

## Subject' curriculum overview and progression of skills/knowledge

EYFS/KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Getting changed into PE clothes</u>            Fine and gross motor skills            Co-ordination            Balance            Perception            Stereognosis            Body scheme – knowing arms from legs and left and right.</p>	<p><u>Dance – Ourselves</u>            Explore different movements using different parts of the body.</p> <p>Explore larger scale travelling movements.</p> <p>Respond to words and music using their bodies and props.</p> <p>Create their own movement ideas relating to specific words.</p> <p>Explore different movements using qualities of movement.</p> <p>Learn the meaning of opposites.</p> <p>Explore movements such as creeping, tiptoeing and hiding.</p>	<p><u>Dance – Nursery Rhymes</u>            Explore different movements using different parts of the body.</p> <p>Create their own movement ideas relating to specific words.</p> <p>Add movements together to form a sequence.</p> <p>Create simple movement sequences that relate to specific words.</p> <p>Add their movements together to form a sequence.</p> <p>Explore larger scale travelling movements, responding to words or music.</p> <p>Respond to words and music using their bodies.</p> <p>Explore character movements with a partner.</p>	<p><u>Locomotion - Walking</u>  <u>Locomotion - Jumping</u>            Explore walking using different body parts in different directions, at different levels and at different speeds.</p> <p>Explore how we walk using our head, arms and feet, applying an effective walking technique.</p> <p>Explore walking in different pathways and to explore relationships with others.</p> <p>Experience sustained walking following a route and instructions.</p> <p>Explore jumping, in different directions, at different speeds and different levels.</p> <p>Explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</p> <p>Develop their jumping technique applying it into a game</p>	<p><u>Ball Skills – Feet</u>  <u>Balls Skills – Hands 1</u>            Explore what happens when they kick a ball using different parts of their feet.</p> <p>Understand how we control a ball.</p> <p>Learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</p> <p>Develop using our feet to move with a ball.</p> <p>Develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</p> <p>Explore different ways of using our hands to move with a ball.</p> <p>Explore different ways of pushing a ball.</p> <p>Explore different ways of using our hands to move with a ball.</p> <p>Explore different ways of rolling a ball.</p> <p>Explore different ways of bouncing a ball.</p> <p>Explore different ways of rolling, pushing and bouncing a ball with a partner.</p>	<p><u>Attack v Defence - Games for understanding</u>            Understand why it is important to take turns when playing a game.</p> <p>Understand why we need to keep the score during a game.</p> <p>Understand why we need to follow the rules during a game.</p> <p>Understand why games have rules and understand the consequences if the rules of the game are not followed.</p> <p>Explore different ways of avoiding a defender.</p> <p>Explore simple principles (evasive skills) to avoid being tagged.</p> <p>Understand what the consequences are if they are tagged in a game.</p> <p>Explore different ways of preventing an attacker from scoring a point.</p> <p>Apply their understanding of attacking and defending, applying it into a competitive game.</p>

