomotor Skills 1	Movement Games	Games Activities	Catching & Throwing	Bats and Balls	Racket Skills
Indoor	Locomotor Skills 2	Dance 1	Gymnastics 1	Dance 2	Gymnastics 2	Team Building
	Locomotor 1 & 2 overall	Movement games overall	Game activities	Catching and throwing	Bats and Balls overall	Racket Skills overall focus:
	focus:	focus:	overall focus:	overall focus:	focus:	
		Changing direction,		To be able to use	Children continue to explore	Children continue to develop
	Children learn to move	changing speed, improving	Children improve and	equipment such as balls,	the manipulation of balls	their use of a racket, improving
	successfully and consistently	reactions and deceiving an	apply their basic skills	beanbags, quoits and	using a range of equipment	their grip to be able to conduct
	with balance and coordination	opponent	in games. They play	scarves with accuracy	as well as their own bodies,	forehand and backhand shots
	using the 5 main modes of		games that demand	and purpose	developing their aim, power	with increasing power and aim
	human movement (walking,	Children achieve this by	simple choices and	To be able to perform a	and overall confidence in	and to be able to take part in
	running, jumping, hopping and	being taught to:	decisions on how to use	range of movements such	different game-like situations.	small rallies
	skipping)	Change direction with	space to avoid	as underarm and over	Children begin to explore	Children achieve this hu
Year 2	Children achieve this by	Change direction with balance and control	opponents, keep the	arm throws, rolls and	aiming a ball within certain boundaries or over dividers.	Children achieve this by being taught to:
		balance and control	ball and score points.	bounces with different	boundaries of over dividers.	being taught to:
	being taught to: Understand the five main	Change direction	Children achieve this	types of equipment To be able to develop	Children achieve this by	know the neutral grip of the
	modes of human movement	dynamically	by being taught to:	accuracy when throwing,	being taught to:	racket and how this changes
	(an introduction)	Gynamically	by being taught to:	rolling and bouncing	being taught to:	throughout a rally
			Roll a ball towards a	different equipment	Aim a ball when throwing,	throughout a runy
	Run at different speeds	Change direction and	target with accuracy		bouncing or rolling it towards	Manipulate a racket to control
		change speed		Children achieve this by	a target	a ball individually and in pairs
	Hop and jump with balance	React to the movements of	Use a variety of ball	being taught to:	3	
	and control	an opponent	manipulation skills with		Move their body in	Recognise the forehand and
		an opponent	control	We are exploring how we	preparation for stopping,	backhand side
	Hop and jump dynamically	Change direction and		can move different	hitting or catching a ball	
		change speed in games	Kick a ball with	equipment with a partner		Know what a rally is and how
	To skip	onange op ood in gamee	accuracy to a targeted		Striking a moving ball with	to rally with a partner
		Change direction and	area	We are learning how to	and without a bat	
	Skip at different speeds	change speed to deceive		bounce a ball under		Hit a ball with a racket
		and opponent	Strike/hit a ball using a	control	Acknowledge the importance	accurately over a divider and
			variety of equipment or		of balance and strong body	be able to return a ball to a
		Dance overall focus:	hands to a targeted	We are learning to develop our technique for	positions when striking a ball with power	partner
			area	catching a ball	with power	Play modified games
		To explore, remember,	Gymnastics overall	catching a ball	notice differences in grips on	Flay mouned games
		repeat and link a range of	focus:	Dance overall focus:	different bats	Team Building overall focus:
		actions with coordination	10003.	Dance overall locus.		reall Building overall locus.
