

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>1C</p> <p>Physical Health</p>	<p>Invasion Games – Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Invasion Games- Rugby basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Shoot off in rocket land on/ exploring planet P – Know and perform basic sequences of movement. (cross curricular nativity) C – work in pairs to create movement A – Observe each other dance and identify dance ideas used. 1a, 1c</p>	<p>Netball basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance French Can Can performance P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways. A – observe each other dancing and identify what they see. 1a, 1c</p>	<p>Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>	<p>Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>
<p>1G</p> <p>Physical Health</p>	<p>Invasion Games- Rugby basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Invasion Games – Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Shoot off in rocket land on/ exploring planet P – Know and perform basic sequences of movement. (cross curricular nativity) C – work in pairs to create movement A – Observe each other dance and identify dance ideas used. 1a, 1c</p>	<p>Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Netball basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance French Can Can performance P – perform basic actions – turn, roll, jump, travel, stillness and gesture. (cross curricular maths) C – vary speeds, directions and pathways. A – observe each other dancing and identify what they see. 1a, 1c</p>	<p>Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>	<p>Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>
<p>Emotional Health</p>	<p>C&E Developing a healthy, safer lifestyle - Personal hygiene. Why Rules & Laws are made Being Safe: Railway safety. Being safe: Parts of the body and appropriate touch. Health & Prevention: Personal hygiene. Caring friendships: Characteristics of friendship and that healthy friendships are positive Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Online relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Rule of law</p>	<p>Physical Health & Wellbeing: Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies immunisation and vaccination</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends Being safe: Feeling safe and special. Feeling proud. Basic First Aid: how to make a clear and efficient call to emergency services if necessary Families & People Who Care for Me: stable, caring relationships, which may be of different types,</p>	<p>C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental wellbeing: range of emotions Respectful Relationships: The importance of respecting others, even if there are differences (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Courtesy and manners. The importance of self-respect and how this links to their own happiness. Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.31, 1.33</p>	<p>C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental wellbeing: talking about feelings, emotion and appropriate behaviour Being safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>	<p>C&E Developing a healthy, safer lifestyle - Personal hygiene. Understanding what is fair and unfair. Physical Health & Wellbeing: Health and Prevention - Sun safety Mental well-being: self-care techniques Respectful Relationships: the conventions of courtesy and manners. Taking turns. Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Mutual respect and tolerance 1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.18, 1.19, 1.23, 1.24, 1.27, 1.28,</p>	<p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 Health & Prevention: Medicine and disease. How diseases are spread and controlled. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Education outside the classroom: Mobile Caving 1,3 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>

	<p>Individual liberty Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>	<p>are at the heart of happy families. Respectful relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: where and how to report concerns and get support with issues online. Mutual respect and tolerance Rule of law 1.1, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23, 1.24, 1.27, 1.28</p>			<p>1.32, 1.33</p>	
<p>Year 2 Physical Health</p>	<p>Invasion Games - Rugby basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Invasion Games - Football basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Hockey basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Dance - The Beetles Dance with Props Props and rhythm When I'm 64 – dancing with flat caps</p> <p>P – perform basic dance actions with some idea of mood and feeling. (Cross curricular – Great Fire of London) C – change and vary actions and demonstrate contrasting speeds and weights. A – Show an understanding of how dance can communicate moods and ideas. 1a, 1c</p>	<p>Netball basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Dance Theme: Great Fire of London Use of flame props</p> <p>P – perform dances in unison with expression and rhythm. C – respond to stimuli by creating movement in pairs and small groups. A – evaluate each other's performances by relating movement to stimuli. 1a, 1c</p>	<p>Athletics basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Cricket basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>	<p>Athletics basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p> <p>Tennis basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b</p>
<p>Emotional Health</p>	<p>C&E: Learning to respect. Growth Mindset. Rewards and Consequences. Safeguarding & Being Safe: Railway safety Caring friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends, being welcoming towards others, not making others feel lonely and excluded. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Internet safety and harms: where and how to report concerns and get support with issues online Online Relationships: That people sometimes behave differently online, including by pretending to be someone they are not. The rules and principles for keeping</p>	<p>C&E: Visit from NHS. Basic First Aid: concepts of basic first aid, for example dealing with common injuries, including head injuries Families & People Who Care for Me: Families give love, security & stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Online Relationship – how information and data is shared and used online.</p>	<p>S&T: Healthy living and growing old, fruit smoothies Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content). Health and Prevention: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist Physical Health & Wellbeing: Healthy Eating - principles of planning and preparing a range of healthy meals Respectful relationships: the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>C&E: Right and wrong Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>C&E: Money Physical Health & Fitness: the risks associated with an inactive lifestyle (including obesity). Health and Prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Mental wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests Physical health and fitness: the risks associated with an inactive lifestyle (including obesity).</p> <p>Education outside the classroom: Mobile Caving</p>

