



*'With Love and Faith, We Achieve Together,
For We Are Nothing Without Christ'*



Nihil Sine Christo

Physical Education Curriculum Overview

2026 - 2027

'Do you not know that your bodies are temples of the Holy Spirit within you, whom you have from God? Therefore, honour God with your bodies (1 Corinthians 6:19-20)

Intent

At St Anne's and St Joseph's, our Physical Education curriculum is designed to inspire all children to develop a lifelong love of physical activity, sport and healthy living. Through a progressive and inclusive curriculum, pupils develop the knowledge, skills and confidence needed to participate successfully in a wide range of physical activities.

We aim to ensure that all children:

- Develop competence and confidence in fundamental movement skills and a broad range of sports.
- Build resilience, determination, teamwork, leadership and sportsmanship through participation and competition.
- Understand the importance of physical activity for their physical, mental and emotional wellbeing.
- Experience success and challenge, regardless of their starting point, through high-quality adaptive teaching.
- Develop a positive attitude towards healthy lifestyles and make informed choices about their own health and fitness.
- Access a wide range of enrichment opportunities, clubs, competitions and outdoor learning experiences that broaden horizons and encourage lifelong participation in sport.

Through our Catholic ethos, we encourage children to recognise their God-given talents, show respect for themselves and others, and demonstrate perseverance, integrity and compassion both in sport and in everyday life. Our PE curriculum equips pupils with the knowledge, skills and character needed to lead active, healthy and successful lives.

Implementation

At St Anne's and St Joseph's, Physical Education is taught through a carefully sequenced and progressive curriculum that enables all pupils to develop knowledge, skills and confidence across a broad range of physical activities. Learning is designed to build on prior knowledge, ensuring children revisit and refine fundamental movement skills before applying them in increasingly complex and competitive contexts.

We implement our PE curriculum through:

- Two hours of high-quality PE each week for all pupils.
- A broad programme of study including games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming.
- Sequential lessons that develop both substantive knowledge and practical skills, ensuring clear progression from EYFS to Year 6.

- Explicit teaching of key vocabulary, rules, tactics and healthy lifestyle choices.
- Adaptive teaching strategies that enable all pupils, including those with SEND, to access and succeed within lessons.
- Opportunities for collaboration, leadership, competition and personal challenge to develop character, resilience and teamwork.
- Ongoing assessment through observation, pupil reflection and performance tasks to inform future learning and support progress.
- A rich programme of extra-curricular clubs, festivals, competitions and sporting events that broaden children's experiences and encourage participation beyond the curriculum.
- Strong links between PE, physical wellbeing, mental health and our Catholic values, promoting respect, inclusion, perseverance and stewardship of the body as a gift from God.

Through high-quality teaching, enrichment opportunities and a culture that celebrates participation and achievement, we ensure that all children develop the skills, knowledge and motivation to lead active, healthy and successful lives.

Impact

The impact of our Physical Education curriculum is that children leave St Anne's and St Joseph's as confident, physically literate and enthusiastic participants in sport and physical activity. They develop the knowledge, skills and motivation needed to lead healthy, active lifestyles and are well prepared for the next stage of their education. This reflects the aim of developing competence, confidence and a positive attitude towards PE, health and wellbeing.

We assess the impact of our curriculum through:

- Pupil voice demonstrating enjoyment, confidence and a positive attitude towards physical activity.
- Children showing progression in physical competency, movement skills, tactics and game play across all areas of the curriculum.
- Increased participation in lessons, clubs, festivals and competitive sporting events.
- Children demonstrating resilience, teamwork, leadership and respect in both competitive and non-competitive situations.
- Secure understanding of the importance of physical activity, healthy lifestyles and personal wellbeing.
- Ongoing assessment, monitoring and pupil outcomes showing children achieve age-related expectations and make progress from their individual starting points.
- High levels of engagement and enthusiasm for PE across the school community.



Ultimately, our pupils leave primary school with the confidence to embrace new sporting experiences, the determination to overcome challenges and the understanding that maintaining an active and healthy lifestyle is essential for their physical, mental and spiritual wellbeing. Through PE, children develop the character, values and aspirations needed to flourish both now and in the future.

School Games Values

Passion

What it means to our school

Giving your best, showing enthusiasm and enjoying being active

Honesty

What it means to our school

Being truthful, fair and acting with integrity

Self-Belief

What it means to our school

Having confidence in your ability and being willing to have a go, even when something is difficult

Determination

What it means to our school

Continuing to try even when things are difficult

Respect

What it means to our school

Treating people, rules, equipment and the environment fairly and positively

Teamwork

What it means to our school

Working effectively with others to achieve a common goal

The School Games Values are central to our Physical Education and Sport offer at St Anne's and St Joseph's. The 6 qualities shown above are encouraged, highlighted and promoted in all PE lessons. However, each unit will have an individual School Games Value, which will be communicated in each lesson to all learners, along with the skills and knowledge they are taught.

PE in Early Years Foundation Stage

At St Anne's and St Joseph's, our Early Years PE curriculum is planned and sequenced in line with the EYFS Framework and Development Matters, laying the foundations for future physical development and lifelong participation in physical activity. Physical development is recognised as a prime area of learning and is integrated throughout the indoor and outdoor learning environment. Drawing on the importance of physical development in the EYFS Framework, children are provided with regular opportunities to develop their gross motor and fine motor skills through structured PE lessons, active play and exploration.

Early Learning Goals			
Gross Motor Skills	Fine Motor Skills	Personal, Social and Emotional Development	Communication and Language
➤ Negotiate space and obstacles safely, with consideration for themselves and others. ➤ Demonstrate strength, balance and coordination when playing. ➤ Move energetically, such as running, jumping, hopping, skipping, climbing and dancing.	➤ Develop core strength, stability and hand-eye coordination. ➤ Hold and use a range of small equipment and tools effectively. ➤ Show increasing accuracy and control when manipulating objects.	➤ Developing confidence, resilience and independence. ➤ Learning to cooperate, share, take turns and work collaboratively. ➤ Managing feelings and responding positively to challenge.	➤ Understanding and following instructions. ➤ Using subject-specific vocabulary to describe movements and actions. ➤ Explaining strategies, experiences and achievements.
Key Stage 1 Readiness			
➤ Run, jump, balance, throw and catch with increasing control and coordination. ➤ Follow simple rules and instructions in games and activities. ➤ Work cooperatively with a partner or group. ➤ Show resilience when learning new physical skills. ➤ Understand the importance of exercise, movement and healthy choices for their wellbeing. ➤ Participate confidently and safely in a range of physical activities.			

PE and SEND provision

At St Anne's and St Joseph's, we are committed to ensuring that all pupils can fully access and succeed in Physical Education. Through the use of the **STEP Model** (Space, Task, Equipment and People), lessons are adapted to remove barriers to participation whilst maintaining high expectations for all learners. All children work towards the same learning objectives, with appropriate support and challenge provided to enable success. This approach promotes inclusion, confidence, enjoyment and achievement in PE for every child.

Space

Activities may be adapted by altering the size, layout or organisation of the learning environment. This may include reducing or increasing playing areas, creating safe zones or providing clearer boundaries to support engagement and success.

Task

Learning activities are adapted to meet pupils' needs through modifications to rules, instructions, levels of challenge or the number of steps required to complete an activity. Teachers use modelling, scaffolding and targeted questioning to ensure all pupils can access learning and experience success. [

Equipment

A range of equipment is used to support participation and skill development. Adjustments may include using larger or softer balls, lowering targets, modifying equipment size or providing additional resources to enhance confidence and achievement.

People

Grouping arrangements are flexible to maximise support and participation. Pupils may work independently, with a partner, in small groups or within mixed-ability teams. Adults and peers provide appropriate support to promote inclusion, confidence and progress.

Through adaptive teaching and the STEP model, all children are supported to develop physical competence, resilience, teamwork and a lifelong enjoyment of physical activity regardless of their starting point or individual needs.

Whole School PE Curriculum

Lancashire Planning is used for our PE curriculum, with PE Passport used for the resources and assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School and EYFS	An Adventure with the Emergency Services FMS – Jack and the Beanstalk	FMS – Space FMS – How to catch a star	Fantasy Fairy Tale FMS – Castles	FMS – Hungry Caterpillars FMS – Mini Beasts	Under the Sea FMS – Seaside	FMS – Transport Dance - Seasons
Year 1/2	FMS – Baseline FMS – Rolling a ball	Gymnastics 1 FMS – Bounce ball	Gymnastics 2 Dance – Animals	FMS – Kicking unit OAA – The great outdoors	FMS – Playground games Games – Striking and fielding	Athletics Games – Net and Wall
Year 3/4	Outdoor Adventurous Activities Health Related Fitness	Dance – Rock and Roll Gymnastics 1	Gymnastics 2 Net and Wall 1	Dance – Superheroes Basketball	Rugby Rounders	Athletics Cricket
Year 5/6	Outdoor Adventurous Activities Creative Games	Dance – The Haka Gymnastics 1	Gymnastics 2 Badminton	Dance – Heroes and Villains Rugby	Netball Rounders	Athletics Cricket

Pre-School and EYFS Curriculum

Autumn 1		
Unit	An Adventure with the Emergency Services	FMS – Baseline
Key Knowledge	➤ To know their bodies can move in different ways (running, jumping, hopping, balancing, crawling, climbing). ➤ To know good posture helps them sit, move and control their bodies effectively. ➤ To know muscles help them balance, move and control equipment. ➤ To know different balls can be thrown, caught, kicked, passed, rolled and aimed. ➤ To know rules help everyone stay safe and enjoy physical activities. ➤ To know taking turns and listening to instructions are important when working with others. ➤ To know feedback and observing others can help improve performance. ➤ To know physical activity contributes to health, wellbeing and confidence. ➤ How to use large and small apparatus safely. ➤ When to start and stop movements in response to instructions or signals.	➤ To know throwing can be performed using both an underarm and overarm action. ➤ To know jumping and landing safely requires bending knees and controlling their body. ➤ To know hopping means balancing and moving on one foot. ➤ To know catching requires watching the ball and using their hands to stop it safely. ➤ To know climbing equipment should be used carefully and safely. ➤ To know different ways of travelling can be used to move around, under, over and through equipment. ➤ To know physical challenges help develop strength, balance and coordination. ➤ To know listening to instructions helps keep everyone safe.
Key Skills	<u>Movement and Physical Development</u> ➤ Move with increasing control, coordination and fluency. ➤ Develop balance, agility and overall body strength. ➤ Maintain good posture when seated and during movement. ➤ Combine different movements with increasing ease and confidence. ➤ Use core strength through climbing, crawling, hanging, pulling and balancing activities. <u>Ball Skills</u> ➤ Throw and catch a variety of balls. ➤ Kick, pass and stop a ball with control. ➤ Bat and strike objects. ➤ Roll and aim balls towards targets. ➤ Develop increasing accuracy and precision during ball activities. <u>Social and Personal Development</u> ➤ Follow simple instructions. ➤ Start and stop safely on command. ➤ Take turns and wait patiently. ➤ Work collaboratively with a partner or group. ➤ Demonstrate movements to others. ➤ Manage feelings and behaviour appropriately during physical activity. <u>Learning Behaviours</u> ➤ Participate enthusiastically and persevere when challenged. ➤ Observe others and apply feedback to improve. ➤ Support and encourage a partner during activities.	<u>Movement Skills</u> ➤ Jump and land safely with control. ➤ Hop on the left foot. ➤ Hop on the right foot. ➤ Balance when moving and landing. ➤ Travel confidently using a range of movements. <u>Object Control Skills</u> ➤ Throw a ball underarm towards a target. ➤ Throw a ball overarm with increasing accuracy. ➤ Catch a large ball using two hands. ➤ Track and watch a moving ball. <u>Apparatus Skills</u> ➤ Climb on a climbing frame with increasing confidence. ➤ Travel under, over and through equipment safely. ➤ Move across and around apparatus with control and awareness. <u>Personal and Social Skills</u> ➤ Follow instructions when using equipment. ➤ Wait for a turn and share equipment safely. ➤ Show confidence when attempting new challenges. ➤ Work alongside others safely and positively.

Lesson sequence	1. Moving my body 2. Balance and coordination 3. Strength and agility 4. Ball skills 5. Apparatus and gymnastics 6. Games and Teamwork	1. To jump for distance To land appropriately 2. To hop on both feet 3. To underarm throw for distance 4. To overarm throw for distance 5. To catch with increasing accuracy 6. To climb with confidence under, over and through climbing equipment.
Good Level of Development	Gross Motor Skills ➤ Negotiate space and obstacles safely, with consideration for themselves and others. ➤ Demonstrate strength, balance and coordination when playing. ➤ Move energetically, including running, jumping, dancing, hopping, skipping and climbing.	Gross Motor Skills ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, hopping, skipping and climbing.
PE Indicators	➤ Throw, catch, kick and control a ball with increasing confidence. ➤ Combine movements fluently and with coordination. ➤ Use apparatus safely and confidently. ➤ Follow rules and instructions independently. ➤ Work cooperatively with others. ➤ Show resilience and a positive attitude towards physical activity. ➤ Explain how they can improve their performance through practice and feedback.	➤ Jump and land safely with control. ➤ Hop confidently on either foot. ➤ Throw underarm and overarm with increasing accuracy. ➤ Catch a large ball consistently. ➤ Climb and move on apparatus safely and confidently. ➤ Travel under, over and through equipment using a variety of movements. ➤ Follow instructions and participate positively in physical activities. ➤ Show confidence and perseverance when attempting physical challenges.