Year 1	<u>Locomotion - Running</u> Explore running using different body parts and different techniques and begin to understand how to run efficiently.  Develop their running technique applying it into a game.  Develop their understanding of where we need to run and why.  Apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.  Apply the correct technique of running as fast as we can in a racing context.  Apply pupils' understanding and application of running over a longer duration and as part of a team.  Develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.  Understand the basic principles of attack and defence.	<u>Gymnastics – Body parts</u> Apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.  Apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.  Explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'	<u>Dance - Heroes</u> Create a range of controlled movements that represent a superhero.  Learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).  To extend their sequence whilst performing as their character.  Perform a range of controlled movements that demonstrate their superheroes' superpowers.  Extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something.  Create a range of controlled movements that represent a villain.	<u>Ball Skills – Hands 1</u> <u>Ball Skills – Feet</u> Develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.  Explore different ways of sending (passing) the ball to their partner.  Explore and develop different ways of sending a ball (passing) using our hands.  Learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.  Develop different ways of sending a ball using our hands.  Learn why we need to send a ball using different force and speeds.  Explore different ways of stopping a ball with our hands.  Combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.  Use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.  Recap the different ways of using our feet to move with a ball.  Develop using the inside and outside of their feet to dribble the ball.  Apply dribbling with our feet into games. A	<u>Team Building</u> Understand why it is important to include everyone when working as a team and how it feels to be left out.  Learn and understand what makes an effective team.  Develop the skills required to make an effective team.  Develop their communication skills, enabling them to create simple strategies to complete a challenge.  Understand why it is important to trust our partner (team) if we are going to be successful.  Develop their communication skills to enable them to successfully complete a challenge.  Explore simple strategies as a team.  Explore simple strategies as a team to help us solve a problem.	<u>Attack vs Defence</u> <u>Games for understanding</u> Understand the basic principles of attack.  Learn what 'attacking' means and why we attack during a game.  Apply simple attacking principles into a game situation.  Understand the basic principles of defence.  Learn what 'defending' means and why we defend during a game.  Understand why we need to prevent the attackers from scoring.  Apply simple defending principles into a game situation.  Consolidate pupils' knowledge of how, where and why to attack in a game.

pply their dribbling technique,  
keeping the ball away from their  
opponents.

Explore kicking (passing) a ball.

Work with a partner and begin to  
understand how to kick a ball  
towards a target.

Begin to understand why we need  
to be accurate when kicking  
(passing) a ball.

Year 2	<b>Locomotion – Dodging</b> Explore dodging and learn how to dodge effectively.  Develop pupils' dodging technique applying this into games.  Develop an understanding of why it is important in to dodge in games.  Apply pupils' knowledge of how, where and why to dodge, into game situations.  Learn the roles of attacking and defending and start to understand when we attack and when we defend.  Apply pupils' knowledge of how, where and why to dodge in game situations working as a team.  Apply pupils' knowledge of how where and why to dodge, into a level 1 competition.	<b>Gymnastics – Linking</b> Apply 'champion gymnastics' to explore different movements that pupils can link together.  Develop the different movements that pupils can link together on apparatus.  Explore different ways pupils can perform the sequence. Jump, Roll, Balance  Develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.  Apply 'champion gymnastics' to create pupils own sequences.  Perform completed sequences.  Experience performing their work to an audience.	<b>Dance – Explorers</b> Respond to the stimulus using a range of different, controlled movements.  Show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.  Develop our character work, adding movements, expression and emotion to our motif.  Create a 'frozen' position showing a reaction creating an emotion.  Develop motifs with a partner including some different elements of choreography.  Explore a variety of movements in a character (explorer and jungle animal) with a partner.  Extend their sequences developing their characters to add drama and emotion to their dance performance.  Bring together their sequences exploring the relationship between the explorer and wild animal.  Develop their characters to add drama and emotion to their dance performance.  Perform a sequence with extended movements.	<b>Health and Wellbeing</b> Consolidate our understanding of agility and when this is applied during sport.  Develop different ways of moving at speed and will understand the consequences of not being agile.  Develop ways of balancing on apparatus.  Explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful.  Understand what feet eye coordination means and will start to develop their kicking and dribbling skills to develop their feet eye coordination skills.  Understand why we need to have good feet eye coordination when playing sport.  Perform a circuit to develop their application and understanding of agility.  Perform the circuit with a partner and understand how motivation can help enhance their performance.  Understand the importance of being balanced.  Understand the importance of being coordinated.	<b>Ball skills – Hands 2</b> <b>Ball skills – Feet</b> Develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.  Experience a competition which requires underarm throwing against other pupils, developing their ability to collaborate.  <u>Work</u> in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.  Apply their understanding of underarm throwing to beat their opponent.  Introduce overarm throwing and apply their understanding of overarm throwing to win a game.  Apply the principles of attack vs defence in a competition that requires throwing.  Develop dribbling using our feet in order to keep control and possession of the ball.  Develop passing and receiving using our feet in order to keep possession of the ball.  Combine dribbling, passing and receiving using our feet in order to keep possession of the ball.  Develop dribbling using our feet in order to keep possession and score a point.  Combine dribbling, passing and receiving using our feet, in order	<b>Attack vs Defence</b> <b>Games for understanding</b> Create and understand simple attacking principles, applying them as a team into a game.  Develop their understanding of what 'attacking' means and when and why we attack as a team during a game.  Create and understand simple defending principles, applying them as a team into a game.  Develop their understanding of what 'defending' means and when and why we defend as a team during a game.  Understand the transition from defence into attack.  Learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.  Develop their understanding of how their role changes from defence to attack.  Create and understand simple attacking tactics applying them as a team into a game.  Refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.  Create and understand simple defending tactics applying them as a team into a game.  Refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.