		and control. Children	Children focus on	To explore, remember,	Gymnastics 2 overall	To understand what it means
		compose and perform	increasing their range	repeat and link a range of	focus:	to work as a team by
		dance phrases and short dances that express and	of basic gymnastic	actions with coordination		developing communication
		communicate moods, ideas	skills. They create	and control. Children	Children focus on increasing	and listening skills. Students
		and feelings. They work	simple sequences of	compose and perform	their range of basic	take part in many activities
		and recimings. They work	'unlike' actions on the	dance phrases and short		which require the use of these



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		individually, in pairs, small groups and as a whole class. They will develop an awareness of historical and cultural origins of different dances through a choice of themes. Children achieve this by being taught to: Move in time with music Move in rhythm with music Follow a basic dance routine Create my own dance moves/steps Understand what dance motifs and routines are Compose dance sequences with a classmate	floor, eg. A roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics. Children achieve this by being taught to: Recall and perform three gymnastic shapes, as jumps Perform the front and back and support position Rock individually Perform a log and egg roll Travel at different levels and inclines Learn the steps of a forward roll and perform a forward roll to feet Land and start a forward roll in different shapes Perform a 3 or 4 movement sequence using a forward roll	dances that express and communicate moods, ideas and feelings. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of historical and cultural origins of different dances through a choice of themes. Children achieve this by being taught to: Explore different travelling movements that express a feeling Perform a movement phrase that illustrates a feeling Change the order of movements to create a dance sequence using contrasting feelings Explore different feelings using music as stimuli. Mirror the movements of a partner Create a dance phrase, using music as a stimulus Adapt a dance phrase to communicate a mood or	gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics. Children achieve this by being taught to: Roll and catch a hula hoop with a partner. Roll and catch a ball with a partner. Perform ball skills individually. Use a hula hoop to perform different tasks using a range of body parts. Balance, jump and travel with hand apparatus. Create a 3 or 4 movement sequence in a pair, using hand apparatus.	skills to meet a collective goal in each session. Children achieve this by being taught to: I am learning what teamwork is I am improving my listening skills I am improving my reactions to communication I am working on communicating with others I am improving how I work in a team I am working with others to solve a problem or come up with tactics in a game
	Term 1	<u>Term 2</u>	Term 3	feeling	Term 5	Torm 6
Outdoor	Movement Games	Invasion Games 1	Games Activities	Term 4 Invasion Games 2	Net/wall Games	<u>Term 6</u> Striking and Fielding
Indoor	Fitness	Dance 1	Gymnastics 1	Dance 2	Gymnastics 2	Team Building
indoor	Movement Games overall focus:	Invasion Games 1 overall focus:	Games Activities overall focus:	Invasion Games 2 overall focus:	Net/wall Games overall focus:	Striking and fielding overall focus:
	Children learn to explore the movements of their bodies through changing direction	To be able to attack an opponent's territory and score goals/points. Children	Children improve and apply their basic skills in games. They play	To be able to attack an opponent's territory and score goals/points.	Students develop confidence with the neutral grip of the	Students learn to use, under control, various types of bats. Students develop key fielding



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	and speed and improving their	will learn about teamwork,	games that demand	Children will learn about	racket and practise ball	techniques such as catching
	reaction times in order to	keeping possession, scoring	simple choices	teamwork, keeping	control and accuracy.	with one and two hands,
	deceive an opponent.	and defending.		possession, scoring and		stopping a rolling ball and
Year 3		and doronang.	Children achieve this	defending.	Children achieve this by	throwing over various
	Children achieve this by	Children achieve this by		delending.		distances.
	Children achieve this by	Children achieve this by	by being taught to:		being taught to:	distances.