Autumn 2		
Unit	FMS – Space	FMS – How to catch a star
Key Knowledge	➤ To know jumping safely requires bending knees and landing with control. ➤ To know different types of rolls can be performed in gymnastics. ➤ To know an egg roll involves curling the body into a tucked shape. ➤ To know a pencil roll involves keeping the body long and straight. ➤ To know a ball can be rolled accurately towards a partner or target. ➤ To know running fast requires moving quickly whilst maintaining balance and awareness of space. ➤ To know climbing equipment should be used safely and confidently. ➤ To know equipment must be carried carefully to keep themselves and others safe. ➤ To know listening to instructions helps everyone participate safely.	➤ To know jumping safely involves controlled take-off and landing. ➤ To know balancing requires control, body tension and concentration. ➤ To know a star shape has a wide base with arms and legs stretched out. ➤ To know travelling on hands and feet helps develop strength and coordination. ➤ To know overarm throwing uses one hand to send an object forwards. ➤ To know climbing equipment needs to be used safely and sensibly. ➤ To know equipment should be carried carefully to keep everyone safe. ➤ To know balancing on apparatus requires focus, control and awareness of space. ➤ To know listening to instructions and following routines helps everyone learn safely.
Key Skills	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with control. ➤ Perform an egg roll with a tucked body shape. ➤ Perform a pencil roll with a straight body shape. ➤ Develop balance, body tension and coordination. ➤ Run quickly while maintaining control and spatial awareness. <u>Ball Skills</u> ➤ Roll a ball accurately towards a target or partner. ➤ Control the direction and speed of a rolling ball. <u>Apparatus Skills</u> ➤ Climb on a climbing frame with increasing confidence. ➤ Move safely around and on equipment. ➤ Carry and place equipment safely and responsibly. <u>Personal and Social Skills</u> ➤ Follow instructions and safety rules. ➤ Take responsibility for equipment. ➤ Show confidence when attempting new movements. ➤ Work safely alongside others.	<u>Movement and Balance Skills</u> ➤ Jump and land safely with control. ➤ Balance confidently in a star shape. ➤ Travel using hands and feet in different ways (bear walks, crab walks and crawling). ➤ Develop body strength, balance and coordination. ➤ Maintain balance while stationary and moving. <u>Object Control Skills</u> ➤ Throw overarm with increasing accuracy and control. ➤ Aim towards a partner or target. ➤ Track the direction of the object being thrown. <u>Apparatus Skills</u> ➤ Climb on a climbing frame with confidence. ➤ Balance on a range of equipment safely. ➤ Travel along, across and around apparatus with control. ➤ Carry and place equipment safely. <u>Personal and Social Skills</u> ➤ Follow simple instructions and safety rules. ➤ Demonstrate confidence when trying new challenges. ➤ Show responsibility when handling equipment. ➤ Work safely alongside others.
Lesson sequence	- To travel in a variety of ways. - To adjust speed and direction to avoid obstacles. - To show increasing control over an object pushing it. - To perform a variety of gymnastic rolls. - To over arm throw for distance - To climb nursery, play climbing equipment - To revise fundamental movement skills covered in the unit	- To balance on small and large body parts in the shape of a star. - To send a ball/ throwing equipment with increasing accuracy. - To jump and land appropriately. - To climb under over and through climbing equipment. - To practise throwing overarm. - To revise fundamental movement skills covered in the unit

Good Level of Development	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing, balancing and rolling.	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing and balancing.
PE Indicators	➤ Jump and land safely with control. ➤ Perform simple gymnastic rolls confidently. ➤ Run quickly whilst maintaining control. ➤ Roll a ball accurately towards a partner or target. ➤ Climb apparatus safely and confidently. ➤ Carry equipment carefully and responsibly. ➤ Follow instructions and routines independently. ➤ Show confidence, resilience and enthusiasm during physical activity.	➤ Jump and land safely with increasing control. ➤ Hold and maintain simple balances such as a star shape. ➤ Travel confidently on hands and feet using different movement patterns. ➤ Throw overarm with accuracy towards a target. ➤ Climb and explore apparatus safely and confidently. ➤ Balance on a variety of equipment with control. ➤ Carry equipment safely and responsibly. ➤ Follow instructions, show confidence and participate positively in physical activities.

Spring 1		
Unit	Fantasy Fairy Tale	FMS - Castles
Key Knowledge	➤ To know moving in different ways helps develop strength, balance and coordination. ➤ To know good posture helps their bodies remain strong and stable when sitting and moving. ➤ To know core muscles help them balance, climb, crawl and control movement. ➤ To know ball skills include throwing, catching, kicking, passing, batting and aiming. ➤ To know practising skills helps improve accuracy and confidence. ➤ To know different pieces of equipment can be used safely indoors and outdoors. ➤ To know rules and instructions help keep everyone safe during physical activity. ➤ To know taking turns and working with others supports successful learning. ➤ To know observing others and listening to feedback can help improve performance. ➤ To know physical activity helps keep bodies healthy and strong.	➤ To know jumping safely requires bending knees and landing with control. ➤ To know rolling can be performed using different body shapes. ➤ To know an egg roll is performed in a tucked shape. ➤ To know a pencil roll is performed in a long, straight shape. ➤ To know a ball can be rolled towards a partner or target with control. ➤ To know climbing equipment should be used safely and confidently. ➤ To know equipment must be carried carefully to keep everyone safe. ➤ To know movement skills help develop strength, balance and coordination. ➤ To know listening carefully to instructions helps everyone participate safely.
Key Skills	<u>Movement and Physical Development</u> ➤ Move with increasing fluency, control and grace. ➤ Develop overall body strength, balance, coordination and agility. ➤ Maintain good posture when sitting on the floor or at a table. ➤ Combine movements smoothly and confidently. ➤ Crawl, climb, hang, pull and balance using increasing control. ➤ Develop core strength and stability. <u>Ball Skills</u> ➤ Throw and catch a variety of balls. ➤ Kick and pass with increasing control. ➤ Aim at targets with growing accuracy. ➤ Bat and strike objects safely. ➤ Apply learned ball skills in simple games and activities. <u>Apparatus Skills</u> ➤ Use large and small apparatus confidently and safely. ➤ Climb, balance and travel on equipment. ➤ Move safely in different environments indoors and outdoors. <u>Social and Personal Skills</u> ➤ Follow instructions and respond to start and stop signals. ➤ Take turns and wait patiently. ➤ Work safely alongside others. ➤ Collaborate with partners and groups. ➤ Demonstrate movements to peers. ➤ Manage feelings and behaviour positively during physical activity. <u>Learning Behaviours</u> ➤ Participate enthusiastically and persevere when challenged. ➤ Observe others and use feedback to improve. ➤ Support and encourage a partner.	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with control. ➤ Perform an egg roll using a tucked body shape. ➤ Perform a pencil roll using a straight body shape. ➤ Develop body tension and control when rolling. ➤ Move safely and confidently in a range of activities. <u>Ball Skills</u> ➤ Roll a ball accurately towards a partner. ➤ Roll a ball towards a target. ➤ Control the speed and direction of a rolling ball. <u>Apparatus Skills</u> ➤ Climb on a climbing frame with increasing confidence. ➤ Carry equipment safely and responsibly. ➤ Move safely around apparatus and equipment. <u>Personal and Social Skills</u> ➤ Follow instructions and safety rules. ➤ Take responsibility when using and carrying equipment. ➤ Show confidence when trying new activities. ➤ Work safely alongside others.

	➤ Show resilience when learning new skills.	
Lesson sequence	1. Exploring Movement 2. Balance, Coordination and Core Strength 3. Crawling, Climbing and Agility 4. Introduction to Ball Skills 5. Developing Ball Control 6. Apparatus and Movement Sequences 7. Teamwork and Cooperation 8. Applying Skills	1. To throw under arm. 2. To roll a ball 3. To jump and land appropriately. 4. To perform a variety of gymnastic rolls. 5. To climb up and down apparatus using alternate feet. 6. To revise fundamental movement skills covered in the unit
Good Level of Development	<u>Gross Motor Skills</u> ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Demonstrate strength, balance and coordination when playing. ➤ Move energetically, including running, jumping, dancing, hopping, skipping and climbing.	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing and rolling.
PE Indicators	➤ Move fluently with increasing control and coordination. ➤ Combine different movements confidently and effectively. ➤ Demonstrate good posture and body control. ➤ Use a range of ball skills including throwing, catching, kicking and aiming. ➤ Show increasing accuracy and precision when using equipment. ➤ Climb, crawl, hang and balance safely and confidently. ➤ Follow instructions and understand simple rules. ➤ Work collaboratively with others and take turns appropriately. ➤ Demonstrate simple movement patterns to a partner or group. ➤ Use feedback to improve performance and show perseverance when faced with challenge.	➤ Jump and land safely with increasing control. ➤ Perform simple gymnastic movements such as egg rolls and pencil rolls. ➤ Roll a ball accurately towards a partner or target. ➤ Use body shapes effectively during movement activities. ➤ Climb confidently and safely on apparatus. ➤ Carry and store equipment responsibly. ➤ Follow instructions and safety rules independently. ➤ Show confidence, perseverance and enjoyment during physical activity.

Spring 2		
Unit	FMS – Hungry Caterpillar	FMS – Mini Beasts
Key Knowledge	➤ To know jumping safely requires control when taking off and landing. ➤ To know different body shapes can be used to create gymnastic movements. ➤ To know an egg roll is performed by making the body small and tucked. ➤ To know a pencil roll is performed by keeping the body long and straight. ➤ To know balance can be performed on different body parts. ➤ To know balance requires concentration, body control and determination. ➤ To know running fast involves moving quickly whilst maintaining control. ➤ To know practising movements helps improve coordination and confidence. ➤ To know different types of jumps can be performed in different ways.	➤ To know jumping safely requires control when taking off and landing. ➤ To know an egg roll is performed by making the body small and tucked. ➤ To know a pencil roll is performed by keeping the body long and straight. ➤ To know catching a ball requires watching the ball carefully and using two hands to secure it. ➤ To know travelling can be performed in different ways when moving over, under and through apparatus. ➤ To know apparatus should be used safely and with awareness of others. ➤ To know persistence helps us improve our skills and confidence. ➤ To know practice can help improve movement and coordination.
Key Skills	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with increasing control. ➤ Perform an egg roll using a tucked body shape. ➤ Perform a pencil roll using a straight body shape. ➤ Balance on a range of body parts. ➤ Run fast while maintaining awareness of space. ➤ Develop coordination, agility and body control. <u>Balance Skills</u> ➤ Hold balances for increasing periods of time. ➤ Demonstrate control when balancing on hands, feet and other body parts. ➤ Recover balance if it becomes unstable. ➤ Show determination when attempting challenging balances. <u>Personal and Social Skills</u> ➤ Follow instructions and safety rules. ➤ Show resilience when learning new movements. ➤ Concentrate during balance activities. ➤ Participate positively and confidently in physical activities.	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with control. ➤ Perform an egg roll using a tucked body shape. ➤ Perform a pencil roll using a straight body shape. ➤ Develop balance, coordination and body control through rolling activities. ➤ Combine movements smoothly when travelling on apparatus. <u>Ball Skills</u> ➤ Catch a large ball using two hands. ➤ Track the flight of a ball using their eyes. ➤ Demonstrate increasing confidence when receiving a ball from a partner. <u>Apparatus Skills</u> ➤ Travel through, over and under apparatus safely. ➤ Move with control on and around equipment. ➤ Combine different methods of travelling to complete simple obstacle courses. ➤ Climb on a climbing frame with increasing confidence. <u>Personal and Social Skills</u> ➤ Show determination when learning new skills. ➤ Keep trying when a movement is difficult. ➤ Follow instructions and safety rules. ➤ Participate positively in physical activities.
Lesson sequence	- To perform the basic skill of jumping - To travel in a variety of ways low to the ground. - To travel over, under and through balance and climbing equipment. - To balance on a range of body parts. - To throw under arm. - To roll in a variety of ways. - To revise fundamental movement skills covered in the unit	- To perform the basic skill of jumping - To travel over, under and throw climbing equipment - To travel over, under and through balance and climbing equipment. - To catch a large sponge ball - To catch with increasing accuracy. - To roll in a variety of ways. - To revise fundamental movement skills covered in the unit

Good Level of Development	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, balancing, climbing and rolling.	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing, balancing and rolling.
PE Indicators	➤ Jump and land safely with good control. ➤ Perform simple gymnastic movements such as egg rolls and pencil rolls. ➤ Balance confidently on a range of body parts. ➤ Run quickly whilst maintaining coordination and spatial awareness. ➤ Demonstrate a variety of jumps using control and confidence. ➤ Show perseverance when challenged during balance activities. ➤ Follow instructions and participate safely in physical activities. ➤ Display confidence and enjoyment when exploring movement and gymnastics skills.	➤ Jump and land safely with increasing control. ➤ Perform simple gymnastic movements such as egg rolls and pencil rolls confidently. ➤ Catch a large ball consistently using two hands. ➤ Travel through, over and under apparatus with confidence and control. ➤ Combine different travelling movements during obstacle courses and apparatus activities. ➤ Show resilience and determination when practising new physical skills. ➤ Follow instructions and safety rules independently. ➤ Participate enthusiastically and confidently in physical activity.

Summer 1		
Unit	Under the Sea	FMS - Seaside
Key Knowledge	➤ To know how to move with increasing control, coordination and fluency. ➤ To know that good posture helps the body stay strong and stable when sitting and moving. ➤ To know that core muscles help with balance, climbing, crawling and overall movement. ➤ To know how strength, balance, coordination and agility support physical development. ➤ To know a range of ball skills including throwing, catching, kicking, passing, batting and aiming. ➤ To know that practising ball skills improves confidence, accuracy and control. ➤ To know how crawling, climbing, hanging and pulling help develop strength and stability. ➤ To know how to use apparatus safely in different environments. ➤ To know why rules and instructions are important during physical activity. ➤ To know how feedback and observation can help improve performance.	➤ To know how to jump and land safely with control. ➤ To know that an egg roll is performed using a tucked body shape. ➤ To know that a pencil roll is performed using a straight, stretched body shape. ➤ To know how running fast requires moving quickly whilst maintaining balance and control. ➤ To know that catching a large ball requires watching the ball carefully and using two hands. ➤ To know how apparatus can be used for travelling and jumping activities. ➤ To know that carrying equipment safely helps keep everyone safe. ➤ To know that practice and perseverance help improve physical skills and confidence.
Key Skills	<u>Movement and Physical Development</u> ➤ Move with increasing fluency, control and grace. ➤ Develop overall body strength, balance, coordination and agility. ➤ Maintain good posture when sitting on the floor or at a table. ➤ Combine movements with increasing ease and confidence. ➤ Crawl, climb, hang, pull and balance using control and stability. ➤ Develop core strength to support both gross and fine motor skills. <u>Ball Skills</u> ➤ Throw and catch a variety of balls. ➤ Kick and pass a ball with increasing control. ➤ Aim accurately towards targets. ➤ Bat and strike objects safely. ➤ Demonstrate confidence and precision when using a ball. <u>Apparatus Skills</u> ➤ Use large and small apparatus safely and confidently. ➤ Travel, climb and balance using equipment. ➤ Move safely indoors and outdoors when using apparatus. <u>Personal and Social Skills</u> ➤ Follow instructions and respond to start and stop signals. ➤ Work safely and collaboratively with others. ➤ Take turns and wait patiently. ➤ Demonstrate movement patterns to a partner or group. ➤ Manage feelings and behaviour appropriately during physical activity. ➤ Show awareness of simple rules and expectations.	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with increasing control. ➤ Perform an egg roll using a tucked body shape. ➤ Perform a pencil roll using a straight body shape. ➤ Run fast whilst maintaining awareness of space and others. ➤ Develop balance, coordination and body control. <u>Ball Skills</u> ➤ Catch a large ball using two hands. ➤ Track a moving ball with their eyes. ➤ Demonstrate increasing confidence when receiving a ball from a partner. <u>Apparatus Skills</u> ➤ Travel safely on apparatus. ➤ Jump from low apparatus safely and with control. ➤ Climb and move confidently on a climbing frame. ➤ Carry and place equipment safely and responsibly. <u>Personal and Social Skills</u> ➤ Follow instructions and safety rules. ➤ Demonstrate confidence when using apparatus. ➤ Show determination and perseverance when developing new skills. ➤ Participate positively in physical activities.