					<p>to keep possession and score a point.</p> <p>Apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p>	<p>Apply pupils' knowledge and understanding of attacking and defending, into mini games.</p> <p>Create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game.</p>
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Year 3/4						
Cycle A	<p><b>Games</b> <u>Invasion - Netball Y3</u> Introduce passing and receiving in order to keep possession of the ball.  Develop an understanding of how to win the ball back (defending).  Using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.  Develop passing and moving, building up into mini games,  Explore the transition between attack and defence.  Understand not just how we shoot but also where we shoot in terms of court position and why?  Use passing and moving, to move the ball up the court, creating an attack that results in a shot.  To move the ball up the court, creating an attack that results in a shot at goal using the correct technique.  Play an adapted netball tournament using the skills practised.  Can pupils pass to their partner's target?  Do pupils adopt the correct chest pass technique, stepping forwards into the pass?  Can attackers without the ball move into a space to receive it?</p>	<p><b>Gymnastics – Bridges Y4</b> Explore movements and balances creating bridges.  Re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.  Move over and under individual bridges on apparatus. These ideas will be used for sequences.  Apply an understanding of excellent gymnastics by starting to develop a sequence, using pair and individual bridges.  Perform completed sequences with excellent gymnastic quality.  Can pupils balance, creating a bridge?  Can pupils execute these balances in pairs?  Do pupils understand what constitutes a bridge?  Can pupils identify strengths and weakness in their own and others performances?  Do pupils explore a variety of ways to make bridges?</p>	<p><b>Dance Y4 - Cats</b> Explore movement through improvisation, introducing unison and matching.  Apply a canon into our movements when performing as two contrasting characters.  Sustain their characters to add drama and emotion to the dance.  Create performances with two contrasting characters.  Extend dance skills by using more complex interacting movements and actions and incorporate apparatus.  Bring together pupils choreography.  Experience dancing like a 'cat' in a group performance.  Create a performance which will included stage presence, timing, rhythm and sustaining character.  Can pupils make their movements big and clear?  Do pupils' movements interconnect with their partners?  Can pupils move with expression?  Do pupils understand what an excellent dancer is?  Is there evidence of creativity?  Is there clear interaction in pupils' sequences?  Do pupils continuously try to improve their own performances?</p>	<p><b>Outdoor Adventure Activities</b> <u>Orienteering Y4</u> Introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.  Learn how to use a map to follow a route.  To orientate a map, locate points on the map, then travel to them and record what they find.  Oriентate a map and locate points on the map in a set order.  Compete in an orienteering competition.  Working within a team, can pupils locate and find points?  Are pupils able to orientate the map correctly?  Can pupils co-operate with a partner?  Can pupils identify features on the map to help them to navigate?  Can pupils explain how they feel when working as part of a team?</p>	<p><b>Games</b> <u>Striking and Fielding - Cricket Y3</u> Understand the objective of each team; batting and fielding.  Develop an understanding of how, when and why to throw a ball overarm with power and distance.  Develop an understanding of how to throw a ball accurately underarm.  Develop an understanding of how to catch a cricket ball.  Learn why they need to strike the ball with intent to score runs.  Develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.  Experience playing mini games based on the skills of cricket.  Do pupils know how to throw underarm? Opposite arm to opposite foot, Use non-throwing arm to aim?  Can pupils return the ball to the target?  Can pupils stop the ball with their hands?  Do pupils understand the difference between batting and fielding?  Can pupils collaborate with each other and keep the score?  Do pupils enjoy fielding?</p>	<p><b>Athletics</b> <u>Athletics Y4</u> Develop their own sprinting technique.  Learn to self-analyse their own performance to help to improve their own personal best.  Develop pupils' application of stride length during the middle third of a race.  Develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.  Explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.  Learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.  Explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.  Can pupils run with driving leg actions?  Do pupils understand the term, "pace?"  Do pupils understand the consequences of sprinting in an endurance race for too long?  Do pupils encourage others when they are running?  Can pupils pace themselves over 130 seconds without stopping?</p>