	being taught to:	being taught to:				
			Roll a ball towards a	Children achieve this by	Handle the racket with a	Children achieve this by
	Change direction:	Explore the movements	target (individually and	being taught to:	neutral grip	being taught to:
	- with balance and control	needed to deceive an	in pairs)			
	- dynamically	opponent (with a range of		Execute the skills needed	Control various sized balls	Strike a ball with a cricket bat
		different equipment/in	Kick a ball with and	to deceive an opponent	using the racket	
	Change direction and speed in	different game situations)	versus a partner, using	(moving skills such as	g	Catch a ball struck by a bat
	order to deceive an opponent	amerent game entatione)	simple tactics	dodging/swerving/turning)	Hit the ball accurately at a	
		Defend in a 1 on 1 situation	simple tactics	and passing skills (give	target	Strike a ball with a rounders
		Delend in a 1 off 1 situation	Chrilke /bit a ball to see as		larger	
	React to the movements of an	Attack and defending Out	Strike/hit a ball to score	and go/fake/step around)	Les and because a continue station	bat
	opponent	Attack and defend in a 2v1	points		Learn how to participate in a	
		modified game situation			rally	Improve ground fielding skills
	Combine these skills to gain		Throw in different	Defend and attack in a		
	success in a small-sided game	Attack and defend as part of	directions over different	1v1, 2v1 and small team	Understand basic	Strike a ball with a softball bat
	situation	a pair and a small team in	distances	situation	movements needed for a	
		different small-sided game			rally	Improve overarm throwing
	Fitness overall focus:	situations	Apply various sending	Defend in more		skills
	Children learn about different		and receiving skills with	challenging situations,	Playing games applying what	
	types of exercises and the	Dance 1 overall focus:	a partner in a	such as in limited space	I have learnt	Team building overall focus:
	-71	Dance i overali locus.				realli bulluling overall locus.
	importance of building a wide	Obildean will a sufferen	competitive situation	and with more attackers	0	Duild an la antina francis I/O4 has
	range of activities into their	Children will perform	• • • • •		Gymnastics 2 overall	Build on learning from KS1 by
	daily lives. Children take part	dances, focusing on	Apply tactics to a	Dance 2 overall focus:	focus:	further developing
	in various circuits where the	creating, adapting and	sending and receiving	Children will build on their		communication and
	skills taught link to small-sided	linking a range of dance	game	ability to move in rhythm	Children experiment with	collaboration skills. Children
	games so that children can	actions. They will begin to		to different genres of	balance and transferring	learn to identify and uptake
	see how fitness contributes to	demonstrate an awareness	Gymnastics 1 overall	music. They will	weight to produce different	various roles within a team
	other areas of physical activity	of the expressive qualities	focus:	experiment with creating	shapes and levels.	and apply tactics to achieve a
	and ultimately how this	of dance, inspired by a		their own movements that		set goal.
	contributes to good mental	range of stimuli.	Children focus on	fit to the style of the	Children achieve this by	g
	and physical wellbeing.	range er earnan.	improving the quality of	music and which help to	being taught to:	Children achieve this by
	and physical wendering.		their movements, e.g.	tell a story/express a	being taught to:	being taught to:
		Children achieve this hu			Deuteurs e verse of heleves	being laught to.
	Objective and the second second	Children achieve this by	by stretching fingers	certain emotion.	Perform a range of balances,	Lindenstander and stress different
	Children achieve this by	being taught to:	and pointing toes to		with and without a bean bag	Understand some different
	being taught to:		help them produce	Children achieve this by		skills needed for good
		Moving to a beat or rhythm	tension and extension.	being taught to:	Perform a frog head stand	teamwork
	Warm up effectively and why	using basic actions	They plan and perform			
	this is important		sequences of	Move in rhythm with	Perform a headstand using	Working on improving my
		Moving to a rhythmic	contrasting actions and	various genres of music	different leg shapes	communication and listening
	Define the meaning of	pattern and perform	develop flow by linking		j č i	skills
	'exercise'	movements associated with	actions smoothly and	Create their own	Transfer weight between feet	
		a given theme	planning variations in	moves/steps in rhythm	to hands in a range of	Working on improving my
			speed.	with music	different ways	ability to cooperate with my
			speca.	with Husic	uncient ways	classmates