	<u>Learning Behaviours</u> ➤ Participate fully and make a concerted effort. ➤ Demonstrate resilience when faced with challenges. ➤ Improve performance through observation and teacher feedback. ➤ Support and assist a partner during activities.	
Lesson sequence	1. Exploring Movement 2. Balance and Coordination 3. Developing Core Strength 4. Introduction to Ball Skills 5. Developing Ball Control 6. Apparatus Exploration 7. Combining Movements 8. Teamwork and Application	1. To balance on small body parts. To travel on hands and feet. 2. To show increasing control over an object pushing and patting it. 3. To perform a variety of gymnastic rolls. 4. To show increasing control over an object pushing and patting it. 5. To show increasing control over an object pushing and patting it. To underarm throw with some accuracy. 6. To revise fundamental movement skills covered in the unit
Good Level of Development	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely, with consideration for themselves and others. ➤ Move energetically, including running, jumping, hopping, skipping, climbing and balancing.	<u>Gross Motor Skills</u> ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing, balancing and rolling.
PE Indicators	➤ Move fluently with increasing control and coordination. ➤ Combine a variety of movements with confidence and control. ➤ Demonstrate good posture and body awareness. ➤ Use a range of ball skills including throwing, catching, kicking, passing and aiming. ➤ Show increasing accuracy and precision when completing physical challenges. ➤ Use apparatus safely and confidently both independently and with others. ➤ Follow instructions and simple rules consistently. ➤ Work cooperatively with partners and groups. ➤ Demonstrate simple movement patterns to others. ➤ Show resilience, perseverance and a positive attitude towards improving their performance.	➤ Jump and land safely with increasing control. ➤ Perform simple gymnastic movements such as egg rolls and pencil rolls confidently. ➤ Run quickly whilst maintaining coordination and spatial awareness. ➤ Catch a large ball consistently using two hands. ➤ Travel confidently on apparatus and jump safely from low equipment. ➤ Carry and store equipment responsibly. ➤ Show confidence when attempting physical challenges. ➤ Follow instructions and safety rules independently. ➤ Demonstrate resilience and perseverance when learning new skills.

Summer 2		
Unit	FMS – Transport	Dance - Seasons
Key Knowledge	➤ To know how to jump and land safely with control. ➤ To know that an egg roll is performed using a tucked body shape. ➤ To know that a pencil roll is performed using a straight, stretched body shape. ➤ To know how to roll a ball towards a target or partner with control. ➤ To know that climbing equipment can be used safely to develop strength, balance and confidence. ➤ To know why equipment should be carried carefully and responsibly. ➤ To know that practising movements helps improve coordination and body control. ➤ To know that following instructions helps keep everyone safe during physical activity.	➤ To know how movement can be used to represent ideas, themes, stories, poems and feelings. ➤ To know that different body shapes, actions and movements can communicate meaning. ➤ To know how to move safely in a shared space while considering others. ➤ To know that travelling can be performed at different levels (high, middle and low). ➤ To know that timing helps movements match actions, music or themes. ➤ To know how teacher feedback can help improve performance. ➤ To know that observing others can provide ideas for their own movement sequences. ➤ To know when to start and stop a movement sequence. ➤ To know how words, images and themes can inspire movement and dance.
Key Skills	<u>Movement and Gymnastics Skills</u> ➤ Jump and land safely with increasing control. ➤ Perform an egg roll using a tucked body shape. ➤ Perform a pencil roll using a straight body shape. ➤ Develop balance, coordination and body control through rolling activities. ➤ Move confidently and safely in a range of physical activities. <u>Ball Skills</u> ➤ Roll a ball accurately towards a partner. ➤ Roll a ball towards a target with increasing control. ➤ Adjust the speed and direction of a rolling ball. <u>Apparatus Skills</u> ➤ Climb on a climbing frame with increasing confidence. ➤ Travel safely around apparatus and equipment. ➤ Develop balance and coordination through climbing activities. ➤ Carry and place equipment safely and responsibly. <u>Personal and Social Skills</u> ➤ Follow instructions and safety rules. ➤ Show confidence when exploring apparatus. ➤ Take responsibility when handling equipment. ➤ Participate positively in physical activities. ➤ Demonstrate resilience when learning new movements.	<u>Dance and Creative Movement Skills</u> ➤ Create simple theme-related shapes, movements and actions. ➤ Copy teacher-led actions accurately. ➤ Move safely and confidently in space. ➤ Travel using high, middle and low levels. ➤ Demonstrate simple timing when travelling and moving. ➤ Explore creative ways of moving and travelling. ➤ Translate ideas into movements and body shapes. ➤ Use words, stories or poems to inspire movement. <u>Performance Skills</u> ➤ Perform simple movement sequences. ➤ Start and finish a performance at the correct time. ➤ Demonstrate increasing control when performing movements. ➤ Express simple feelings and ideas through movement. <u>Observation and Evaluation Skills</u> ➤ Observe others and identify simple movements. ➤ Use teacher feedback to improve performance. ➤ Adapt and develop ideas after watching others perform. ➤ Talk about their own movements and performances. <u>Personal and Social Skills</u> ➤ Listen carefully to instructions and themes. ➤ Show awareness of others' feelings when giving and receiving feedback. ➤ Contribute ideas during discussions and mind mapping activities. ➤ Speak confidently about their own thoughts, needs and opinions. ➤ Work positively and respectfully with others.

Lesson sequence	- To travel in a variety of ways. To adjust speed and direction to avoid obstacles. - To show increasing control over an object pushing it. - To perform a variety of gymnastic rolls. - To over arm throw for distance - To climb nursery play climbing equipment - To revise fundamental movement skills covered in the unit	- To move safely in space taking care of ourselves and others To use a mind map to help us move like different Seasons that we know - To listen carefully to the poem and be creative with our movements To move safely in space taking care of ourselves and others - To be creative in our use of travelling movements To show use of different levels in our travelling movements To move safely in space taking care of ourselves and others - To work well in pairs showing good listening To use the pictures to come up with creative and imaginative actions Teacher led stretches to encourage flexibility, extension and balance and posture - To work well in pairs showing good listening To use the pictures to come up with creative and imaginative actions Teacher led stretches to encourage flexibility, extension and balance and posture - To understand what a good performance is To give useful feedback to our partner To improve our own performance based on partner feedback
Good Level of Development	Gross Motor Skills ➤ Demonstrate strength, balance and coordination when playing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically, including running, jumping, climbing, balancing and rolling.	Gross Motor Skills ➤ Demonstrate strength, balance and coordination when moving and performing. ➤ Negotiate space and obstacles safely with consideration for themselves and others. ➤ Move energetically using a variety of travelling actions and movement patterns. Expressive Arts and Design ➤ Invent, adapt and recount narratives and stories through movement and play. ➤ Perform songs, rhymes, poems and stories with others, and move in time with rhythm and music. ➤ Express ideas, experiences and feelings through creative movement.
PE Indicators	➤ Jump and land safely with increasing control. ➤ Perform simple gymnastic movements such as egg rolls and pencil rolls confidently. ➤ Roll a ball accurately towards a partner or target. ➤ Climb safely and confidently on apparatus. ➤ Carry and store equipment responsibly. ➤ Demonstrate increasing body control and coordination. ➤ Follow instructions and safety rules independently. ➤ Show confidence, perseverance and enjoyment during physical activity.	➤ Create simple movement sequences based on stories, themes or poems. ➤ Use different levels, shapes and travelling actions confidently. ➤ Move safely and with awareness of others. ➤ Show creativity and imagination through dance and movement. ➤ Observe performances and identify simple movements. ➤ Use feedback to improve their own performance. ➤ Speak confidently about their ideas and choices. ➤ Demonstrate control, confidence and enjoyment when performing.

Year 1/2 Curriculum

Unit	Autumn 1	
	FMS – Baseline	FMS – Rolling a ball
Key Knowledge	➤ To know how to bounce a ball using their hands. ➤ To know how to catch a ball safely using their hands and eyes together. ➤ To know how hopping requires balance on one foot. ➤ To know how jumping involves taking off and landing safely. ➤ To know how to kick a ball using control and accuracy. ➤ To know how an overarm throw can send a ball further and higher. ➤ To know how an underarm throw can be used to aim accurately. ➤ To know how to roll a ball towards a partner or target. ➤ To know how running fast requires coordination, balance and awareness of space. ➤ To know how skipping combines rhythm, coordination and movement. ➤ To know that practising skills helps improve performance. ➤ To know that persistence and effort help us become better at physical activities.	➤ To know how rolling a ball underarm can be used to pass accurately to a partner or target. ➤ To know that different amounts of force affect the speed and direction of a roll. ➤ To know that different types of equipment can be rolled accurately. ➤ To know that jumping two feet to two feet requires balance and control. ➤ To know that tactics can help gain an advantage in a game. ➤ To know the role of a defender in protecting a goal or target. ➤ To know that teamwork and encouragement help a group to be successful. ➤ To know that concentration and focus can improve performance.
Key Skills	Fundamental Movement Skills ➤ Run fast with increasing control and awareness of space. ➤ Hop on one foot while maintaining balance. ➤ Jump and land safely. ➤ Skip with developing rhythm and coordination. Ball Skills ➤ Bounce a ball with increasing control. ➤ Catch a ball using two hands. ➤ Roll a ball accurately towards a partner or target. ➤ Kick a ball with increasing control and direction. ➤ Throw underarm towards a target. ➤ Throw overarm with increasing power and accuracy. Personal Development Skills ➤ Demonstrate determination when learning new skills. ➤ Keep trying when activities become challenging. ➤ Show resilience when practising difficult skills. ➤ Understand that improvement comes through effort and practice. ➤ Follow instructions and participate positively in activities.	Fundamental Movement Skills ➤ Jump two feet to two feet with control and balance. ➤ Move safely and effectively during games activities. ➤ Change direction and react to game situations. Sending and Receiving Skills ➤ Roll a ball underarm with increasing consistency and accuracy. ➤ Roll different types of equipment towards a target. ➤ Apply appropriate force when rolling. ➤ Control the direction of a rolling object. ➤ Aim accurately towards targets and goals. Games Skills ➤ Defend a goal or target effectively. ➤ Select and apply simple tactics during games. ➤ Change actions to outwit an opponent. ➤ Apply skills within small-sided games. Personal and Social Skills ➤ Focus on improving accuracy and performance. ➤ Work cooperatively within a small group. ➤ Encourage and support others. ➤ Demonstrate perseverance when developing skills.

Lesson sequence	1. To demonstrate the FMS of underarm throwing and hopping. 2. To demonstrate the FMS of an overarm throw and skipping. 3. To assess the fundamental movement skills of catching and bouncing a ball. To develop fundamental movement skills. 4. To demonstrate the FMS of running and jumping. 5. To demonstrate the FMS of and kicking and rolling a ball.	1. To demonstrate rolling a ball with some accuracy. 2. To demonstrate rolling different equipment with some accuracy. 3. To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. 4. To demonstrate a simple tactic in a rolling game. 5. To show two simple tactics in a game. 6. To show two simple tactics in a game.
National Curriculum end points	➤ 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.	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.

Autumn 2		
Unit	Gymnastics I	FMS – Bounce Ball
Key Knowledge	➤ To know how to carry apparatus safely and responsibly. ➤ To know that different body shapes can be used within gymnastic sequences. ➤ To know that a pencil roll is performed using a long, straight body shape. ➤ To know that an egg roll is performed using a tucked body shape. ➤ To know how travelling on hands and feet develops strength, balance and coordination. ➤ To know that sequences are made by linking different actions and shapes together. ➤ To know that symbols can be used to record and remember movement sequences. ➤ To know that practise and concentration help improve performance and control.	➤ To know how to aim and shoot a ball towards a target. ➤ To know how bouncing helps maintain control of a ball. ➤ To know how catching requires tracking the ball with their eyes and receiving it with their hands. ➤ To know how dribbling involves controlled bouncing whilst moving. ➤ To know that tactics can help create scoring opportunities in games. ➤ To know that moving into space makes it easier to receive a pass. ➤ To know that disguising a pass or throw can help outwit an opponent. ➤ To know that practice, perseverance and feedback help improve performance.
Key Skills	<u>Gymnastics Skills</u> ➤ Carry apparatus safely. ➤ Perform a pencil roll showing basic control and coordination. ➤ Perform an egg roll showing basic control and coordination. ➤ Create tall, thin, wide and tucked body shapes. ➤ Travel on hands and feet with control and coordination. ➤ Link actions and shapes together to create simple sequences. <u>Sequence Creation Skills</u> ➤ Create and perform a sequence of gymnastic actions using at least two shapes. ➤ Repeat simple movement phases accurately and consistently. ➤ Demonstrate control when performing a sequence. ➤ Record a sequence using simple symbols and explain what the symbols represent. <u>Personal and Social Skills</u> ➤ Concentrate on creating and improving a sequence. ➤ Identify what needs to improve in a performance. ➤ Show focus when practising skills. ➤ Work safely when using apparatus and equipment.	<u>Ball Skills</u> ➤ Aim and shoot a ball at a target with increasing accuracy. ➤ Bounce a ball with control. ➤ Catch a ball consistently using two hands. ➤ Dribble a ball by bouncing while moving. ➤ Control a ball during individual and partner activities. <u>Game Skills</u> ➤ Move into space to receive a pass. ➤ Apply simple attacking tactics during games. ➤ Change direction and movement to create opportunities. ➤ Use simple strategies to outwit an opponent. <u>Personal and Social Skills</u> ➤ Persevere when practising challenging skills. ➤ Keep trying in competitive game situations. ➤ Learn from mistakes and improve performance. ➤ Ask for and respond positively to feedback. ➤ Demonstrate effort and determination when developing skills.
Lesson sequence	- To demonstrate a travel (caterpillar walk) and pencil roll To show a jump 2 feet to 2 feet with a straight shape - To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. - To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape - To apply the skills of travelling, rolling, jumping into a sequence. - To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes.	- To demonstrate bouncing a ball with some control. - To demonstrate bouncing a ball with some control while moving. - To demonstrate bouncing a ball and passing in a simple game. - To demonstrate throwing a ball at a target with some accuracy. - To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a game - To show a simple tactic in a game.