	<p>Can pupils outwit their opponents and keep possession of the ball?</p> <p>Can pupils work against other teams collaboratively?</p>					
Cycle B	<p><u><a href="#">Games</a></u> <u><a href="#">Invasion - Tag Rugby Y4</a></u> Develop passing and moving to create space to beat an opponent and score a try.</p> <p>Extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games.</p> <p>Develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>Apply passing and tagging knowledge to play mini games.</p> <p>Combine passing and moving to develop ways of creating space to beat an opponent to score a try.</p> <p>Use all prior learning to perform as part of a team in a tag rugby tournament.</p>	<p><u><a href="#">Gymnastics - Symmetry and Asymmetry Y3</a></u> Apply the concept of 'excellent gymnastics'.</p> <p>Explore movements and balances in a symmetrical way.</p> <p>Apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.</p> <p>Re-create pupils' symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</p> <p>Perform symmetrical paired balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</p> <p>Perform symmetrical paired balances on apparatus, moving out of them, and travelling to a new piece of apparatus creating their asymmetrical balance to end the sequence.</p> <p>Can pupils perform a sequence with levelling and creativity in the pupils' balances</p> <p>Can pupils identify strengths and weakness in their own and others' performances?</p> <p>Can pupils make improvements to their own and others performances?</p>	<p><u><a href="#">Dance Y3 - Weather</a></u> Respond to different stimuli being able to add drama and emotion to the dance.</p> <p>Build on the thematic work in a different context creating motifs.</p> <p>Execute a wider variety of movements in extended sequences, with a partner.</p> <p>Extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>Create a performance which will include; stage presence, timing, rhythm and sustaining character.</p> <p>Can pupils make their movements big and clear?</p> <p>Can pupils move with expression?</p> <p>Can pupils add all their movements together?</p> <p>Do pupils understand what an excellent dancer is?</p> <p>Are pupils' movements performed in unison?</p> <p>Are pupils respectful when giving and receiving feedback?</p>	<p><u><a href="#">Games</a></u> <u><a href="#">Invasion - Hockey Y3</a></u> Develop dribbling in order to keep control and possession of the ball.</p> <p>Understand how attackers dribble and focus on keeping control of the ball and changing direction when dribbling.</p> <p>To pass and receive the ball with control to keep possession.</p> <p>Develop an understanding of how to win the ball back (defending, tackling and intercepting).</p> <p>Use understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</p> <p>Explore the transition between attack and defence.</p> <p>Pupils will understand when, where and why they shoot from in order to increase their chances of scoring.</p> <p>Apply their prior learning of passing, moving and dribbling to move the ball up the pitch, creating an attack that results in a shot.</p> <p>Bring together the suggested sequence of learning into a tournament.</p> <p>Do pupils demonstrate physically and cognitively that they understand where they dribble and pass a ball and why?</p>	<p><u><a href="#">Games</a></u> <u><a href="#">Net/Wall - Tennis Y3</a></u> Introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.</p> <p>Understand how we can think one shot ahead to create space for winning shots.</p> <p>Learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.</p> <p>Understand when and where to play the forehand shot in a mini game.</p> <p>When pupils are holding the racket do they adopt the ready position?</p> <p>Can pupils return the ball back over the net to their opponents' side of the court?</p> <p>Do pupils understand why we have to control the ball?</p> <p>Do pupils understand the consequences of a shot being hit out of the court?</p> <p>Can pupils collaborate successfully?</p> <p>Can pupils continue to develop their forehand even if they do not find success immediately?</p>	<p><u><a href="#">Athletics</a></u> <u><a href="#">Athletics Y3</a></u> Learn the correct technique used for sprinting.</p> <p>Develop an understanding of how and why we need to accelerate at the start of a race.</p> <p>Apply pupils' understanding and application of running for speed, when running as part of a team.</p> <p>To understand simple changeover tactics.</p> <p>Explore the differences between throwing for accuracy and throwing for distance.</p> <p>Explore how we can use our bodies to jump as far as possible.</p> <p>Can pupils run and stay in their lanes?</p> <p>Are pupils able to run with a pumping action with their arms and elbows bent?</p> <p>Can pupils run with driving leg actions?</p> <p>Do pupils run on the balls of their feet so that they are light and springy?</p> <p>Do pupils understand how to run faster?</p> <p>Can pupils throw a bean bag for distance?</p>

