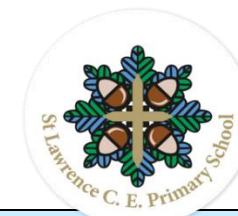


Curriculum Subject: Physical Education and Sport

Curriculum Overview and Statement of Intent, Implementation, and Impact.



Motto

“Being the best we can be with God”

‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’
Jeremiah 29:11

Vision & Intent

We will work together in loving Christian fellowship to embrace our love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer. We will live, love and learn through our faith in Jesus who strengthens us, and this will be ‘**The St. Lawrence Way**’.

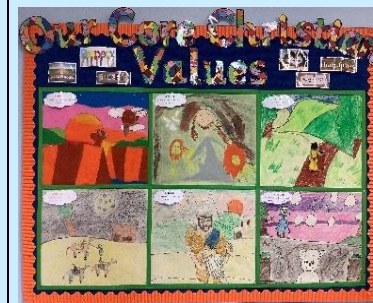
Mission/Implementation

Through the ‘**St. Lawrence Way**’ which is underpinned by the teachings of Jesus we will...

- Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the **courage** to become lifelong learners fulfil their aspirations.
- Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show **thankfulness** for what they have.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual **respect**; demonstrated through courtesy, **forgiveness** and reconciliation.
- Value the community to which we belong by listening, being **honest** with each other whilst showing **compassion**, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all.

Our Core Christian Values

Compassion
Courage
Respect
Honesty
Thankfulness
Forgiveness





Intent, Implementation and Impact

| <u>Intent</u> | <u>Implementation</u> | <u>Impact</u> |
|---|---|---|
| <p>Here at St. Lawrence CE Primary School, we aim to provide a Physical Education and Sport Curriculum that encourages enjoyment and develops physical fitness, teamwork and participation, as well as healthy choices which become a lifelong habit.</p> <p>The intent of our PE curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement. They should participate in, learn about and understand how to use and apply their knowledge to impact upon their own physical activity, participation and healthy lifestyle.</p> <p>A high quality PE curriculum will develop physical literacy and will allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication.</p> | <p>Physical education encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. They understand the barriers to participation and work to overcome these for themselves and others.</p> <p>Our PE curriculum is inclusive and ensures that children of all abilities can access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. There are also be opportunities for children to take on leadership roles in which they can build character and embed values such as fairness and respect. Every child receives two hours of PE a week. During the weekly P.E. sessions all children participate in a range of physical activities including: gymnastics, dance, skills and games, athletics, outdoor activities and swimming (at KS2).</p> <p>We have a range of extracurricular P.E. clubs and opportunities for intra-school competitions. These opportunities allow for the further developing of the skills and values that we strive to embed in the children through our curriculum design and delivery.</p> | <p>We are able to measure the impact that Physical Education and Sport has had for all children by:</p> <ul style="list-style-type: none">• Determining the extent to which objectives are met within each lesson and overall, at the end of each unit.• Summative assessment of pupil discussions about their learning.• Images/Videos of the children's practical learning.• Interviewing the pupils about their learning (pupil voice).• Participation tracker where all children from Year 1 to Year 6 are invited to represent the school at a festival or event at least once every year.• Annual reporting of standards across the curriculum. <p>By the time children leave St. Lawrence CE Primary School, we want them to have developed a passion for PE and Sport, looking back on their experiences and skills they have developed.</p> |



Yearly PE Overview Cycle A

| Cycle A | Autumn Gymnastics / Hand Eye Co-ordination | Spring Dance / Body Control / Swimming | Summer Summer Games |
|------------------------------|--|--|---|
| Class 1 Reception | Autumn 1 Gymnastics <i>Travel – VS R Unit A and C</i> Autumn 2 Throwing and Catching <i>PoPE EYFS</i> | Spring 1 Dance <i>VS R Unit 4</i> Spring 2 Invasion Games | Summer 1 Parachute Games Summer 2 Athletics / Improve Agility <i>Sports Day Skills – PoPE R</i> |
| Class 2 Y1/2 | Autumn 1 Gymnastics <i>Rocking and Rolling – VS Y1 Unit F</i> Autumn 2 Throwing and Catching <i>PoPE Y1</i> | Spring 1 Dance <i>VS Y1 Unit 2</i> Spring 2 Gymnastics <i>Wide/Narrow/Curled – VS Y1 Unit G</i> | Summer 1 Striking and Fielding <i>PoPE Y1</i> Summer 2 Football / Improve Balance <i>PoPE Y1</i> |
| Class 3 Y3/4 | Autumn 1 Gymnastics <i>Symmetry/Asymmetry – VS Y3 Unit M</i> Autumn 2 Ultimate Frisbee <i>PB Y3</i> | Spring 1 Swimming Spring 2 Gymnastics <i>Rolling – VS Y4 Unit S</i> | Summer 1 Football <i>PoPE Y3</i> Summer 2 Multi-Skills / Orienteering <i>PoPE Y2 and Y3</i> |
| Class 4 Y5/6 | Autumn 1 Gymnastics <i>Spinning and Turning – VS Y5 Unit W</i> Autumn 2 Tennis/Table Tennis <i>PoPE Y5 and Y6</i> | Spring 1 Dance <i>VS Y4 Unit 12 - 18</i> Spring 2 Football <i>PoPE Y5 and Y6</i> | Summer 1 Basketball <i>PoPE Y4 and Y5</i> Summer 2 Athletics / Archery <i>Sports Day Skills</i> |