	6. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus.	
National Curriculum end points	➤ 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 ➤ Perform dances using simple movement patterns	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.

Spring 1		
Unit	Gymnastics 2	Dance - Animals
Key Knowledge	➤ To know how to carry apparatus safely and responsibly. ➤ To know that balance requires control, concentration and body tension. ➤ To know how balancing on one leg improves stability and coordination. ➤ To know that balances can be performed using different body parts. ➤ To know that gymnastic sequences are created by linking actions together. ➤ To know that travelling on hands and feet develops strength, balance and coordination. ➤ To know how to jump safely from apparatus using controlled landings. ➤ To know that symbols can be used to record and remember movement sequences. ➤ To know that practice and focused repetition help improve performance.	➤ To know how stillness can improve balance and control within dance. ➤ To know that movement can be performed using different qualities, such as fast, slow, strong and smooth. ➤ To know how to travel safely in a shared space. ➤ To know that movement can be performed at different levels (high, medium and low). ➤ To know that sequences are created by linking movements together in a specific order. ➤ To know that words, themes and ideas can be translated into shapes, actions and movement. ➤ To know that listening carefully helps them perform movements accurately. ➤ To know that rehearsing and refining a dance helps improve performance. ➤ To know that constructive feedback can help improve dance sequences.
Key Skills	<u>Gymnastics Skills</u> ➤ Carry apparatus safely. ➤ Perform a balance on one leg with increasing control. ➤ Perform balances on three and four body parts. ➤ Travel on hands and feet showing control and coordination. ➤ Jump safely from apparatus and land with balance. ➤ Link actions together to create simple gymnastic sequences. <u>Sequence Creation Skills</u> ➤ Create a sequence linking three actions on the floor and apparatus. ➤ Remember and repeat a movement sequence accurately. ➤ Perform a sequence with increasing control and fluency. ➤ Record a sequence using symbols and explain what they represent. ➤ Repeat movement phrases consistently and accurately. <u>Personal and Social Skills</u> ➤ Focus on improving performance. ➤ Concentrate when creating and performing sequences. ➤ Evaluate what needs to improve. ➤ Demonstrate perseverance when practising and refining movements. ➤ Work safely when using apparatus.	<u>Dance Skills</u> ➤ Develop stillness and balance within movement. ➤ Demonstrate a range of movement qualities using the body. ➤ Travel safely and creatively in space. ➤ Use high, medium and low levels when travelling and performing. ➤ Remember and perform simple sequences of movement. ➤ Perform movements in the correct order. ➤ Create movements inspired by words, themes and ideas. ➤ Translate ideas into shapes, actions and movement. <u>Creative Skills</u> ➤ Experiment with travelling actions and create original movements. ➤ Create a simple solo dance based on action words. ➤ Contribute ideas to a theme-based mind map. ➤ Develop imaginative responses to a theme or stimulus. <u>Personal and Social Skills</u> ➤ Listen carefully to instructions and demonstrations. ➤ Work collaboratively with others. ➤ Copy and adapt actions when working in groups. ➤ Support others during rehearsal and performance. ➤ Share ideas respectfully and confidently. <u>Evaluation Skills</u> ➤ Give useful feedback using age-appropriate language. ➤ Observe and discuss performances. ➤ Refine and improve movements through practice. ➤ Perform confidently without becoming distracted.

Lesson sequence	1. To demonstrate different shapes in a sequence. 2. To demonstrate a sequence using travelling, and 3 balances. 3. To demonstrate a sequence using travelling, and 2 balances on large body parts. 4. To demonstrate a sequence using travelling, balance and 2 rolling actions. 5. To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. 6. To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus.	1. To move safely and creatively in space To use the words from the mind map to help us move in different ways 2. To develop creative ideas using the words in the mind map as our stimulus (start point/Inspiration) To focus on our timing and performing the completed motif in unison 3. To creatively turn the action from our motif into travelling movements. To show use of different levels in our travelling movements To show different pathways in our travelling movements. 4. To work well in pairs showing good cooperation skills and give useful peer feedback. To use the poem a stimulus for creative and imaginative actions Show use of level, direction and unison when creating and performing pairs section 5. To work well in pairs showing good cooperation skills and give useful peer feedback. To use the picture a stimulus for creative and imaginative actions Show use of level, direction and unison when creating and performing pairs section 6. To understand what makes a good performance To give useful feedback to our partner To improve our own performance based on feedback
National Curriculum end points	➤ 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	➤ Perform dances using simple movement patterns. ➤ Master basic movements, including developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Spring 2		
Unit	FMS – Kicking	OAA – The great outdoors
Key Knowledge	➤ To know how to kick a ball using control and accuracy. ➤ To know that different amounts of force affect the speed and direction of a kick. ➤ To know how kicking skills can be adapted for different games and activities. ➤ To know that teamwork helps a group achieve success during games. ➤ To know that defenders aim to protect a goal or target. ➤ To know that intercepting the ball can help regain possession. ➤ To know that simple tactics can improve success in games. ➤ To know that communication and cooperation are important when working as part of a team.	➤ To know how to follow instructions carefully to complete a challenge. ➤ To know that working cooperatively with others can help solve problems more effectively. ➤ To know how sharing ideas can help a group create a successful plan. ➤ To know that observation skills are important when completing a trail or challenge. ➤ To know how to move safely around an activity area. ➤ To know that maps, clues and control cards can be used to record information. ➤ To know that communication helps a team work successfully together. ➤ To know that different shapes can be created using their bodies when working with a partner.
Key Skills	Ball Skills ➤ Kick a ball with increasing control and accuracy. ➤ Use kicking skills in different game situations. ➤ Control the direction and power of a kick. ➤ Apply kicking skills when passing, shooting and clearing the ball. Game Skills ➤ Defend a target or goal effectively. ➤ Intercept a moving ball during a game. ➤ Position themselves appropriately when defending. ➤ Apply simple attacking and defending tactics. ➤ Make decisions about when and where to pass or kick the ball. Personal and Social Skills ➤ Work cooperatively as part of a team. ➤ Communicate effectively with teammates. ➤ Show determination during competitive activities. ➤ Support and encourage others during games. ➤ Follow rules and demonstrate good sportsmanship.	OAA Skills ➤ Record answers accurately on a control card. ➤ Observe and recall information from a trail or challenge. ➤ Travel safely around an activity area. ➤ Follow instructions to complete challenges successfully. ➤ Use observation skills to gather information. Problem-Solving Skills ➤ Share ideas and contribute to group discussions. ➤ Agree on a plan with a partner or small group. ➤ Work collaboratively to solve simple challenges. ➤ Make decisions as part of a team. Teamwork Skills ➤ Cooperate effectively with others. ➤ Communicate ideas clearly. ➤ Support teammates during challenges. ➤ Work with a partner to create a variety of shapes. Personal Skills ➤ Listen carefully to instructions. ➤ Show responsibility during activities. ➤ Remain focused when completing challenges. ➤ Demonstrate confidence when sharing ideas.
Lesson sequence	- To explore different ways of kicking objects - To explore different ways of kicking objects with increasing accuracy and control. - To kick objects with increased accuracy. To receive a kick with control. - To kick objects with increased accuracy. To receive a kick with control. To intercept a ball.	- Able to take responsibility for self and others. Able to respect, trust and care for each other Can remember objects on a trail. - To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey. - Can work with others to complete a journey within the school grounds. Can work collaboratively to record answers

	5. To explore kicking with a variety of equipment. To choose skills effectively for a game. 6. To explore kicking with a variety of equipment. To choose skills effectively for a game.	4. Can work with others to complete a journey within the school grounds and mark a control card correctly. Can make decisions about how to navigate safely, to a control site.
National Curriculum end points	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending

Summer 1		
Unit	FMS – Playground Games	Games – Striking and fielding
Key Knowledge	➤ To know how to throw underarm with control and accuracy. ➤ To know how to throw overarm using power and direction. ➤ To know that catching requires tracking the ball with their eyes and receiving it with their hands. ➤ To know that hopping requires balance and coordination on one leg. ➤ To know that jumping and landing safely requires control and balance. ➤ To know how travelling on hands and feet develops strength, coordination and agility. ➤ To know that changing direction quickly can help avoid opponents and create space. ➤ To know that side galloping is a travelling movement used in games and physical activities. ➤ To know that tactics can be used to outwit opponents during games. ➤ To know that throwing into space can help a teammate receive the ball safely. ➤ To know that teamwork and encouragement help groups perform successfully.	➤ To know how to strike a ball accurately from a tee. ➤ To know how to strike a ball from a drop feed. ➤ To know that catching helps prevent the batting team from scoring points. ➤ To know how to throw a ball overarm when fielding. ➤ To know that striking the ball into space gives more time to run. ➤ To know that fielders work together to retrieve the ball quickly. ➤ To know that simple tactics can improve success when batting and fielding. ➤ To know that teamwork and communication are important in games.
Key Skills	Fundamental Movement Skills ➤ Jump and land safely with control. ➤ Hop on the left leg. ➤ Hop on the right leg. ➤ Change direction quickly whilst moving. ➤ Side gallop with coordination and control. ➤ Travel on hands and feet showing basic control and coordination. Ball Skills ➤ Throw underarm with increasing accuracy. ➤ Throw overarm with increasing power and control. ➤ Catch a ball consistently. ➤ Throw a ball into space away from an opponent. ➤ Apply throwing skills in a range of games and activities. Game Skills ➤ Apply simple tactics to outwit an opponent. ➤ Move into space effectively. ➤ Make decisions about where to throw the ball. ➤ Use throwing skills strategically during games. Personal and Social Skills ➤ Explore different ways of playing games. ➤ Persevere when learning challenging skills. ➤ Focus on applying tactics during game situations. ➤ Work cooperatively in a small group. ➤ Encourage and support others during activities.	Striking Skills ➤ Strike a ball from a tee with increasing accuracy. ➤ Strike a ball from a drop feed with increasing control. ➤ Aim strikes into space away from fielders. ➤ Vary the direction of a strike. Fielding Skills ➤ Catch a ball consistently. ➤ Throw a ball overarm when fielding. ➤ Retrieve and return a ball quickly. ➤ Work with others to prevent runs being scored. Game Skills ➤ Explain where to strike the ball to maximise scoring opportunities. ➤ Use simple tactics such as striking into space. ➤ Apply batting and fielding skills in small-sided games. ➤ Make simple decisions during game situations. Personal and Social Skills ➤ Work cooperatively as part of a team. ➤ Encourage and support others. ➤ Focus on applying tactics during games. ➤ Communicate effectively with teammates. ➤ Demonstrate good sportsmanship and resilience.

Lesson sequence	1. To develop the skill of dodging/changing direction when playing a tig game. 2. To develop the skill of hopping when playing a game. 3. To demonstrate catching a ball with some control. To throw underarm with some accuracy. 4. To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop. 5. To show the ready position To catch a ball To perform a side gallop. 6. To catch a ball from the ready position. To strike a ball to a partner 7. To strike a ball with some accuracy. To apply a simple tactic in a net/wall	
National Curriculum end points	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.

Summer 2		
Unit	Athletics	Games – Net and Wall
Key Knowledge	➤ To know how to jump for distance by taking off and landing safely on two feet. ➤ To know that balance and coordination help improve jumping performance. ➤ To know that agility helps them move quickly and efficiently through an obstacle course. ➤ To know that different throwing techniques are suitable for different purposes. ➤ To know that underarm throws are often used for accuracy. ➤ To know that overarm throws are often used for distance. ➤ To know that practice helps improve physical performance. ➤ To know that supporting teammates helps everyone achieve success.	➤ To know how to perform a side gallop with control and coordination. ➤ To know how to strike a ball when it is thrown to them. ➤ To know how to strike a dropped ball with increasing consistency. ➤ To know that striking a ball into space makes it more difficult for fielders to retrieve. ➤ To know that accuracy and timing help improve striking performance. ➤ To know that practice helps improve striking skills. ➤ To know that listening carefully to instructions supports skill development and safe participation. ➤ To know that simple tactics can help score points in striking and fielding games.
Key Skills	<u>Athletics Skills</u> ➤ Jump for distance and land safely on two feet. ➤ Demonstrate balance and control during jumping activities. ➤ Complete an obstacle course using speed and agility. ➤ Select appropriate throwing techniques for different challenges. ➤ Improve coordination and movement efficiency. <u>Application of Athletic Skills</u> ➤ Use agility when moving through obstacle courses. ➤ Apply the correct type of throw depending on whether accuracy or distance is required. ➤ Adapt performance to meet different challenges. ➤ Demonstrate control when completing athletic tasks. <u>Personal and Social Skills</u> ➤ Support teammates when they find activities challenging. ➤ Demonstrate honesty when evaluating their own performance. ➤ Focus on improving personal performance. ➤ Recognise and celebrate progress. ➤ Show determination and resilience during activities.	<u>Movement Skills</u> ➤ Perform a side gallop with control and coordination. ➤ Move into space effectively during games. ➤ Maintain balance and coordination whilst performing game-related movements. <u>Striking Skills</u> ➤ Return a ball by striking it when thrown to them. ➤ Strike a dropped ball with increasing consistency. ➤ Strike a ball into space away from fielders. ➤ Develop timing and hand-eye coordination when striking. <u>Game Skills</u> ➤ Explain where to strike a ball to increase scoring opportunities. ➤ Apply simple tactics when batting or striking. ➤ Recognise and use space effectively during games. ➤ Make decisions about where to direct a strike. <u>Personal and Social Skills</u> ➤ Focus on developing striking and movement skills. ➤ Listen carefully to instructions and demonstrations. ➤ Recognise that practice leads to improvement. ➤ Concentrate on completing tasks successfully. ➤ Demonstrate resilience and determination when learning new skills.
Lesson sequence	- To throw underarm accurately into a target. To throw as far as possible. - To throw overarm accurately. To throw overarm for distance. - To throw using a push and two handed throw for distance. To jump for distance with control. - To throw using an underarm and overarm throw for distance and accuracy. - To throw underarm for accuracy. To throw overarm for distance.	- To demonstrate how to catch a ball. To show a side gallop with some rhythm. - To show the ready position To demonstrate how catch a ball - To show how to hold a bat To demonstrating catching a ball from the ready position. To strike a ball to a partner - To strike a ball with some accuracy. To show a simple tactic in competitive fours.