		Are pupils collaborating effectively with their partners?		Can pupils collaborate and work together in their teams?  Can pupils collaborate and apply the rules of the game?  Do pupils enjoy playing competitive games?  Do pupils consistently try their best during a game?		Can pupils bend their legs when they take off and land?  Can pupils jump swinging their arms?  Are pupils able to think of their own techniques to explore?  Can pupils help others with ideas to explore jumping techniques?
Year 5/6						
Cycle A	<p><u>Games</u>  <u>Invasion - Football Y5</u>  Refine dribbling and passing skills, combining these skills together to maintain possession.</p> <p>Understand why they must win the ball back exploring basic defensive strategies and techniques to help them do so.</p> <p>Develop defending skills; tackling, pressuring and marking.</p> <p>Apply simple defensive tactics during a game to prevent attacking opportunities.</p> <p>Develop shooting, applying this into game situations.</p> <p>Develop their shooting technique when pressure is applied by a defender.</p> <p>Understand where, when and why we shoot.</p> <p>Apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.</p> <p>Apply their prior learning of passing and dribbling to move the ball up the pitch, creating an</p>	<p><u>Gymnastics – Matching &amp; Mirroring Y6</u>  Apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p> <p>Transfer matching sequences onto apparatus.</p> <p>Explore how the apparatus can change and improve their movements.</p> <p>Apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.</p> <p>Transfer the mirroring sequences onto apparatus.</p> <p>Bring together their matching and mirroring movements, to create a final sequence.</p> <p>Apply two matching and two mirroring movements in any order.</p> <p>Can pupils create a pair matching and mirroring sequence on apparatus?</p> <p>Is there evidence of fluidity in pupils' performances?</p>	<p><u>Dance Y6 - Carnival</u>  Create group movements selecting and applying choreography into a routine.</p> <p>Use their bodies to perform technical movements with control and rhythm.</p> <p>Experience dances from different cultural traditions.</p> <p>Create movements from a stimulus creating dances that use compositional principles.</p> <p>Review, describe and evaluate our dance performances.</p> <p>Rehearse and perform their dance sequences with technical control and a good sense of rhythm.</p> <p>Do pupils' dances show clarity, fluency, accuracy and consistency?</p> <p>Can pupils perform as part of a big group?</p> <p>Can pupils make improvements to other pupils' work?</p> <p>Can pupils keep trying even when they make a mistake?</p>	<p><u>Outdoor Adventure Activities</u>  <u>Problem Solving Y6</u>  Understand what makes an effective team with the focus on cooperation and responsibility.</p> <p>Understand what makes an effective team with the focus on communication.</p> <p>Learn why motivating each other is important when working in a team.</p> <p>Why motivating each other is important when working in a team in an unfamiliar environment.</p> <p>Are pupils able to think tactically and suggest good ideas for completing the challenges?</p> <p>Do pupils take responsibility for others and leading the group in an effective way?</p> <p>Do pupils continue to try their best and control their emotions even when finding an activity challenging?</p>	<p><u>Games</u>  <u>Striking and Fielding - Rounders Y5</u>  Ensure that all pupils understand the role of the batting and fielding team.</p> <p>Exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team.</p> <p>Understand that if the batter misses the ball they can still score 1/2 a rounder and the fielding team can use tactics to prevent the batters from scoring.</p> <p>Explore the skill set of each team and tactically select players to play in positions that utilise their skills.</p> <p>Apply prior knowledge of fielding and tactical thinking in ability games.</p> <p>Bring together all of the learning in this unit to play a tournament.</p> <p>Can the fielders return the ball quickly with increased accuracy?</p> <p>Can pupils consistently get the batters out if they hit or miss the ball?</p>	<p><u>Athletics Y6</u>  <u>Athletics</u>  Recap learning related to running for speed and culminate this into a competition.</p> <p>Recap learning related to running for distance and culminate this into a competition.</p> <p>Recap learning related to throwing and culminate this into a competition.</p> <p>Recap learning related to jumping and culminate this into a competition.</p> <p>Recap learning for jumping, throwing and running and culminate this into a mini athletics competition.</p> <p>Bring together the suggested sequence of learning for jumping, throwing and running into a mini team athletics competition.</p> <p>Can pupils' be responsible for selecting which pupils compete in each event?</p> <p>Can pupils show the correct techniques for the running and field events?</p>