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	Explore different types of exercises and how our bodies react differently to them Understand how bones, joints and muscles are developed through exercise Investigate the various benefits of exercise, both mental and physical	Link themed dance movements to form a sequence Work in small groups to create a short dance Work in groups to combine dances Perform, evaluate and improve upon dance sequences	Children achieve this by being taught to: Perform three gymnastics shapes. To perform a rock to standing Perform a backward roll Land a backward roll in a variety of different shapes Perform the steps of a teddy bear roll Perform a range of rolls (log, egg, forward, backward, teddy bear) Perform a 4 or 5 movement sequence in pair using a backward	Create short movement routines individually, in pairs and in small groups Link emotions/tell stories through expressive dance Perform and evaluate own and other's performances	Perform a range of counter balances with a partner Perform a 4 or 5 movement sequence in a group, using counter balances and individual balances	Creating tactics with my teammates I understand what roles and responsibilities are in team games Applying my teamwork skills in a different game
			roll			
Outdoor	Movement games	Invasion Games 1	Games Activities	Invasion Games 2	Net/Wall Games	Striking and Fielding
Indoor	Fitness 1	Dance 1	Gymnastics 1	Team Building	Swimming	Swimming
Year 4	Movement games overall focus: Changing direction, Changing speed, reactions, deceiving an opponent Children achieve this by being taught to: Change direction with balance and control Change direction dynamically Change direction and change speed React to the movements of an opponent	Invasion games overall focus: To be able to attack an opponent's territory and score goals/points. Children will learn about teamwork, keeping possession, scoring and defending. Children achieve this by being taught to: Learning about the movements needed to deceive an opponent Learning about the movements needed to	Games activities overall focus: Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use spaces to avoid opponents, keep the ball and score points. Children achieve this by being taught to: To throw and catch whilst moving. To work with a partner.	Invasion games overall focus: To be able to attack an opponent's territory and score goals/points. Children will learn about teamwork, keeping possession, scoring and defending. Children achieve this by being taught to: Learning about the movements needed to deceive an opponent Learning about the movements needed to deceive an opponent	Net/wall games overall focus: Recap basic skills from Y3 and build on accuracy, ball control and power. Children develop movement skills to encourage faster-paced rallies. Children achieve this by being taught to: Improve racket manipulation skills Improve control of the ball Hit the ball accurately with increasing power at a set target	Striking and fielding overall focus: Students learn to use, under control, various types of bats. Students develop key fielding techniques such as catching with one and two hands, stopping a rolling ball and throwing over various distances. Children achieve this by being taught to: Strike a ball with various bats with increased control and power



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C	Change direction and change	deceive an opponent whilst	To work with a partner	whilst using different		Improve my ground fielding
sr	peed in games	using different equipment	to reach a target area	equipment	React quickly during rallies	skills and increase speed for
			unopposed and			return balls
C	Change direction and change	Learning to defend in a 1 on	opposed.	Learning to defend in a 1	Improve speed of	
s	peed to deceive and	1 situation		on 1 situation	movements for effective	Improve overarm throwing
0	pponent		To play a 1v2 striking		rallies and game play	skills over further distances
		Learning to apply my	and fielding games to	Learning to apply my	0 1 9	
F	itness overall focus:	knowledge of attacking and	score runs.	knowledge of attacking	Play games applying	Swimming: New Malden
С	Children are taught about the	defending in a 2v1 modified		and defending in a 2v1	teaching points	centre staff
	main components of fitness:	game situation (2 attackers,	To play a 2v2 striking	modified game situation	01	
	Cardiovascular endurance	1 defender)	and fielding game to	(2 attackers, 1 defender)		
	stamina), muscular		score runs.	(,	Swimming: New Malden	
	ndurance, strength, power	Learning to attack and		Learning to attack and	centre staff	
	and flexibility and how these	defend as part of a team	To play an even sided	defend as part of a team		
	are used in combination for	defend as part of a team	team games using a	defend do part of a team		
	lifferent sports.	Learning to defend as part	variety of simple	Learning to defend as		
, i i i i i i i i i i i i i i i i i i i	inerent sports.	of a pair (2 defenders, 1	tactics.	part of a pair (2		
		attacker (or 2 for netball)	lacitos.	defenders, 1 attacker (or		
	Children achieve this by		To apply tactics to	2 for netball))		
br	eing taught to:	Dance overall focus:	various 2v2 games			
				Teem building overall		
N	Varm up and why it is good to	children focus on creating	while keeping score	Team building overall		
dr	lo so before exercise	characters and narrative	and adapting to rule	focus: team work,		
		through movement and	changes.	communication,		
U	Inderstand that there are	gesture. They gain		Children achieve this hu		
d	different types of exercise	inspiration from a range of	Gymnastics overall	Children achieve this by		
	21	stimuli. Children will use	focus:	being taught to:		
U	Inderstand how bones, joints	movement to explore and	Children create			
	ind muscles allow us to move	communicate ideas and	sequences that include	I understand some		