	To complete an obstacle course with speed and agility. 6. To throw underarm for accuracy. To throw overarm for distance.	5. To strike a ball with accuracy. To apply a simple tactic in a net/wall game. 6. To demonstrate a simple tactic in a net/wall game to outwit an opponent.
National Curriculum end points	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.	➤ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ Participate in team games, developing simple tactics for attacking and defending.

Year 3/4 Curriculum

Autumn 1		
Unit	Outdoor Adventurous Activities – Teamwork and problem solving	Health Related Fitness
Key Knowledge	➤ Teamwork involves working cooperatively towards a shared goal. ➤ Effective communication helps teams solve problems more successfully. ➤ Listening carefully to others' ideas can improve team performance. ➤ Encouragement and support help teammates remain motivated and engaged. ➤ Different people have different strengths and skills To know can help a team succeed. ➤ Team roles can help organise a group and make challenges easier to complete. ➤ Concise instructions are clear, simple and easy to follow. ➤ Problem-solving often requires teams to adapt their ideas when something does not work. ➤ Reflecting on team performance helps identify what worked well and what could be improved. ➤ Respect, cooperation and trust are important when working as part of a team.	➤ Physical activity helps keep the body healthy and supports physical and mental wellbeing. ➤ Different components of fitness contribute to overall health and performance. ➤ Balance helps us stay stable and control our movements. ➤ Speed is the ability to move quickly from one place to another. ➤ Agility is the ability to change direction quickly whilst maintaining control. ➤ Coordination is the ability to use different parts of the body together efficiently. ➤ Power is the ability to produce force quickly, such as when jumping or throwing. ➤ Different activities develop different fitness components. ➤ Warm-ups prepare the body for exercise and reduce the risk of injury. ➤ Regular exercise can improve fitness and help us achieve our personal best.
Key Skills	<u>Teamwork and Cooperation</u> ➤ Work collaboratively with others to complete challenges. ➤ Share ideas and listen to the contributions of others. ➤ Cooperate with teammates to achieve a common goal. ➤ Demonstrate trust and respect within a team. <u>Communication</u> ➤ Give clear and concise instructions to others. ➤ Listen carefully and respond appropriately to teammates. ➤ Use positive language to support and encourage others. ➤ Contribute ideas during discussions and planning. <u>Problem Solving</u> ➤ Work together to identify solutions to challenges. ➤ Test and adapt strategies when necessary. ➤ Make decisions as part of a group. ➤ Reflect on the effectiveness of different solutions. <u>Leadership and Responsibility</u> ➤ Take responsibility for different roles within a team. ➤ Help organise tasks and support group members. ➤ Recognise and use individual strengths effectively. ➤ Explain how decisions were made within the team. <u>Evaluation and Reflection</u> ➤ Explain how the team solved a challenge. ➤ Identify strengths within the team. ➤ Reflect on what worked well and what could be improved.	<u>Health and Fitness Awareness</u> ➤ Identify different components of fitness. ➤ Recognise how exercise helps maintain good health. ➤ Explain why warming up is important. ➤ Recognise how different activities improve different aspects of fitness. <u>Balance</u> ➤ Demonstrate static balances with increasing control. ➤ Demonstrate dynamic balances whilst moving. ➤ Maintain stability during a range of activities. ➤ Apply balance skills in different physical challenges. <u>Speed and Agility</u> ➤ Accelerate and decelerate safely. ➤ Change direction quickly whilst maintaining control. ➤ Demonstrate quick reactions during activities. ➤ Move efficiently at different speeds. <u>Coordination</u> ➤ Combine movements smoothly and effectively. ➤ Control body movements during fitness challenges. ➤ Demonstrate hand-eye and foot-eye coordination. ➤ Complete activities requiring timing and rhythm. <u>Power</u> ➤ Demonstrate power when jumping and throwing. ➤ Generate force through controlled movement. ➤ Apply power appropriately in physical activities.

	➤ Evaluate how communication helped achieve success.	➤ Improve explosive movements through practice. <u>Evaluation and Improvement</u> ➤ Identify personal strengths in different fitness components. ➤ Recognise areas for improvement. ➤ Compare performances over time. ➤ Reflect on how fitness activities contribute to good health.
Lesson sequence	1. To demonstrate working as part of a team to solve challenges. 2. To demonstrate cooperating and working together as a team to complete challenges. 3. To cooperate and work together as a team to complete challenges. 4. To show encouragement and support to team members. To demonstrate concise instructions 5. To explain how they worked as a team to solve challenges. 6. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.	1. To recognise different fitness components To know help maintain good health. 2. To develop the fitness component of balance. 3. To develop the fitness components of speed and agility. 4. To develop the fitness components of co-ordination and power. 5. To develop the fitness components of co-ordination. 6. Recognise different fitness components To know help maintain good health.
National Curriculum end points	➤ Take part in outdoor and adventurous activity challenges both individually and within a team	➤ Develop flexibility, strength, technique, control and balance ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Autumn 2		
Unit	Dance – Rock and roll	Gymnastics I
Key Knowledge	➤ Dance can be used to represent ideas, themes and learning from other curriculum subjects. ➤ Different types of rocks have different characteristics and can inspire movement ideas. ➤ The Earth is made up of different layers, each with unique features To know can be represented through movement. ➤ Shapes can be created individually and as part of a group to communicate ideas. ➤ Travelling movements help dancers move through space in an interesting way. ➤ A pathway is the route a dancer follows when travelling. ➤ Stillness can be used to create contrast and improve performance quality. ➤ Rhythm helps movements stay in time with others. ➤ Unison occurs when performers move together at the same time. ➤ Dance sequences are created by linking movements together into a structured performance. ➤ Rehearsal helps dancers improve timing, confidence and performance quality.	➤ Travelling actions can be performed on feet and on hands and feet to move between positions safely and with control. ➤ Front support and back support are strong balancing positions To know require body tension and control. ➤ Dish and arch are contrasting body shapes To know develop strength and body awareness. ➤ Rolling actions require control, body tension and safe technique. ➤ Balancing on one foot and performing an arabesque requires stability, focus and control. ➤ Gymnastic sequences are made by linking actions together smoothly. ➤ Successful transitions help movements flow from one action to another. ➤ A gymnastics sequence should have a clear beginning, middle and end. ➤ Evaluating a performance helps identify strengths and areas for improvement. ➤ Constructive feedback can help improve the quality of a sequence.
Key Skills	<u>Dance Performance</u> ➤ Perform movements with increasing control and coordination. ➤ Demonstrate a range of shapes using different body parts. ➤ Use rhythm and timing when performing with others. ➤ Perform confidently as part of a group. <u>Creativity and Choreography</u> ➤ Create movements inspired by different types of rocks and geological features. ➤ Develop unique movement ideas from a given stimulus. ➤ Sequence movements together into a simple dance structure. ➤ Create a travelling solo using a defined pathway. ➤ Use stillness effectively within a performance. <u>Teamwork and Collaboration</u> ➤ Create group shapes using bodies in creative ways. ➤ Work collaboratively to link movements together. ➤ Perform as part of a group in unison. ➤ Support and respond to the ideas of others. <u>Movement Development</u> ➤ Create effective travelling actions using different levels, speeds and directions. ➤ Explore a variety of pathways and movement patterns. ➤ Show control when moving from one action to another. ➤ Perform rhythmic sequences with increasing accuracy. <u>Evaluation and Reflection</u> ➤ Describe how movements represent rocks, volcanoes and layers of the Earth. ➤ Identify successful movement ideas within a performance. ➤ Evaluate how effectively a dance communicates a theme.	<u>Travelling and Movement</u> ➤ Demonstrate travelling actions on feet and on hands and feet. ➤ Move with increasing control, coordination and confidence. ➤ Transition smoothly between travelling and balancing actions. ➤ Show awareness of space when performing. <u>Balancing</u> ➤ Demonstrate front support and back support positions correctly. ➤ Balance on one foot with increasing stability. ➤ Perform an arabesque with control and extension. ➤ Hold balances with stillness and good body tension. <u>Shape and Body Control</u> ➤ Demonstrate dish and arch body shapes accurately. ➤ Maintain body tension during balances and transitions. ➤ Show control when moving between contrasting shapes. ➤ Apply strength and flexibility during performances. <u>Rolling and Jumping</u> ➤ Perform basic rolling actions safely and with control. ➤ Demonstrate a range of jumps and safe landings. ➤ Link rolling and jumping actions into sequences. ➤ Maintain control throughout gymnastic actions. <u>Sequencing and Performance</u> ➤ Plan and perform a simple sequence including travelling, balances, rolling and jumping. ➤ Create a sequence of six gymnastic actions. ➤ Refine sequences to improve fluency and presentation.

	➤ Reflect on performance quality and suggest improvements.	➤ Perform confidently in front of others. <u>Evaluation and Leadership</u> ➤ Teach a sequence to a partner clearly and accurately. ➤ Observe and assess the quality of a partner's performance. ➤ Provide simple constructive feedback. ➤ Identify strengths and areas for improvement in a sequence.
Lesson sequence	1. Pupils will be able to name different forms of rock and where they may be found in real-life. Pupils will demonstrate shapes as a team using their bodies in interesting ways. 2. Pupils will be able to name the layers of the earth and describe their qualities through words and movements. Pupils will be able to demonstrate unique movement ideas. 3. Pupils can sequence movement together into a structure. Pupils can create effective travelling movements. 4. Pupils have created a travelling solo, following a defined pathway. Pupils can effectively use stillness in their performance. 5. Pupils have created a rhythmic circle dance performed in unison. 6. Pupils demonstrate increased movement ideas in the Don't Wake the Volcano game and perform with increased confidence and timing in the class circle.	1. To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. 2. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. 3. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, and jumping. 4. To demonstrate balance on one foot and arabesque. Plan and perform a simple sequence to include travel, rolling, balance and jumping. 5. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. 6. To show a sequence of six moves To know meets Level 1 competition criteria.
National Curriculum end points	➤ Perform dances using a range of movement patterns	➤ Develop flexibility, strength, technique, control and balance

Spring 1		
Unit	Gymnastics 2	Net and wall 1
Key Knowledge	➤ A mirrored shape occurs when partners create opposite movements or positions To know reflect one another. ➤ A matched shape occurs when partners perform the same shape or balance together. ➤ Partner gymnastics requires trust, communication and cooperation. ➤ Successful balances require body tension, stability and control. ➤ Apparatus can be used safely to extend and improve gymnastic sequences. ➤ Sequences are created by linking movements, balances and transitions together smoothly. ➤ Transitions help movements flow from one action to the next. ➤ Working with a partner requires awareness of timing and space. ➤ Practising and refining movements improves performance quality. ➤ Evaluating performance helps identify strengths and areas for improvement.	➤ Throwing and catching are fundamental skills To know help maintain rallies and possession in net and wall games. ➤ Different throwing techniques are suitable for different situations and challenges. ➤ Successful catching requires good hand positioning, concentration and tracking of the ball. ➤ Striking involves sending an object with control towards a target area. ➤ A racquet can be used to strike an object with greater accuracy and control. ➤ Body position affects balance, coordination and successful striking. ➤ Simple tactics can help players gain an advantage during games. ➤ Games can be adapted by changing rules, equipment, scoring systems or playing areas. ➤ Practising skills regularly helps improve consistency and performance. ➤ Evaluating performance helps identify what has gone well and what can be improved.
Key Skills	<u>Partner Balances and Shapes</u> ➤ Create mirrored shapes with a partner. ➤ Create matched shapes and balances with a partner. ➤ Demonstrate control and stability when holding balances. ➤ Maintain appropriate body tension during partner work. <u>Travelling and Movement</u> ➤ Perform a range of travelling actions with control. ➤ Link movements smoothly between balances and shapes. ➤ Demonstrate awareness of space when working with a partner. ➤ Move safely on and around apparatus. <u>Sequence Creation</u> ➤ Create a simple sequence of gymnastic actions with a partner. ➤ Include matched and mirrored shapes within a routine. ➤ Use apparatus to enhance sequences. ➤ Link movements using smooth transitions. ➤ Refine sequences to improve fluency and presentation. <u>Teamwork and Communication</u> ➤ Communicate effectively when planning and performing. ➤ Cooperate with a partner to create and improve sequences. ➤ Support a partner during performance tasks. ➤ Make shared decisions about sequence content and structure. <u>Performance and Evaluation</u> ➤ Perform sequences confidently with a partner. ➤ Demonstrate control, balance and coordination. ➤ Evaluate the quality of a sequence using simple success criteria. ➤ Identify strengths and suggest improvements.	<u>Throwing and Catching</u> ➤ Explore and perform a variety of throwing actions. ➤ Catch objects using appropriate technique and control. ➤ Throw with increasing accuracy towards a target or partner. ➤ Track and receive moving objects confidently. ➤ Apply throwing and catching skills within simple games. <u>Striking Skills</u> ➤ Strike a ball using a hand, paddle or small bat. ➤ Demonstrate increasing control when striking. ➤ Direct a ball towards a target area. ➤ Strike moving and stationary balls with increasing confidence. <u>Racquet Skills</u> ➤ Hold and use a racquet correctly. ➤ Strike an object using a racquet with control. ➤ Track a ball or shuttlecock onto the racquet. ➤ Develop hand-eye coordination through racquet activities. <u>Movement and Positioning</u> ➤ Move efficiently to receive or strike a ball. ➤ Demonstrate good body position when throwing, catching and striking. ➤ Recover to a ready position during activities. ➤ Show awareness of space and others around them. <u>Game Creation and Tactical Awareness</u> ➤ Devise and explain simple game rules. ➤ Apply simple tactics when playing net and wall games. ➤ Adapt games to make them fair, enjoyable and challenging. ➤ Work collaboratively to create and improve games. <u>Evaluation and Improvement</u>