	<p>attack that results in a successful shooting opportunity.</p> <p>Begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games.</p> <p>Are pupils able to pass, dribble, move and shoot accurately and consistently?</p> <p>Can pupils adapt their own tactics in order to improve their own performance?</p> <p>Can pupils officiate the games?</p> <p>Can pupils collaborate in their teams ensuring that everyone is involved?</p> <p>Do pupils respect the rules even if they make a mistake?</p>	<p>Do pupils understand the difference between matching and mirroring?</p> <p>Are pupils collaborating effectively with their partners?</p> <p>Can pupils manage their emotions when performing their routines?</p>			<p>Can pupils adapt their own tactics in order to improve their performance?</p> <p>Can teams organise themselves to maximise their fielding efficiency?</p> <p>Can pupils strive to win games by consistently trying their hardest?</p>	<p>Are pupils able to evaluate their peers and make suggestions that will improve their partner's performance?</p> <p>Can pupils remain positive even if they are not winning competitions?</p>
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Cycle B	<p><u><b>Games</b></u>  <u><b>Invasion</b></u>  <u><b>Handball Y6</b></u>  Consolidating pupils' ability to use passing and moving skills to keep possession and score.</p> <p>Develop pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>Apply their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a successful shot.</p> <p>Ensure pupils fully understand that they are defending as soon as they lose possession of the ball.</p> <p>To react instantly when they lose possession and explore which defensive tactic works best for their team.</p> <p>Apply their tactics and decision making when defending in different game scenarios.</p> <p>Consolidate the pupils' understanding of handball, applying effective attacking and defending skills in set ability teams (level 1 tournament).</p>	<p><u><b>Dance Y5 – Greeks</b></u>  Use expressive vocabulary to enhance movement quality and dynamics during dance.</p> <p>Pupils will learn to interpret and respond to music creating dances using compositional principles.</p> <p>Create movement in pairs using improvisation, to select and choreograph ideas into a sequence.</p> <p>Use their bodies to perform technical movements with control and balance and good dynamics.</p> <p>Extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>Sustain their characters to add drama and emotion to their dance.</p> <p>Create a performance which will included stage presence, timing, rhythm and sustaining character.</p> <p>Can pupils accurately copy and follow the routine?</p> <p>Can pupils move convincingly as an Olympian and stay in character?</p>	<p><u><b>Gymnastics – Counter balances &amp; counter tension Y5</b></u>  Apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance</p> <p>Transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</p> <p>Pupils will start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.</p> <p>Apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.</p> <p>Perform in front of an audience and peer assess their partner.</p> <p>Can pupils rehearse their sequences ensuring excellent gymnastics and interesting gymnastics applying flow?</p> <p>Is there evidence of fluidity in pupils' performances?</p> <p>Do pupils recognise the strengths and weaknesses of their own routine?</p>	<p><u><b>Health Related Fitness</b></u>  <u><b>Health Related Exercise Y5</b></u>  To complete 4 health related fitness assessments.