	nd exercise	issues and their own	changes of level and	different skills needed for		
		feelings and thoughts. They	speed, and focus on	good teamwork		
U	Inderstand things that happen	will develop an awareness	using different body			
	nside our body as a	of historical and cultural	shapes clearly. They	I am working on		
	y-product of exercise	origins of different dances	work mostly with a	improving my		
53		through choice themes.	partner or in a small	communication and		
	Inderstand the benefits of		group, additionally	listening skills		
	exercise	Children achieve this by	incorporating hand			
6		being taught to:	apparatus.	I am working on		
				improving my ability to		
		To explore movements of a	Children achieve this	cooperate with my		
		(theme) dance,	by being taught to:	classmates		
		demonstrating clear				
		dynamics.	To perform a confident	I am creating tactics with		
		-	and powerful run-up. To	my teammates		
		To link the (theme)	perform the correct	-		
		movements to form a	take-off for the vault.	I understand what roles		
		dance. To perform with a		and responsibilities are in		
		partner using changes of	To perform the	team games		
		level and direction.	technique of jumping	guille		
			teeningue et juriphig			



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		To create a character and narrative within a (theme) dance To create an everyday activity dance sequence using visual stimuli to form a narrative. To work constructively in a group. To be able to change the direction and level of an everyday activity dance sequence, whilst applying group formation. To combine the everyday activity sequence into a (theme) group dance. To perform and evaluate a dance sequence.	and landing with the use of shape jumps. To travel confidently across apparatus at different heights and inclines. To perform a front support into a shape. To perform a shape jump from a range of different heights. To link all steps of a vault together and successfully mount, travel across and dismount the vault. To perform a successful vault to the rest of the class, using a mount, travel across and dismount.	I am applying my teamwork skills in a different game		
Outdoor	Touch Rugby	Football	Heekey	Netball	Cricket	Tennis
Outdoor	Fitness	Dance	Hockey Gymnastics	Dodgeball	Team Building	Leadership
Indoor						
Year 5	Touch Rugby overall focus: Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and 'tackling') with accuracy and precision in both an individual and team based scenario. Children achieve this by being taught to: Demonstrate the ability to side step and beat a defender. To mark and tag a player when defending (in 1v1 and team scenario)	Football overall focus: Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to explore. Children achieve this by being taught to: Pass, dribble and shoot with control in game situations. Understand individual defending techniques (1v1)	Hockey overall focus: Children develop skilful attacking and team play. They learn how to work well as a team when attacking and when exploring a range of ways to defend. Children achieve this by being taught to: Pass, dribble and shoot with control and accuracy in game situations. Understand the individual tackling	Netball overall focus: Children will develop understanding of types of passing and build confidence in aiming for targets at different heights. Children will develop movement and timing for massing and dodging. Children achieve this by being taught to: Develop confidence and style when passing the ball	Cricket overall focus: Children develop the range and quality of their skills and understanding. They learn how to play the different roles involved in cricket. Children achieve this by being taught to: Use different pick-up techniques and apply in a game situation. Play a variety of different shots. Bowl a ball over-arm using the correct technique.	Tennis overall focus: Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis. Children achieve this by being taught to: Maintain a rally using forehand and backhand groundstrokes. Be able to strike the ball into a specified area (direction and depth) Strike the ball using an overarm serving technique



Demonstrate an accurate pass	Work collaboratively (in	techniques including	Get free from an		
when put under pressure by a	pairs) to defend a target	the block tackle and iab	opponent by dodging and	Understand the role of the	Devise and employ attacking
defender.	(2v2)	tackle.	changing direction	wicket-keeper and use	and defending tactics in a
	(=+=)		changing anooton	correct feet and hand	team
Demonstrate successful and	Identify and use tactics to	Support others when	Defend an attacking play	movements.	tean
			Delenu an allacking play		Line attacking and defending
consistent catching technique	help their team keep the	defending.	D	Employ effective fielding	Use attacking and defending
when static, moving and under	ball.		Pass and move into a	tactics to benefit a team.	tactics using tennis rackets
pressure.		Identify and use tactics	space to progress the		
	Effectively use the attacking	to help maintain	path of the ball	Use the appropriate	Apply tactics in a competitive
Beat a defender consistently	principles of play to score	possession of the ball.		techniques learnt in a game	situation
by moving the ball into open	'qoals'		Develop our shooting	situation.	