		➤ Identify strengths in their own performance. ➤ Suggest simple ways to improve skills. ➤ Give positive feedback to others. ➤ Reflect on the effectiveness of different tactics and rules.
Lesson sequence	1. To show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. 2. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner. 3. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. 4. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. 5. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus.	1. Explore different throwing actions. 2. To consolidate throwing actions and practise catching. 3. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their performance 4. Strike the ball using their hand or small bat. 5. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet. 6. To devise their own game. Consolidate striking and ball control skills.
National Curriculum end points	➤ Develop flexibility, strength, technique, control and balance	➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Spring 2		
Unit	Dance – Superheroes	Basketball
Key Knowledge	➤ Dance can be used to communicate characters, feelings, relationships and stories. ➤ Different movements, facial expressions and body language can communicate different characters. ➤ A narrative is a story To know can be represented through dance. ➤ Choreographic principles help dancers create interesting and meaningful sequences. ➤ Working with a partner requires cooperation, communication and awareness of timing. ➤ Dance phrases are groups of movements linked together to communicate an idea. ➤ Different characters can be represented through contrasting actions, shapes and dynamics. ➤ Group dances require performers to work together and combine ideas. ➤ Rehearsal helps improve timing, confidence and performance quality. ➤ Evaluating performances helps identify strengths and opportunities for improvement.	➤ A chest pass is used to pass the ball quickly and accurately to a teammate. ➤ A bounce pass can be used to pass around defenders and maintain possession. ➤ Moving into space after passing creates opportunities to receive the ball again. ➤ Dribbling allows a player to move with the ball whilst maintaining control. ➤ Creating and using space helps teams keep possession and progress towards scoring. ➤ Tactics are simple plans or actions used to outwit opponents. ➤ Teamwork and communication help improve attacking play. ➤ Successful players make decisions about when to pass, dribble or move. ➤ Evaluating performance helps identify successful tactics and areas for improvement. ➤ Working together as a team increases the chances of success.
Key Skills	<u>Characterisation and Expression</u> ➤ Explore movement to communicate different characters. ➤ Use facial expressions and body language to represent emotions and personalities. ➤ Adapt movements to portray contrasting characters. ➤ Perform with increasing confidence and expression. <u>Choreography</u> ➤ Use simple choreographic principles to create dance phrases. ➤ Link movements together to create a short narrative sequence. ➤ Develop and refine movement ideas with a partner. ➤ Create sequences showing more than one character. <u>Partner Work</u> ➤ Work collaboratively with a partner to create and perform dance phrases. ➤ Demonstrate awareness of timing and spacing when working with others. ➤ Create a narrative involving two characters. ➤ Respond positively to a partner's ideas. <u>Group Composition</u> ➤ Work as part of a group to combine dance phrases. ➤ Create longer sequences by linking movements from different groups. ➤ Perform accurately as part of a group. ➤ Contribute ideas when creating a final performance. <u>Performance</u> ➤ Perform with improved timing, rhythm and confidence. ➤ Demonstrate accuracy when performing rehearsed sequences. ➤ Communicate a clear narrative through movement. ➤ Perform confidently in front of an audience. <u>Evaluation and Reflection</u> ➤ Describe and interpret their own and others' performances.	<u>Passing and Receiving</u> ➤ Demonstrate a chest pass with accuracy and control. ➤ Demonstrate a bounce pass accurately to a teammate. ➤ Catch a basketball consistently whilst stationary and moving. ➤ Pass and receive the ball during game situations. ➤ Move into space after passing to support teammates. <u>Dribbling</u> ➤ Demonstrate controlled dribbling whilst moving. ➤ Keep possession of the ball whilst changing direction. ➤ Dribble with increasing confidence and awareness. ➤ Use dribbling appropriately within gameplay. <u>Movement and Positioning</u> ➤ Move into space to receive a pass. ➤ Create passing options for teammates. ➤ Demonstrate awareness of opponents and teammates. ➤ Recover into effective positions during games. <u>Tactical Awareness</u> ➤ Apply simple tactics to outwit an opponent. ➤ Recognise when to pass and when to dribble. ➤ Use movement to create space and maintain possession. ➤ Support teammates during attacking situations. <u>Teamwork and Communication</u> ➤ Work collaboratively during games. ➤ Communicate effectively with teammates. ➤ Encourage and support others. ➤ Contribute positively to team performance. <u>Evaluation and Reflection</u>

	➤ Identify successful movement ideas and character portrayals. ➤ Suggest improvements using simple dance vocabulary. ➤ Evaluate how effectively a dance communicates a story.	➤ Identify tactics To know worked well during gameplay. ➤ Evaluate individual performance. ➤ Evaluate team performance. ➤ Suggest simple improvements for future games.
Lesson sequence	1. To explore movement, communicating character 2. To explore movement, communicating character. 3. To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner. To describe interpret and evaluate their own and others dance. 4. Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner 5. Create a sequence conveying more than one character. Convey a narrative involving two characters. 6. Work as a group to combine movements to create a sequence. To combine sequences to create a final performance.	1. To demonstrate passing a ball using a chest pass and bounce pass accurately. To move into space after using a chest pass and/or bounce pass in a game. 2. To demonstrate dribbling a basketball with some control. To pass a ball accurately to a teammate using a chest and bounce pass. 3. To demonstrate dribbling a basketball with some control. To find space to receive a chest or bounce pass. 4. To demonstrate dribbling a basketball with some control. To use tactics to outwit an opponent. 5. To use tactics to outwit an opponent. To evaluate what worked well in a game. 6. To use tactics to outwit an opponent. To evaluate what worked well in a team.
National Curriculum end points	➤ Perform dances using a range of movement patterns	➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Summer 1		
Unit	Rugby	Rounders
Key Knowledge	➤ A swing pass is used to pass the rugby ball backwards accurately to a teammate. ➤ In rugby, players move into space after passing to support the ball carrier and maintain possession. ➤ A feint is a deceptive movement used to outwit a defender. ➤ Accurate passing helps teams move the ball effectively and keep possession. ➤ Creating space makes it easier for a team to progress towards a scoring area. ➤ Simple attacking tactics can help teams outwit opponents. ➤ Movement without the ball is important for creating passing options. ➤ Communication helps teammates work together successfully. ➤ Evaluating performance helps identify successful tactics and areas for improvement. ➤ Teamwork, support and decision-making are important elements of invasion games.	➤ An underarm throw is used when accuracy and control are required over short distances. ➤ Catching a ball successfully requires focus, good hand positioning and tracking the ball with the eyes. ➤ Striking a ball from a tee or drop feed requires correct timing, balance and coordination. ➤ Bowling underarm accurately helps challenge batters and prevent scoring opportunities. ➤ In striking and fielding games, batting teams aim to score points while fielding teams aim to prevent scoring. ➤ Hitting the ball into space can create more opportunities to score. ➤ Simple tactics help teams gain an advantage when batting and fielding. ➤ Communication and teamwork are important when fielding. ➤ Rules help games remain fair, safe and enjoyable. ➤ Evaluating performance helps players improve their skills and decision-making.
Key Skills	<u>Passing and Ball Handling</u> ➤ Demonstrate a swing pass with increasing accuracy and control. ➤ Pass a rugby ball effectively to a teammate during gameplay. ➤ Catch and control a rugby ball confidently. ➤ Apply passing skills whilst moving and under pressure. <u>Movement and Support Play</u> ➤ Move into space after passing. ➤ Support teammates by creating passing options. ➤ Maintain awareness of teammates, opponents and available space. ➤ Use movement to help retain possession. <u>Attacking Skills</u> ➤ Perform a feint to outwit a defender. ➤ Apply simple attacking tactics during game situations. ➤ Create and exploit space to progress forward. ➤ Make decisions about when to pass, move or use a tactical action. <u>Tactical Awareness</u> ➤ Apply simple tactics to outwit defenders. ➤ Recognise effective attacking opportunities. ➤ Adapt movement and decision-making according to the situation. ➤ Work collaboratively to maintain possession and create scoring opportunities. <u>Teamwork and Communication</u> ➤ Communicate effectively with teammates. ➤ Work cooperatively during game situations. ➤ Support and encourage team members.	<u>Throwing and Bowling</u> ➤ Demonstrate an underarm throw with increasing accuracy and control. ➤ Bowl a ball underarm accurately towards a target. ➤ Apply underarm throwing and bowling skills during gameplay. ➤ Adjust speed and direction to improve accuracy. <u>Catching and Fielding</u> ➤ Catch a ball confidently in a striking and fielding game. ➤ Demonstrate good ready positions when fielding. ➤ Track and collect a moving ball effectively. ➤ Return the ball quickly to teammates. <u>Batting and Striking</u> ➤ Strike a ball from a tee with increasing confidence. ➤ Strike a ball from a drop feed with control. ➤ Direct the ball into space away from fielders. ➤ Demonstrate good hand-eye coordination when batting. <u>Tactical Awareness</u> ➤ Apply simple tactics when batting and fielding. ➤ Identify where to strike the ball to create scoring opportunities. ➤ Position themselves effectively when fielding. ➤ Make simple decisions to outwit opponents. <u>Teamwork and Communication</u> ➤ Work cooperatively as part of a team. ➤ Communicate effectively during game situations. ➤ Support teammates when batting and fielding.

	➤ Contribute positively to team success. <u>Evaluation and Reflection</u> ➤ Evaluate what worked well during a game. ➤ Identify successful tactics used by individuals and teams. ➤ Recognise strengths in personal and team performance. ➤ Suggest simple improvements for future games.	➤ Show respect for opponents and officials. <u>Evaluation and Improvement</u> ➤ Recognise successful skills and tactics. ➤ Identify what worked well during a game. ➤ Suggest simple improvements to performance. ➤ Reflect on individual and team success.
Lesson sequence	1. To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. 2. To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender. 3. To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. 4. To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender. 5. To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender.	1. To demonstrate an underarm throw with accuracy. 2. To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game 3. To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game 4. To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. 5. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game 6. To showcase skills in a rounders match
National Curriculum end points	➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Summer 2		
Unit	Athletics	Cricket
Key Knowledge	➤ Athletics includes running, jumping and throwing events which require different techniques and skills. ➤ A pull throw uses a pulling action to generate power and distance. ➤ A push throw requires force to be applied away from the body in a controlled direction. ➤ A sling throw uses a rotational movement to generate momentum and distance. ➤ Different running techniques can be used depending on whether the aim is speed or endurance. ➤ Jumping for distance requires an effective take-off, flight and landing. ➤ A hop, step and jump combines three linked actions to travel further. ➤ Relay events require athletes to pass equipment safely and efficiently to teammates. ➤ Good technique helps improve performance and reduces the risk of injury. ➤ Measuring distances and observing performance helps athletes improve and work towards their personal best.	➤ Cricket is a striking and fielding game where teams aim to score runs when batting and prevent runs when fielding. ➤ An underarm throw is used when accuracy and control are required over short distances. ➤ Underarm bowling requires a smooth action and accurate delivery towards a target. ➤ Catching requires concentration, tracking the ball and positioning hands correctly. ➤ Striking a ball effectively requires good hand-eye coordination, timing and balance. ➤ A batting tee or drop feed can help develop striking technique before striking a bowled ball. ➤ Hitting the ball into space gives the batting team greater opportunities to score runs. ➤ Fielders can work together to reduce scoring opportunities. ➤ Simple tactics can help teams gain an advantage when batting and fielding. ➤ Communication and teamwork are important in successful cricket teams.
Key Skills	<u>Running</u> ➤ Explore and demonstrate a variety of running techniques. ➤ Run with increasing control, coordination and efficiency. ➤ Adjust speed according to the activity. ➤ Maintain balance and posture whilst running. <u>Throwing</u> ➤ Perform a pull throw with increasing power and accuracy. ➤ Perform a sling throw using coordinated body movements. ➤ Perform a push throw with control and accuracy. ➤ Throw for increased distance using a range of techniques. ➤ Select the most appropriate throwing action for different challenges. <u>Jumping</u> ➤ Jump for distance using a two-feet to two-feet technique. ➤ Perform a hop, step and jump sequence with increasing control. ➤ Link together a range of jumps fluently. ➤ Demonstrate safe take-offs and landings. ➤ Improve balance and coordination during jumping activities. <u>Relay and Team Events</u> ➤ Pass a quoit or baton to a teammate safely and efficiently. ➤ Work cooperatively as part of a relay team. ➤ Understand the importance of timing and communication. ➤ Maintain speed when participating in relay activities. <u>Evaluation and Improvement</u> ➤ Recognise strengths in their running, jumping and throwing performance. ➤ Compare performances over time. ➤ Identify ways to improve technique.	<u>Throwing and Bowling</u> ➤ Demonstrate an underarm throw with increasing accuracy and control. ➤ Bowl a ball underarm using the correct technique. ➤ Deliver the ball accurately towards a target area. ➤ Apply bowling skills within a game situation. <u>Catching and Fielding</u> ➤ Catch a ball confidently in a striking and fielding game. ➤ Demonstrate good ready positions when fielding. ➤ Track and collect a moving ball effectively. ➤ Return the ball quickly and accurately to teammates. <u>Batting and Striking</u> ➤ Strike a ball from a batting tee with increasing confidence. ➤ Strike a ball from a drop feed with control. ➤ Strike a ball bowled by a teammate. ➤ Direct the ball into space away from fielders. ➤ Demonstrate control, timing and coordination when batting. <u>Tactical Awareness</u> ➤ Apply simple tactics when batting and fielding. ➤ Identify where to hit the ball to help score runs. ➤ Position themselves effectively when fielding. ➤ Make simple decisions to help their team succeed. <u>Teamwork and Communication</u> ➤ Work cooperatively as part of a team. ➤ Communicate effectively during games. ➤ Support teammates during batting and fielding activities. ➤ Demonstrate respect and good sportsmanship.