</p> <p>To record their scores, ready to compare them against their scores recorded at the end of the programme in week 6.</p> <p>Understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p>To perform a cardio circuit developing their own aerobic fitness.</p> <p>Understand the meaning of flexibility and how flexibility affects our bodies.</p> <p>To perform a flexibility circuit developing their own flexibility.</p> <p>Understand the meaning of strength and how strength affects our bodies.</p> <p>Perform a strength circuit developing their own strength.</p> <p>Are pupils able to warm themselves up?</p> <p>Are pupils able to take their pulse?</p>	<p><u><b>Games</b></u>  <u><b>Net/Wall - Tennis Y6</b></u>  To develop our understanding of how we can win a game of doubles tennis.</p> <p>Develop pupils' ability to think tactically about which shot to play, during a game.</p> <p>Develop their understanding of when, where and why they are selecting to play that shot to win a point.</p> <p>Pupils organise, umpire and manage round robin games.</p> <p>Work in mixed abilities with both pupils acting as coaches providing constructive feedback to each other.</p> <p>Apply tactics in a tournament.</p> <p>Can pupils serve the ball with accuracy and pace to the correct area of the court?</p> <p>Can pupils hit the ball into space to win the rally and score a point?</p> <p>Can pupils collaborate with their, 'doubles' partner?</p> <p>Can pupils organise positions on the court?</p>	<p><u><b>Athletics</b></u>  <u><b>Athletics Y5</b></u>  Develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> <p>Understand what the consequences are if they slow down before crossing the finish line.</p> <p>Evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish.</p> <p>Pupils will start to understand and apply changeover tactics.</p> <p>Learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance.</p> <p>Can pupils make their bodies run as fast as possible?</p> <p>Can pupils run with their head up and focused forwards?</p> <p>Are pupils holding their hands ready, palms upwards?</p>

	<p>Apply effective attacking and defending skills in a mixed ability team tournament.</p> <p>Are pupils able to pass, move and shoot accurately and consistently?</p> <p>Do pupils switch fluidly between attacking and defending as possession changes?</p> <p>Can pupils give feedback to their team members to help improve their success?</p> <p>Can pupils manage the games themselves, selecting which players play in which position?</p> <p>Do pupils respect the rules?</p>	<p>Can pupils stay positive and support each other?</p> <p>Can pupils keep trying even when they make a mistake?</p> <p>Is there evidence of a well-planned routine that includes stage presence, timing, rhythm and sustaining character?</p>	<p>Do pupils respect all pairs as they perform?</p> <p>Can pupils managed their emotions when performing their routine?</p>	<p>Do pupils understand the impact of exercise on the aerobic system?</p> <p>Can pupils see an increase in their pulse rate between resting and the warm up?</p> <p>Are pupils able to encourage their partners as they work through the circuit?</p> <p>Do pupils continue to try and improve their own performance?</p>	<p>Can pupils umpire their games?</p> <p>Can pupils strive to win matches by consistently trying their hardest?</p>	<p>Can pupils collaborate and run in a team?</p> <p>Can pupils work as part of a team?</p>
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