Yearly PE Overview Cycle B



| Cycle B | Autumn Gymnastics / Hand Eye Co-ordination | Spring Dance / Body Control / Swimming | Summer Summer Games |
|------------------------------|--|--|---|
| Class 1 Reception | Autumn 1 Gymnastics <i>Travel – VS R Unit A and C</i> Autumn 2 Throwing and Catching <i>PoPE EYFS</i> | Spring 1 Dance <i>VS R Unit 4</i> Spring 2 Invasion Games | Summer 1 Parachute Games Summer 2 Athletics / Improve Agility <i>Sports Day Skills – PoPE R</i> |
| Class 2 Y1/2 | Autumn 1 Gymnastics <i>Turning/Spinning/Twisting – VS Y2 Unit J</i> Autumn 2 Striking and Fielding <i>PoPE Y2</i> | Spring 1 Dance <i>VS Y2 Unit 2</i> Spring 2 Gymnastics <i>Linking Movements Together – VS Y2 Unit K</i> | Summer 1 Football <i>PoPE Y2</i> Summer 2 Athletics / Archery <i>Sports Day Skills - PoPE Y2</i> |
| Class 3 Y3/4 | Autumn 1 Gymnastics <i>Balance – VS Y4 Unit P</i> Autumn 2 Tennis/Table Tennis <i>PoPE Y4</i> | Spring 1 Swimming Spring 2 Rounders <i>PoPE Y3</i> | Summer 1 Tri-Golf <i>PB Y4</i> Summer 2 Athletics / Ultimate Frisbee <i>Sports Day Skills - PBY3</i> |
| Class 4 Y5/6 | Autumn 1 Gymnastics <i>Working Together M/M/C – VS Y6 Unit X</i> Autumn 2 Dodgeball <i>PoPE Y5 and Y6</i> | Spring 1 Dance <i>Volcanoes - VS Y5 Unit 28 - 30</i> Spring 2 Netball <i>PoPE Y5 and Y6</i> | Summer 1 Tag Rugby <i>PoPE Y4 and Y5</i> Summer 2 Hockey / Cricket <i>PoPE Y4 and Y5</i> |

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|---|--|--|---|---|---|---|---|
| Year group | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
| Skills | <p style="text-align: center;">Acquiring and Developing Skills (A&D) Selecting and applying skills, tactics and compositional ideas (S&A) Evaluating and improving performance (E&I) Knowledge and understanding of fitness and health (H&F)</p> | | | | | | |
| Development matters | <p>PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination 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 show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> | | | | | | |
| <p style="text-align: center;">EYFS</p> <p>In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)</p> | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Athletics | Health and fitness |
| | Move freely using suitable spaces and speed or direction to avoid obstacles. (S&A) | <p>Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Stand on one foot to hold a balance.</p> | <p>Move freely and with pleasure and confidence in a range of ways.</p> <p>Experiments with different ways of moving.</p> <p>Complete simple sequences to different stimulus.</p> | <p>Catch a large ball.</p> <p>Demonstrate good control and co-ordination in large and small movements.</p> <p>Pass a ball: chest pass</p> <p>Kick a ball along the floor less than 10m with the correct technique.</p> <p>Dribble a ball at feet with control</p> | <p>Throw over and under arm in a general direction</p> <p>Catch a variety of sized balls when bounced or thrown</p> <p>Strike a ball (self-bowled) in a general direction</p> | <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m • Jump for height 5-9cm • Jump for distance 30-59cm • Leap hurdles 30m within 16-12secs • Overarm throw • Chest push • Run for longer distance <p>Participate in Sports day</p> | <p>Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe. (H&F)</p> |