	➤ Reflect on progress towards their personal best.	<u>Evaluation and Improvement</u> ➤ Identify successful skills and tactics. ➤ Recognise what worked well during games. ➤ Suggest simple improvements to performance. ➤ Reflect on personal and team achievements.
Lesson sequence	- To throw using a pull action. To explore different running techniques. - To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). - To throw using a push action. - To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. - To perform pull, push and sling throw. To perform a combination of 5 jumps.	- To demonstrate an underarm throw with accuracy. To catch a ball. - To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. - To demonstrate how to strike a ball from a batting tee or drop feed. To catch a ball in a striking and fielding game. - To demonstrate bowling a ball underarm. To demonstrate striking a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game. - To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game. - To demonstrate bowling a ball underarm. To strike a ball from a bowler, tee or drop feed. To apply simple tactics in a modified competitive game.
National Curriculum end points	➤ Use running, jumping, throwing and catching in isolation and in combination ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	➤ Use running, jumping, throwing and catching in isolation and combination ➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Year 5/6 Curriculum

Autumn 1		
Unit	Outdoor Adventurous Activities – Teamwork and problem-solving	Creative Games
Key Knowledge	➤ Effective teams communicate clearly, listen actively and work towards a shared goal. ➤ Different challenges require different strategies and tactics. ➤ Individuals have different strengths To know can contribute to team success. ➤ Team roles help groups work efficiently and achieve objectives. ➤ Encouragement, support and constructive feedback help teams perform better. ➤ Clear and concise instructions reduce confusion and improve performance. ➤ Reflection helps teams identify what worked well and what could be improved. ➤ Successful teams demonstrate cooperation, trust, respect and resilience. ➤ Leadership involves motivating others, organising tasks and supporting decision-making. ➤ Problem-solving often requires adapting plans when obstacles or unexpected challenges occur.	➤ Different invasion games share common attacking and defending principles. ➤ Successful attacking involves creating and using space, maintaining possession and supporting teammates. ➤ Successful defending involves marking opponents, intercepting passes and protecting space. ➤ Different passing and dribbling techniques are selected depending on the situation. ➤ Tactics are planned actions used to outwit opponents. ➤ Rules are necessary to make games fair, safe and enjoyable. ➤ Team positions have specific responsibilities when attacking and defending. ➤ Games can be adapted through changes to rules, equipment, space and scoring systems. ➤ Effective communication helps teams organise and implement tactics successfully. ➤ Evaluating a game's effectiveness helps improve challenges and participation.
Key Skills	Communication ➤ Give clear, concise instructions to teammates. ➤ Listen carefully and respond appropriately to others' ideas. ➤ Use verbal and non-verbal communication effectively. ➤ Teamwork and Cooperation ➤ Work collaboratively to solve physical and mental challenges. ➤ Share responsibilities fairly within a group. ➤ Support and encourage peers during activities. ➤ Demonstrate trust and respect when working with others. Problem Solving ➤ Develop and apply strategies to complete challenges. ➤ Adapt plans when initial ideas are unsuccessful. ➤ Evaluate different solutions and select the most effective approach. ➤ Leadership ➤ Take on a variety of team roles. ➤ Lead small groups during challenges. ➤ Motivate and organise teammates to achieve a common goal. Personal Development ➤ Recognise and utilise personal strengths. ➤ Identify strengths in others and allocate roles accordingly. ➤ Demonstrate resilience when faced with setbacks. ➤ Reflect on personal and team performance to improve future outcomes.	Ball Control and Movement ➤ Dribble with control using hands or feet depending on the game. ➤ Pass and receive accurately using a variety of techniques. ➤ Move into space to support teammates. ➤ Maintain possession under pressure. Attacking Skills ➤ Create space through movement and positioning. ➤ Select and apply attacking tactics to outwit opponents. ➤ Support teammates when attacking. ➤ Make effective decisions during game play. Defending Skills ➤ Mark opponents effectively. ➤ Intercept passes and regain possession. ➤ Work collaboratively to defend space. ➤ Apply simple defensive tactics within team situations. Game Design and Creativity ➤ Create and modify invasion games using agreed criteria. ➤ Adapt rules, scoring systems, equipment and playing areas. ➤ Design games To know are fair, challenging and enjoyable. ➤ Recognise how changes affect tactics and gameplay. Teamwork and Leadership ➤ Work collaboratively to solve tactical problems. ➤ Take responsibility for different roles within a team. ➤ Communicate clearly when planning and playing games. ➤ Provide constructive feedback to improve performance. Evaluation and Reflection

		➤ Evaluate the effectiveness of tactics used. ➤ Explain why particular rules or adaptations were chosen. ➤ Identify strengths and areas for improvement in a game design. ➤ Reflect on individual and team performance.
Lesson sequence	1. To demonstrate working as part of a team to solve challenges 2. To demonstrate cooperating and working together as a team to complete challenges. 3. To cooperate and work together as a team to complete challenges. 4. To show encouragement and support to team members. 5. To explain how they worked as a team to solve challenges. 6. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.	7. To dribble a ball. To pass and receive a pass using a variety of skills. 8. To select and apply appropriate tactics when playing different invasion games. 9. To create rugby type game and select and apply tactics to outwit an opponent. 10. To work as a team to solve a tactical problem through designing a unique invasion game. 11. To adapt an invasion game to include positions and attacking/defending options. 12. To apply simple attacking and defending tactics when playing an invasion type game.
National Curriculum end points	➤ 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	➤ Take part in outdoor and adventurous activity challenges both individually and within a team

Autumn 2		
Unit	Dance – The Haka	Gymnastics I
Key Knowledge	➤ The Haka is a traditional Māori performance To know combines movement, facial expression, voice and rhythm. ➤ Dance can communicate ideas, emotions, culture and stories. ➤ Actions can be combined and developed into longer movement sequences. ➤ Travelling actions move performers through space and make dances more dynamic. ➤ Mirror image requires performers to create matching movements opposite one another. ➤ Changes in level include high, medium and low movements. ➤ Changes in direction help create interest and improve performance quality. ➤ Formations affect how a dance is presented and viewed by an audience. ➤ Dynamics describe how movements are performed (e.g. sharp, powerful, smooth, explosive). ➤ Canon occurs when dancers perform the same movement at different times. ➤ Unison occurs when dancers perform the same movement together. ➤ Effective leaders communicate clearly, model movements accurately and support others. ➤ Performance quality is improved through timing, confidence, expression and teamwork.	➤ A balance is a controlled position To know is held with stability and stillness. ➤ Counterbalance occurs when partners balance by leaning away from one another whilst maintaining control. ➤ Counter tension occurs when partners create tension by pulling against each other whilst remaining balanced. ➤ Effective balances require strength, body tension, coordination and trust. ➤ Apparatus can be used to extend and enhance balances and sequences safely. ➤ Good gymnastic sequences include a clear beginning, middle and end. ➤ Transitions link movements smoothly and help create a flowing sequence. ➤ Unison occurs when movements are performed together at the same time. ➤ Group balances require communication, teamwork and an understanding of weight distribution. ➤ Performance quality is improved through control, extension, posture, timing and precision. ➤ Safe working practices are essential when creating and performing partner and group balances.
Key Skills	<u>Performance Skills</u> ➤ Perform the actions and words of Ka Mate accurately. ➤ Demonstrate control, balance and coordination when performing movements. ➤ Use facial expressions, body language and voice to enhance performance. ➤ Perform with increasing confidence and accuracy. <u>Compositional Skills</u> ➤ Combine actions to create a travelling sequence. ➤ Develop dance phrases using a range of compositional devices. ➤ Incorporate changes in level, direction and formation into choreography. ➤ Apply canon and unison effectively within group performances. ➤ Vary dynamics to communicate mood and meaning. <u>Creativity and Choreography</u> ➤ Create movement sequences inspired by a stimulus. ➤ Use chance choreography to generate and develop ideas. ➤ Adapt and refine movement sequences following feedback. ➤ Make decisions about how movements can be organised for maximum impact. <u>Leadership and Teamwork</u> ➤ Lead small groups when creating choreography. ➤ Demonstrate clear communication when teaching movements to others. ➤ Work collaboratively to create, rehearse and improve performances. ➤ Support and encourage group members during the creative process. <u>Evaluation and Reflection</u> ➤ Observe and evaluate performances using agreed success criteria.	<u>Balance and Control</u> ➤ Perform a range of individual balances with increasing control and stability. ➤ Create partner shapes and balances showing good body tension. ➤ Hold balances with control, stillness and correct technique. ➤ Demonstrate strength and flexibility when performing balances. <u>Counterbalance and Counter Tension</u> ➤ Create and maintain counter balances with a partner. ➤ Perform counter tension balances safely and effectively. ➤ Apply body tension to support a partner and maintain stability. ➤ Demonstrate trust and cooperation when balancing with others. <u>Sequence Creation</u> ➤ Link actions together using smooth transitions. ➤ Create gymnastic sequences incorporating travelling, balances and rotations. ➤ Include paired and group balances within a longer routine. ➤ Adapt and refine sequences to improve fluency and presentation. <u>Group Work and Synchronisation</u> ➤ Work collaboratively when creating paired and group balances. ➤ Perform movements and balances in unison. ➤ Communicate effectively to organise and improve performances. ➤ Take account of different strengths when allocating roles within group balances. <u>Performance and Evaluation</u> ➤ Perform sequences with confidence, control and accuracy. ➤ Demonstrate good posture, extension and body tension throughout a routine.

	➤ Identify strengths and areas for development in their own and others' work. ➤ Explain how compositional devices improve a dance performance. ➤ Reflect on how effectively a group worked together to create a final performance.	➤ Evaluate performances against agreed success criteria. ➤ Suggest improvements to increase quality and effectiveness.
Lesson sequence	1. To learn the actions and words for Ka Mate 2. To turn 3-4 actions into a travelling section 3. To include mirror image, changes in levels and changes in direction 4. To include changes in formation, dynamics, canon, unison, direction and level 5. To effectively lead chance choreography 6. To perform created dance in groups	1. To perform shapes and balances with a partner. 2. To demonstrate counter balance and counter tension paired balances using apparatus. 3. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. 4. To create a gymnastic sequence with counter balances and counter tension with a partner. 5. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. 6. To create a sequence of gymnastic actions, paired and group balances.
National Curriculum end points	➤ Perform dances using a range of movement patterns ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	➤ Develop flexibility, strength, technique, control and balance

Spring 1		
Unit	Gymnastics 2	Badminton
Key Knowledge	➤ Weight-bearing balances require some or all of a person's body weight to be supported through contact with a partner or apparatus. ➤ Part weight-bearing balances require trust, communication and shared responsibility between partners. ➤ Apparatus can be used safely to enhance balance, travel, flight and sequence composition. ➤ Good gymnastics performances demonstrate control, tension, extension and precision. ➤ Sequences should have a clear beginning, middle and end. ➤ Transitions are important for linking actions smoothly and maintaining flow. ➤ Group balances require effective communication and understanding of weight distribution. ➤ Different gymnastic actions can be combined to create longer more complex sequences. ➤ Working collaboratively helps improve creativity and performance quality. ➤ Safe use of apparatus and correct landing techniques reduce the risk of injury	➤ A forehand shot is played on the same side as the racket hand and is used to return the shuttlecock with control and accuracy. ➤ A backhand shot is played across the body when the shuttlecock is on the opposite side of the racket hand. ➤ Successful rallies require accurate control, positioning and consistency. ➤ Sending the shuttlecock away from an opponent creates space and makes it more difficult to return. ➤ Tactics are planned actions used to gain an advantage over an opponent. ➤ Effective badminton players recover to a ready position after each shot. ➤ Net and wall games require players to anticipate where the shuttlecock will travel and move accordingly. ➤ Different shots can be used for attacking or maintaining possession within a rally. ➤ Communication and cooperation are important when playing doubles games. ➤ Evaluating performance helps identify strengths and areas for improvement.
Key Skills	<u>Balance and Strength</u> ➤ Demonstrate a range of individual and partner balances with control. ➤ Perform part weight-bearing balances safely and effectively. ➤ Apply body tension and stability when creating balances. ➤ Maintain control when entering and exiting balances. <u>Apparatus Skills</u> ➤ Travel safely and confidently on and around apparatus. ➤ Use apparatus creatively to enhance gymnastic actions. ➤ Demonstrate balance, flight and travelling actions using apparatus. ➤ Apply safe working practices when using equipment. <u>Sequence Composition</u> ➤ Create a sequence To know combines travelling, balancing and linking actions. ➤ Incorporate partner and group balances into a routine. ➤ Link actions using smooth transitions. ➤ Refine and adapt sequences to improve performance quality. <u>Teamwork and Collaboration</u> ➤ Work cooperatively with a partner and within a group. ➤ Communicate effectively when planning and performing sequences. ➤ Support others in developing and refining ideas. ➤ Take responsibility for allocated roles within group performances. <u>Performance and Evaluation</u> ➤ Perform sequences with confidence, fluency and control. ➤ Synchronise movements when performing with others. ➤ Evaluate the effectiveness of a routine against agreed success criteria.	<u>Racket and Shuttlecock Control</u> ➤ Demonstrate a forehand shot with increasing consistency. ➤ Demonstrate a backhand shot with increasing consistency. ➤ Strike the shuttlecock using appropriate technique and control. ➤ Maintain control of the shuttlecock during rallies. <u>Sending and Receiving</u> ➤ Direct the shuttlecock accurately towards a partner. ➤ Receive and return shots with improving consistency. ➤ Sustain rallies by adjusting position and shot selection. ➤ Demonstrate good hand-eye coordination when striking the shuttlecock. <u>Tactical Awareness</u> ➤ Apply simple tactics to outwit an opponent. ➤ Identify and use space on the court effectively. ➤ Select appropriate shots based on the position of an opponent. ➤ Recover quickly to a ready position after each shot. <u>Game Play</u> ➤ Apply the rules of badminton and modified net games. ➤ Use both forehand and backhand shots within gameplay. ➤ Participate confidently in competitive situations. ➤ Apply attacking and defensive strategies during rallies and games. <u>Evaluation and Improvement</u> ➤ Identify successful tactics used during a game. ➤ Evaluate individual and partner performance. ➤ Suggest improvements to increase consistency and effectiveness.