space.	5	Pass and receive whilst	style and technique		Leadership overall focus:
opuloi.	Apply defending and	on the move and under		Team Building overall	
Fitness overall focus:	attacking principles of play	pressure from a	Learn about the positions	focus:	Children learn the
Titless overall locus.	within a game situation.	•	in a game of High 5	locus.	
Obilder a set to webt about the	within a game situation.	defender.		To be seen the state of several sector is a first	characteristics of being a good
Children are taught about the			netball	To learn the fundamentals of	sports leader and how to apply
5 main components of fitness:	Dance overall focus:	Apply attacking and		effective teamwork such as	these when leading a group of
Cardiovascular endurance		defending tactics during	Dodgeball overall	communication, co-operation	younger pupils. Children will
(stamina), muscular	Children learn different	a game situation.	focus:	and constructive feedback.	learn how to plan, deliver and
endurance, strength, power	styles of dance and focus	-			evaluate sports activities.
and flexibility and how these	on dancing with other	Gymnastics overall	Children are taught the	Children achieve this by	
are used in combination for	people. They create,	focus:	physical skills required to	being taught to:	Children achieve this by
different sports.	perform and watch dances		play dodgeball:		being taught to:
	in a range of styles.	Children create longer	Reactions, dodging,	Know the different	Soling taagint tor
Children achieve this by	Children will use movement	sequences to perform	throwing and catching	components needed for good	Understand the characteristics
			throwing and catching		
being taught:	to explore and communicate	to an audience. Learn a		teamwork.	of a good sports leader and to
	ideas and issues and their	wider range of actions	Children achieve this by		apply these characteristics
What fitness is and how it	own feelings and thoughts.	and explore more	being taught to:	Use communication skills to	when leading basic activities.
depends on what you have to	They will develop an	challenging ways to		help a team be successful	
be fit for.	understanding of the	perform (through body	Change direction, speed		Understand the importance of
	historical and cultural	positions/movements	and height when avoiding	Cooperate with teammates	warming up and deliver a
What cardiovascular fitness is,	origins of different dances	and equipment).	incoming attacking play	working together to achieve a	successful warm up and cool
sports where it is important	through a choice of themes.	••• /	c c . <i>y</i>	shared target	down.
and how to improve it,	0	Children achieve this	Throw overarm with	0	
	Children achieve this by	by being taught to:	power and accuracy	Helping teammates with their	Know and understand the
What muscular endurance is,	being taught to:	s, song augne to.	petter and accuracy	performance	STEP principle and how this
sports where it is important	sonig taugit to.	Perform a range of rolls	Co-operate and	performance	can be used for differentiation
	Evenute movemente france	with different start and		Experience different relation	
and how to improve it.	Execute movements from a		communicate effectively	Experience different roles	
	specific theme/style of	finishing positions.	with team members	and responsibilities in a team	
What strength is, sports where	dance using appropriate			situation.	
it is important and how to	dynamics.	Perform a backward roll			
improve it.		to knees, starting and		Applying teamwork skills in	
	Link movements to form	finishing in a range of		different game situations.	