| National Curriculum | Key stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <input type="checkbox"/> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <input type="checkbox"/> participate in team games, developing simple tactics for attacking and defending <input type="checkbox"/> perform dances using simple movement patterns. | | | | | | |
|--|--|---|--|---|---|---|---|
| <p style="text-align: center;">Year 1</p> <p>In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
| | <p>Explore different ways using a ball (A&D)</p> <p>Explore ways to send a ball or other equipment</p> <p>Retrieve and stop a ball using different parts of the body. (A&D)</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in simple team games (1v1, 2v2)</p> <p>Develop simple attacking and defending techniques (A&D)</p> <p>Pass and receive a ball in different ways with increased control. (S&A)</p> <p>(rugby, netball, football, basketball)</p> | <p>Learn a variety of basic gymnastic movements.</p> <p>Be still in different body shapes and balances and combine different ways of travelling. (A&D)</p> <p>Move between mats and small apparatus and change the speed of movement.</p> <p>Handle apparatus safely</p> <p>Recognise how it feels when the body is tense in a balance.</p> <p>Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p> | <p>Learn basic movements relating to feelings.</p> <p>Learn what makes a good start and finish position in a sequence.</p> <p>Learn how to move their bodies in a variety of ways.</p> <p>Respond to different music showing a range of emotions and stimulus.</p> <p>Perform dance movements and simple sequences using simple movement patterns.</p> <p>Be taught to remember and perform short dance routines to other children (1-8 steps)</p> | <p>Focus on throwing a ball with control both over and underarm with prompts.</p> <p>Focus on catching a ball from shorter and longer distances, on their own and in groups.</p> <p>Play games based on net games (tennis, badminton) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>(tennis, badminton)</p> | <p>Focus on technique on striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Able to play simple games in small groups, applying rules and skills that have been taught.</p> <p>(cricket, rounders, baseball, softball, kickball, golf)</p> | <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 30m within 9-6seconds • Jump for height 10-14cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 11-8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m within 1:45-1:31 <p>Participate in Sports day</p> | <p>Talk about what our bodies do during exercise e.g breathing (H&F)</p> <p>Practice skills to make them warmer and cooler before and after exercises. (H&F)</p> <p>Discuss how the body changes during exercise.</p> |

| | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
|--|--|---|---|--|---|---|--|
| <p>Year 2 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | Develop control and accuracy when moving with a ball in a variety of different games. | Develop short sequences on their own. | Use a range of vocabulary to describe moods and how dances make them feel. | Use their skills to play end to end games, games over a barrier and fielding games. | Choose, use and vary simple tactics. S&A | Take part in multiskills festivals. (competitions: class, houses, base, against other schools) | Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) |
| | Pass and receive a ball with more control and accuracy. | Use imagination to find different ways of using apparatus. | Perform dances using simple movement patterns with a clear start middle and end. | Use their ability to solve problems and make decisions. S&A | Recognise good quality in performance. | Designed to develop the fundamental movement skills of balance, co-ordination and agility. | Practice skills to make them warmer and cooler before and after exercises. (H&F) |
| | Recognise the best ways to score points and stop points being scored. | Form simple sequences of different actions using floor and apparatus. | On their own can remember and perform short dance routines to other children (1-8 steps) | Watch others and describe what is happening. | Participate in team games. | Children will be taught how to use their bodies to: | Discuss how the body changes during exercise. |
| | Recognise how they work best with their partner. | Have a clear start, middle and end. S&A | Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I) | Talk about what they have done and how they did it. | Pass and receive a ball in different ways with control and increased accuracy. | <ul style="list-style-type: none"> • Sprint 30m under 6 secs • Jump for height 15-19cm • Jump for distance 60 – 89cm • Leap hurdles 30m within 8 secs • Overarm throw 10-19m • Chest push 3-4m • Run for longer distance 200m under 1:30 | |
| | Use different rules and tactics for invasion games. | Have a clear focus when watching others perform. (E&I) | | Participate in team games. | Perform fielding techniques with increased control and co-ordination (cricket, rounders,baseball, softball, kickball,golf) | Participate in Sports day | |
| | Make it difficult for opponents. | Say when a movement or skill is performed well (aesthetic appreciation). (E&I) | | Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. (tennis, badminton) | | | |
| | Keep the ball and find best places to score. S&A | Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I) | | | | | |
| | Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. | Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction | | | | | |
| | Participate in team games. | | | | | | |
| | Understand and develop tactics for attacking and defending. (rugby, netball, football,basketball) | | | | | | |