	➤ Identify strengths and suggest improvements to enhance performance.	➤ Reflect on how tactics contributed to scoring points.
Lesson sequence	1. To demonstrate a part weight bearing balance. 2. To create a sequence of gymnastic actions, paired and group balances using apparatus. 3. To create and perform a sequence of gymnastic actions, paired and group balances using apparatus. 4. To create and perform a group sequence using apparatus.	1. To demonstrate a forehand shot with some consistency. 2. To demonstrate a forehand and backhand shot with some consistency. 3. To direct the shuttlecock reasonably well to their partner to continue a rally. 4. To demonstrate a simple tactic in a net type game 5. To demonstrate a simple tactic in a net type game 6. To play the game for the core task and incorporate tactics to score points.
National Curriculum end points	➤ Develop flexibility, strength, technique, control and balance	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Spring 2		
Unit	Dance – Heroes and Villains	Rugby
Key Knowledge	➤ Dance can be created from a variety of different stimuli, including music, themes, images, stories and emotions. ➤ Choreography is the process of creating and organising movement into a dance sequence. ➤ Dynamics describe how movements are performed, such as sharply, smoothly, slowly or explosively. ➤ Timing is essential when performing with a partner or group and helps create a polished performance. ➤ Choreographic techniques such as canon, unison, mirroring, formations and pathways can improve a dance performance. ➤ Duet dances require cooperation, communication and awareness of a partner. ➤ Group dances require teamwork, organisation and shared decision-making. ➤ Performance structures help organise dance sequences into a coherent final production. ➤ Rehearsal improves accuracy, confidence and performance quality. ➤ Effective performers use expression, posture, focus and control to communicate ideas to an audience.	➤ Rugby is an invasion game where teams aim to move the ball forward and score whilst retaining possession. ➤ The ball must be passed backwards to teammates in rugby. ➤ Creating and using space helps attacking teams progress up the pitch. ➤ Supporting the ball carrier is essential for maintaining possession. ➤ Attacking tactics help teams outwit defenders and create scoring opportunities. ➤ Defending tactics include marking opponents, closing space and preventing forward progress. ➤ Kicking can be used to gain territory, restart play or create attacking opportunities. ➤ Effective communication improves team organisation and tactical play. ➤ Different game situations require different tactical decisions. ➤ Fair play, respect and teamwork are important values within rugby.
Key Skills	<u>Dance Performance</u> ➤ Perform movements with control, accuracy and fluency. ➤ Demonstrate a range of dynamics to add interest and meaning. ➤ Perform confidently in front of an audience. ➤ Show good timing and synchronisation with others. <u>Choreography</u> ➤ Create dances from different stimuli. ➤ Develop movement ideas into structured dance phrases. ➤ Apply choreographic devices such as canon, unison, mirroring and formation changes. ➤ Organise movements into a clear performance structure. <u>Partner Work</u> ➤ Create and rehearse a duet using a variety of choreographic techniques. ➤ Demonstrate awareness of a partner when performing. ➤ Communicate effectively to improve performance quality. ➤ Refine movements through rehearsal and feedback. <u>Group Work</u> ➤ Collaborate to create a group dance using a range of dynamics. ➤ Make collective decisions about choreography and performance structure. ➤ Perform accurately as part of a team. ➤ Support others during rehearsal and performance. <u>Evaluation and Reflection</u> ➤ Evaluate the effectiveness of choreography and performance. ➤ Identify strengths and areas for development.	<u>Passing and Ball Handling</u> ➤ Pass a rugby ball backwards with increasing accuracy. ➤ Catch and control a rugby ball whilst moving. ➤ Pass and receive under pressure from opponents. ➤ Support teammates by moving into appropriate positions. <u>Attacking Skills</u> ➤ Create space through movement and positioning. ➤ Apply simple attacking tactics to outwit defenders. ➤ Support the ball carrier effectively. ➤ Make decisions about when to pass, run or kick. <u>Kicking Skills</u> ➤ Kick a rugby ball with increasing confidence and control. ➤ Direct kicks towards a target area. ➤ Use kicking appropriately within game situations. ➤ Demonstrate correct kicking technique and body position. <u>Defending Skills</u> ➤ Mark opponents and track movement effectively. ➤ Work with teammates to defend space. ➤ Apply simple defensive tactics during gameplay. ➤ Regain possession through intercepting or applying pressure. <u>Game Play and Tactical Awareness</u> ➤ Apply simple attacking and defending tactics during competitive games. ➤ Adapt tactics according to changing game situations.

	➤ Use feedback to refine and improve dances. ➤ Reflect on how creative decisions affected the final performance.	➤ Communicate effectively within a team. ➤ Apply the rules of modified rugby games safely and fairly. <u>Evaluation and Improvement</u> ➤ Recognise successful individual and team tactics. ➤ Evaluate performance during games. ➤ Identify strengths and areas for improvement. ➤ Reflect on how tactical decisions affected outcomes.
Lesson sequence	1. Pupils understand how to construct a dance and share their own creations to the class. 2. Pupils create a group dance using a range of dynamics, accurately timed. 3. Pupils have a developed and well-rehearsed duet To know demonstrates a range of choreographic techniques. 4. Pupils have created and performed two different dances from different stimulus (a duet and a group dance). 5. Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. 6. Pupils will have performed all their creations in a sequence decided by them.	1. To pass a ball backwards with accuracy to a teammate. 2. To apply simple tactics when playing a rugby-type game. 3. To apply simple attacking tactics when playing a rugby-type game. 4. To kick a rugby ball with some accuracy and confidence. 5. To apply simple attacking and defending tactics when playing a rugby-type game. 6. To apply simple tactics when playing a competitive rugby-type game.
National Curriculum end points	➤ Perform dances using a range of movement patterns	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Summer I		
Unit	Netball	Rounders
Key Knowledge	➤ Accurate passing and catching are essential for maintaining possession in netball. ➤ A shoulder pass is used to move the ball quickly and accurately over a greater distance. ➤ Successful shooting requires correct body position, balance and follow-through. ➤ Creating and moving into space helps attacking teams retain possession and create scoring opportunities. ➤ Players without the ball have an important role in supporting teammates and creating passing options. ➤ Defending involves marking opponents, intercepting passes and restricting space. ➤ Tactics are planned actions used to outwit opponents and gain an advantage. ➤ Communication helps teams organise attacking and defending strategies effectively. ➤ Different game situations require players to adapt their positioning and tactical decisions. ➤ Fair play, respect and teamwork are important values within competitive games.	➤ Rounders is a striking and fielding game where teams score points by striking a ball and running between bases. ➤ An effective underarm bowl should be accurate, consistent and delivered within the rules of the game. ➤ Successful catching requires good hand positioning, concentration and timing. ➤ Overarm throwing is used to return the ball quickly and accurately when fielding. ➤ The point of contact between the bat and ball affects the direction and distance the ball travels. ➤ Striking into space increases the chances of scoring runs. ➤ Fielders must work together to limit scoring opportunities and return the ball quickly. ➤ Tactical decisions help teams gain an advantage when batting and fielding. ➤ Communication is essential for successful teamwork in both batting and fielding situations. ➤ Different situations require players to adapt their tactics to maximise success.
Key Skills	<u>Passing and Catching</u> ➤ Demonstrate passing and catching with increasing consistency, accuracy and control. ➤ Perform a shoulder pass with appropriate technique and power. ➤ Pass accurately to teammates whilst moving. ➤ Receive passes confidently under pressure. <u>Shooting</u> ➤ Demonstrate the correct technique when shooting. ➤ Shoot towards the target with increasing accuracy and confidence. ➤ Apply shooting skills within game situations. ➤ Use balance and control when shooting from different positions. <u>Attacking Skills</u> ➤ Move into space to support teammates. ➤ Apply simple attacking tactics to maintain possession. ➤ Create passing options when not in possession of the ball. ➤ Make effective decisions about when and where to pass. <u>Defending Skills</u> ➤ Mark opponents effectively. ➤ Apply simple defending tactics to prevent scoring opportunities. ➤ Intercept passes where appropriate. ➤ Work collaboratively to defend space and regain possession. <u>Tactical Awareness</u> ➤ Apply simple tactics when attacking and defending. ➤ Adapt positioning according to the flow of the game. ➤ Communicate effectively with teammates during gameplay. ➤ Recognise when to change tactics to gain an advantage.	<u>Bowling</u> ➤ Demonstrate an underarm bowl with increasing accuracy and consistency. ➤ Bowl within the rules of the game. ➤ Apply accurate bowling skills during competitive gameplay. ➤ Adjust delivery to challenge batters effectively. <u>Catching and Fielding</u> ➤ Catch a ball confidently when fielding. ➤ Demonstrate good ready positions when fielding. ➤ React quickly to a struck ball. ➤ Work with teammates to return the ball efficiently. <u>Throwing</u> ➤ Demonstrate an overarm throw with accuracy and control. ➤ Throw the ball over varying distances when fielding. ➤ Use appropriate power and technique according to the situation. ➤ Return the ball quickly to prevent batters from scoring. <u>Batting and Striking</u> ➤ Strike a ball cleanly using a rounders bat. ➤ Strike a ball from a tee and from a bowl with increasing consistency. ➤ Direct the ball into space away from fielders. ➤ Apply correct body position, grip and timing when batting. <u>Tactical Awareness</u> ➤ Apply simple tactics when batting and fielding. ➤ Select where to strike the ball to maximise scoring opportunities. ➤ Use teamwork and positioning to restrict the opposition's score. ➤ Make decisions quickly in game situations.

	<u>Evaluation and Improvement</u> ➤ Evaluate the effectiveness of individual and team tactics. ➤ Identify strengths and areas for development. ➤ Reflect on how tactical decisions affect performance. ➤ Suggest improvements to enhance future gameplay.	<u>Evaluation and Improvement</u> ➤ Identify successful batting and fielding tactics. ➤ Evaluate personal and team performance. ➤ Suggest improvements to increase effectiveness. ➤ Reflect on how tactics contributed to team success.
Lesson sequence	1. To demonstrate passing and catching a netball with consistency, accuracy and control. 2. To demonstrate a shoulder pass. To shoot a netball with some accuracy. 3. To apply simple tactics when playing a netball type game. 4. To apply simple tactics with and without the ball when playing a netball-type game. 5. To apply simple tactics when playing a netball-type game, including defending. 6. To apply simple attacking and defending tactics when playing a netball-type game.	1. To demonstrate bowling underarm with accuracy. To catch a ball when fielding. 2. To strike a ball with a bat. To throw a ball overarm when fielding. 3. To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. 4. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. 5. To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game. 6. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.
National Curriculum end points	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ Use running, jumping, throwing and catching in isolation and in combination

Summer 2		
Unit	Athletics	Cricket
Key Knowledge	➤ Different athletics events require different techniques and physical attributes. ➤ Sprinting requires speed, power and efficient running technique. ➤ Distance running requires pacing, stamina and controlled breathing. ➤ The take-off and landing phases are important for successful jumping. ➤ Different jumping techniques can be used depending on the event. ➤ There are different types of throws, including pull, push, sling and heave throws. ➤ Effective throwing requires balance, coordination and correct body positioning. ➤ Athletics performance can be improved through practice, evaluation and refinement of technique. ➤ Measuring and recording times and distances helps monitor progress. ➤ Participation in athletics requires determination, resilience and a willingness to improve personal performance.	➤ Cricket is a striking and fielding game where teams score runs by striking a ball and running between safe areas. ➤ Underarm bowling helps develop accuracy and control when delivering the ball. ➤ Overarm bowling requires coordinated arm action, balance and accuracy. ➤ Effective catching requires concentration, good hand positioning and soft hands. ➤ Batting technique affects the direction, power and accuracy of a shot. ➤ Striking the ball into space increases opportunities for scoring runs. ➤ Fielders work together to stop runs and return the ball quickly. ➤ Tactical decisions help teams gain an advantage when batting and fielding. ➤ Communication and teamwork are essential for success in cricket. ➤ Evaluating performance helps players improve their skills and decision-making.
Key Skills	Running ➤ Demonstrate effective sprinting technique over short distances. ➤ Demonstrate controlled running technique over longer distances. ➤ Adjust pace according to the distance being covered. ➤ Maintain an effective running posture and arm action. ➤ Run at different speeds depending on the demands of the event. Jumping ➤ Take off and land safely using one foot to one foot techniques. ➤ Take off using one foot and land on two feet with control. ➤ Combine jumps effectively using a variety of take-off and landing techniques. ➤ Perform a hop, step and jump sequence with increasing fluency and coordination. ➤ Demonstrate balance and control throughout all jumping activities. Throwing ➤ Perform a pull throw using correct technique. ➤ Perform a push throw with increasing accuracy and distance. ➤ Demonstrate a sling throw using coordinated movement. ➤ Perform a heave throw using power and control. ➤ Select and apply the most appropriate throwing technique for a given activity. Performance and Competition ➤ Participate confidently in a range of athletics activities. ➤ Apply techniques consistently during competitive events. ➤ Record times and distances accurately. ➤ Compare performances and identify improvements. ➤ Demonstrate determination when trying to improve personal bests. Evaluation and Improvement ➤ Evaluate the effectiveness of running, jumping and throwing techniques. ➤ Identify strengths and areas for development. ➤ Use feedback to refine performance.	Bowling ➤ Demonstrate underarm bowling with increasing accuracy and control. ➤ Perform an overarm bowl using correct technique. ➤ Bowl consistently towards a target area. ➤ Apply accurate bowling skills during competitive gameplay. ➤ Adapt bowling according to the needs of the game. Catching and Fielding ➤ Catch a ball confidently and consistently when fielding. ➤ Demonstrate good ready positions when fielding. ➤ React quickly to a struck ball. ➤ Return the ball accurately to teammates. ➤ Work effectively within a fielding team. Batting and Striking ➤ Strike a ball confidently using a cricket bat. ➤ Strike a ball from a tee with increasing consistency. ➤ Strike a bowled ball during gameplay. ➤ Direct the ball into space to create scoring opportunities. ➤ Demonstrate control, timing and hand-eye coordination when batting. Tactical Awareness ➤ Apply simple tactics when batting and fielding. ➤ Identify where to hit the ball to maximise scoring opportunities. ➤ Use tactical field placements to restrict scoring. ➤ Make effective decisions during game situations. ➤ Adapt tactics according to the strengths of opponents and teammates. Game Play and Competition ➤ Apply batting, bowling and fielding skills within modified cricket games. ➤ Follow the rules and scoring system of the game. ➤ Communicate effectively with teammates.

	➤ Reflect on personal progress across different athletics disciplines.	➤ Demonstrate sportsmanship and fair play during competition. <u>Evaluation and Improvement</u> ➤ Evaluate the effectiveness of individual and team tactics. ➤ Identify strengths and areas for development. ➤ Reflect on personal performance during gameplay. ➤ Use feedback to improve batting, bowling and fielding skills.
Lesson sequence	1. To perform running techniques for short and long distances. To perform a pull and push throw. 2. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. 3. To take off and land one foot to two. To perform a push throw. To develop running for speed. 4. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. 5. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. 6. To take off part in an athletics event and recording times and distances.	1. To demonstrate bowling underarm with accuracy. To catch a ball when fielding. 2. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. 3. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. 4. To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. 5. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. 6. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.
National Curriculum end points	➤ Develop flexibility, strength, technique, control and balance ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. ➤ Use running, jumping, throwing and catching in isolation and in combination	➤ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➤ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.