What power is, sports where it	specific styles of dance.	different positions.		-	
is important and how to	. ,	·			
improve it.	Explore mirroring	Perform the three			
	movements and dancing in	stages of a handstand.			
	unison.	stages of a handoland.			
	uniour.				



	What flexibility is, sports where		To perform a handstand			
	it is important and how to	Explore the term	without support.			
	improve it.	'Retrograde' and how this	To perform the steps of			
		can be applied to various	a cartwheel. To perform			
		styles of dance.	a cartwheel on the floor			
			individually.			
		To perform a dance	individually.			
		sequence that includes	Link 2 or more			
		retrograde.	gymnastics movements			
		retrograde.	together.			
		To perform a dance to an	logether.			
		audience and provide	Create a sequence			
		constructive self and peer	using a range of			
		feedback.				
		leeuback.	movements, including a			
			roll, cartwheel and			
			handstand.			
Outdoor		Football	Hockey	Netball	Cricket	Tennis
Indoor	Fitness	Dance	Gymnastics	Dodgeball	Team Building	Leadership
	Touch Rugby overall focus:	Football overall focus:	Hockey overall focus:	Netball overall focus:	Cricket overall focus:	Tennis overall focus:
	Children continue to develop	Children improve their	Children improve their	Children will develop	Children develop the range of	Children develop the range
	the four core skills of tag rugby	defending and attacking	defending and attacking	understanding of passing	quality of their skills and	and quality of their skills when
	(running, catching, passing	play. They start to play	play. They start to play	and build confidence in	understanding. They learn	playing tennis. They also learn
	and 'tackling') with accuracy	even-sided small versions	even-sided mini games.	aiming for targets at	how to play different roles in	specific tactics and skills for
Year 6	and precision in both an	of invasion games.	_	different heights. Children	the game.	tennis.
iear o	individual and team based	-	Children achieve this	will develop invasion	-	
	scenario.	Children achieve this by	by being taught to:	skills, particularly	Children achieve this by	Children achieve this by
		being taught to:		interceptions and marking	being taught to:	being taught to:
	Children achieve this by		Develop passing and	opposition players.		
	being taught to:	Work effectively in small	receiving skills and use		Use different pick-up	To be able to maintain a rally
		teams and put into practice	team tactics for keeping	Children achieve this by	techniques and apply in a	using forehand and backhand
	Demonstrate a variety of	defending and attacking	possession.	being taught to:	game situation.	groundstrokes
	evasive skills to beat a	principles of play.		3	3	3
	defender.		Outwit an opponent	Develop confidence and	Play a variety of different	Use the volley as part of an
		Understand the tactics of	when attacking to retain	style when passing the	shots depending on where	attacking strategy
	1 on 1 mark and tag an	the transition between	possession of the ball.	ball	the ball lands.	
	opposition player when	defence to attack and				Strike the ball using an
	defending (in 1v1 and team	vice-versa	Attack from a defensive	Get free from an	Bowl a ball over-arm at a	overarm serving technique in a
	situation)		position.	opponent by dodging and	target, landing the ball in a	specified direction
		Apply the tactics required	peonon	changing direction	given area.	
	Demonstrate an accurate	for attacking and defending	Select and apply the		9	Use the over-arm serve as
	lateral passing technique	a target (goal) as a team	correct tackling	Defend an attacking play	Use correct hand and feet	part of an attacking strategy
	when put under pressure by a		techniques when		movements when	when starting point
	defender.	Apply attacking and	outwitting an opponent	Pass and move into a	wicket-keeping in a game	
		defending principles of play	in a defensive situation.	space to progress the	situation.	Use attacking and defending
	Demonstrate an accurate	within a game situation		path of the ball	Situation.	tactics to win points
		within a game situation	Salaat and apply the		Identify and implement	
	catching technique when		Select and apply the		Identify and implement	
			best formations and		bowling and batting tactics to	



static, moving and put under		tactics when defending	Develop our shooting	benefit a team's	
pressure.		as a team.	style and technique	performance.	