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| National Curriculum | Key stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ☑ use running, jumping, throwing and catching in isolation and in combination ☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☑ perform dances using a range of movement patterns ☑ take part in outdoor and adventurous activity challenges both individually and within a team ☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best | | | | | | |
| <p style="text-align: center;">Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
| | <p>Partner using a number of sending and receiving techniques.</p> <p>Improve accuracy of passes and use space to keep possession better.</p> <p>Remain in control of ball while travelling.</p> <p>To help others know where they are going.</p> <p>Look when travelling and what happens after they have passed ball. A&D</p> <p>Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games.</p> <p>Know which passes are best, tactics to keep possession. Find space to receive and support.</p> | <p>Develop and perform actions.</p> <p>Practice and concentrate on quality of movement.</p> <p>Link different balances moving in and out of positions of stillness.</p> <p>Transfer weight smoothly from one part of body to another.</p> <p>Use actions on floor and over, through, across and along apparatus. A&D</p> <p>Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus.</p> | <p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. A&D</p> <p>Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.</p> <p>Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships.</p> <p>Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p> | <p>Practise throwing and catching with a variety of different balls and using different types of throwing.</p> <p>Hit the ball with a racket.</p> <p>Use different shots. A&D Play games using throwing and catching skills. Vary strength, length and direction of throw.</p> <p>Know how can they make it difficult for opponent to receive ball.</p> | <p>Consolidate and develop the range and consistency of their skills in striking and fielding games. A&D</p> <p>(rounders, golf, baseball, cricket)</p> | <p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown.</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 17-14secs develop to 13-10secs • Jump for height 20-24cm • Jump for distance 90 - 119cm • Leap hurdles 60m within 25-18 secs develop to 17-14 secs • Overarm throw 20-29m • Chest push 34-6m • Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 | <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F)</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> |

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| | <p>Know what to think about when team has and hasn't got the ball.</p> <p>How to organise themselves differently to play each of the games successfully.</p> <p>Understand patterns of play- if ball is in a certain position where should players be. S&A</p> <p>(football, basketball, hockey, netball, rugby)</p> | <p>Perform easy combinations of contrasting actions.</p> <p>Choose combinations that work in their sequences.</p> | | <p>Stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games.</p> <p>(tennis, badminton)</p> | | <p>Participate in Sports day</p> | |
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| | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
|--|--|---|---|---|---|---|--|
| <p>Year 4 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play. S&A</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>(football, basketball, hockey, netball, rugby)</p> | <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>Work with a partner and small groups to create sequences.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group. S&A</p> <p>Compare and contrast similar performances.</p> | <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Compose short dances with clear start, middle and end on their own, partners and in groups.</p> <p>Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Can remember and perform a longer dance routine to others (8-20steps)</p> | <p>Play games using throwing and catching skills.</p> <p>Vary strength, length and direction of throw.</p> <p>Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics.</p> <p>Understand rules about the games. S&A</p> <p>(tennis, badminton)</p> | <p>Throw and catch a balls at different speeds, directions and heights.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Keep, adapt and make rules for striking and fielding games.</p> <p>(rounders, golf, baseball, cricket)</p> | <p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.</p> <p>Children will be taught how to use their bodies to:</p> <ul style="list-style-type: none"> • Sprint 50m within 13-10secs develop to under 10secs • Jump for height 25-29cm • Jump for distance 120-149cm • Leap hurdles 60m within 17-14 secs develop to under 14secs • Overarm throw 20-29m develop to 30-34m • Chest push 4-6m develop to 6-8m • Run for longer distance 400m 2:30-2:01 develop to under 2mins <p>Participate in Sports day</p> | <p>Learn some of the main muscles groups during warm up and cool down.</p> <p>Start to take their pulse before, during and after exercise and explain the effect.</p> <p>Know a warm routine involving dynamic stretches , led by an adult or child.</p> |

| | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
|--|---|---|---|---|---|--|--|
| <p>Year 5 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | Show ways to keep ball away from defenders. | Explore range of symmetric and asymmetric actions, shapes and balances. | Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D | Hold and swing racket and where to stand on the court when hitting, catching and receiving. | Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances A&S | Choose their favourite ways of running, jumping and throwing. | Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. |
| | How to shield the ball. | Control actions and combine them fluently. | Explore and experiment imaginatively with a stimulus for a given audience. | Hit the ball on both sides of the body and above head. | | Choose the best equipment for different activities. | |
| | Change speed, direction with ball to get away from defender. | Be aware of extension, body tension and control. | Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. | Use different types of shots during a game. Improve accuracy. A&D | Explain why they or others are playing well in the games. | Knowhow to plan a run so they pace themselves evenly or unevenly. | Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up effectively for different exercises. |
| | Shoot accurately in a variety of ways. | Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D | Can remember and perform a dance routine to any audience with 20+ steps. | Know what they need to get better at and what to practice. | | Plan to cover distances as a team to get the best results possible. | |
| | Mark an opponent. A&D | Watch a performance and evaluate its success. | | | | Mark a run up for jumping and throwing. | |
| | Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. | Identify what was performed well and what needs improving. | | | | Set themselves and others targets in different events. S&A | |
| | Explain how confident they feel in different positions. | Choose a focus for improvement. | | | | Watch a partners athletic performance and identify the main strengths. | |
| | Suggest what they need to practice to enjoy game more. | Identify one or two aspects of their performance to practice and improve. E&I | | | | Identify parts of the performance that need to be practised and refined, and suggest improvements. | Understand why exercise is good for their fitness, health and well-being |
| | Change pitch size to make games better. E&I | | | | Know how to change court to make easier. | | |
| | (football, basketball, hockey, netball, rugby) | | | | Understand practices to help with precision and consistency and | Children will be taught how to use their bodies to: <ul style="list-style-type: none"> • Sprint 75m within 20-16develop to 15-12secs • Jump for height 30-34cm | |

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| | | | | speed about the court. E&I (tennis, badminton) | | <ul style="list-style-type: none">• Jump for distance 150-179cm• Leap hurdles 60m within 25-18 secs develop to 17-14secs• Overarm throw 30-34m develop to 35+m• Chest push 6-8m develop to 8+• Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 Participate in Sports day | |
|--|--|--|--|---|--|--|--|

| | Invasion games | Gymnastics | Dance | Net and wall | Striking and fielding | Multiskills and athletics | Health and fitness |
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| <p>Year 6 In all areas children will be taught about how to give and receive feedback to their peers. (E&I)</p> | Understand that when team has ball they are attacking and when they haven't they are defending. | Make up a sequence and adapt it to different apparatus layouts. | Explore, improvise and combine movement ideas fluently and effectively. S&A | Devise a scoring system. | Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A | Develop the consistency of their actions in a number of events. | Know some ideas for warm up exercises and routines. |
| | Understand different ways of attacking and encourage them to use positions for their team carefully. | Use combinations of dynamics (pathways) to use space effectively. | Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. E&I | Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. | Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw. | Increase the number of techniques they use. | Know what makes a good warm up. Know what clothing and footwear is best to wear. |
| | Understand different ways to attack and defend. | Make up own rule for longer, more complex sequences. | Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships | Know where to stand when attacking and defending. S&A | | Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. | Know how to check playing area. |
| | Choose right formations and tactics for attack and defence. | Plan a sequence and adapt it to limited equipment. | Can remember and perform a dance routine to any audience with 20+ steps. | Explain why they or others are playing well in the games. | | Perform a range of jumps showing power, control and consistency at both take off and landing. A&D | Know how playing invasion games helps your fitness and benefits of playing outside of school. |
| | Know how they support other players in attack and defence. S&A | Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. | | Know what they need to get better at and what to practice. | (rounders, golf, baseball, cricket) | Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. | Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. |
| | Understand how to get ready for games. | Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A | | Understand how to change court to make easier. | | Outdoor and adventurous activity during year 6 residential trip | Value of exercise outside of school day. |
| | (football, basketball, hockey, netball, rugby) | Know how gymnastics promotes strength, power and suppleness. | | Understand practices to help with precision and consistency and speed | | Children will be taught how to use their bodies to: <ul style="list-style-type: none"> Sprint 75m within 20-16develop to 15-12secs | Understand why exercise is good |

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| | | | | <p>about the court. E&I</p> <p>(tennis, badminton)</p> | | <ul style="list-style-type: none"> • Jump for height 30-34cm • Jump for distance 150-179cm • Leap hurdles 60m within 25-18 secs develop to 17-14secs • Overarm throw 30-34m develop to 35+m • Chest push 6-8m develop to 8+ • Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 <p>Participate in Sports day</p> | <p>for fitness, health and wellbeing.</p> |
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