	Dance overall focus:		, I		
Demonstrate a variety of		Play effectively as part	Learn about the positions		Leadership overall focus:
techniques to be able to break	Children will use different	of a team in various	in a game of High 5	Team Building overall	
through a defence by both	images and stimuli to	positions.	netball	focus:	Children learn the
moving with and passing the	compose, perform and	positions.	lietball	locus.	characteristics of being a good
ball.				Children develop the reners of	
ball.	evaluate a range of dances.	0	De das helles servell	Children develop the range of	sports leader and how to apply
	Children will use movement	Gymnastics overall	Dodgeball overall	quality of their skills and	these when leading a group of
Retain the ball as a team and	to communicate and	focus:	focus:	understanding. They learn	younger pupils. Children will
create try scoring	demonstrate ideas and			how to play different roles in	learn how to plan, deliver and
opportunities.	issues and their own	Children use knowledge	Children recap and build	the game.	evaluate sports activities.
	feelings/thoughts.	of compositional	upon the physical skills		
Demonstrate all four core skills		principles e.g.:	required to play dodgeball	Children achieve this by	Children achieve this by
of tag rugby when put under		How to use variations in	(Y5). Children are guided	being taught to:	being taught to:
pressure in a match scenario.	Children achieve this by	speed, level and	to develop team tactics to	5 5	5 5
P	being taught to:	direction)	help win match-play	Know the different	Understand the characteristics
	Sonig taagin to	How to combine and	holp with match play	components needed for good	of a good sports leader and to
Fitness overall focus:	Communicate a given	link actions		teamwork.	apply these characteristics
Thiless overall locus.	theme through movement,	How to relate to		teanwork.	when leading basic activities.
Children recen and build on	demonstrating accurate and			Use communication skills to	when leading basic activities.
Children recap and build on	demonstrating accurate and	partners and apparatus	Children achieve this bu		I lade astered the importance of
their knowledge of the 5 main	consistent dynamics.	To develop sequences	Children achieve this by	help a team be successful	Understand the importance of
components of fitness:		that show an	being taught to:		warming up and deliver a
Cardiovascular endurance	Link themes and	awareness of their		Cooperate with teammates	successful warm up and cool
(stamina), muscular	movements to form a	audience.	Develop basic skills from	working together to achieve a	down.
endurance, strength, power	sequence, using expression		Y5 dodgeball	shared target	
and flexibility and how these	and scale of movement to	Children achieve this			Know and understand the
are used in combination for	show character.	by being taught to:	Develop team skills	Helping teammates with their	STEP principle and how this
different sports.				performance	can be used for differentiation.
	Link narrative to a dance	Perform a handstand	Explore different roles		
Children achieve this by	using a themed storyline.		within a team	Experience different roles	Plan, deliver and review a
being taught:		Perform a cartwheel		and responsibilities in a team	sports activity.
boing taugitt	Perform a combined	i chomi a cartineer	Score and officiate a	situation.	sports douvry.
What fitness is and how it	themed dance sequence	Perform a cartwheel	game of dodgeball	Situation.	
depends on what you have to	with consistency.	starting and landing in a	game of dougebail	Applying toopyyork skills in	
	with consistency.			Applying teamwork skills in	
be fit for.		range of different ways		different game situations.	
How different breathing		Link a roll and			
techniques help with		cartwheel together			
cardiovascular fitness.					
		Perform a range of			
What plyometric exercises are		different cartwheels			
and how they contribute					
towards muscular endurance.		Incorporate a creative			
		cartwheel into a 5 or 6			
What strength is, specifically in		movement sequence.			
terms of strong leg and arm					
contractions.					



What power is and how to use it in different sports such as badminton, cricket and tennis.			
How flexibility can be developed through yoga practises.			