	safe online, how to recognise risks, harmful content and contact, and how to report them		Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.			
Year 3 Physical Health	<p>Invasion Games- Football Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - Victorian Dance From Oliver the Musical Pick a Pocket/ Food Glorious Food Mime, dancing in unison, related to period culture P - perform dances using a range of movement patterns, including those from different cultures and times. (cross curricular – Victorians) C – Develop taught phrases by varying space, levels and dynamics A – Evaluate own and others work suggesting areas of improvement. 1a, 1c, 1d, 1e</p>	<p>Hockey Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Exploring dance genres over time Mime, dancing in unison, related to period culture P – perform dances using varied formation and musical cues. C- manipulate and develop movement using isolated body parts. A – Identify how the movement has been manipulated using dance vocabulary. 1a, 1c, 1d, 1e</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue Safeguarding: Water Safety 2a, 2b, 2c</p>	<p>Cricket running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue Safeguarding: Water Safety 2a, 2b, 2c</p>
Emotional Health	<p>S&T: Food and keeping healthy S3.1 Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C&E Growth Mindset. Benefits of exercise Safeguarding & Being Safe: Road Safety - Road Safety Officer, Railway safety Caring friendships: ups and downs, working through problems to repair friendships Mental Well-being & Physical Health & Fitness: The benefits of exercise Mental Wellbeing: there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Relationships Education: Online Relationships - ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content</p>	<p>C&E Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Understand why we are responsible for our actions and behaviour. Mental wellbeing: there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Being safe: Why and how rules are enforced in school-who can help me in school (including safeguarding officers). Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not. Same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. S&T: Making vegetable soup C1, C3 Healthy eating: what constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. Being safe: about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Mental wellbeing: how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>C&E Disability Recognising the barriers people with disabilities might experience and explore solutions that might help. Respectful Relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Mental Well-being: self-care techniques Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>S&T: Projects on a page – healthy and varied diet Mental well-being: talking about feelings, emotion and appropriate behaviour. Health and prevention: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Healthy Eating: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Respectful relationships the importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health Caring friendships: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Internet safety and harms: that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. Education outside the classroom: Mobile Caving</p>

	and contact, and how to report them. How information and data is shared and used online					
Year 4 Physical Health	<p>Invasion Games- Football Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance Symmetrical and Asymmetrical dance Exploring symmetry and asymmetry individually and in groups P – Perform increasingly complex sequences in time with expression. C – Compose and develop motif phrases. A – Analyse and compare own and other’s compositions. 1a, 1c, 1d, 1e</p>	<p>Invasion Games- Hockey Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance Egyptian Dance Symmetrical and Asymmetrical dance Exploring symmetry and asymmetry individually and in groups P – perform with clarity and confidence in whole class dances. (assembly) C – Compose pair phrases using balance and counterbalance. A – observe and explore contemporary dance styles. 1a, 1c, 1d, 1e</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Tennis running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Cricket running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>
Emotional Health	<p>C&E Tolerance & Overcoming disagreements To understand and manage feelings in disagreements. Respecting others. Mental Health Choices and link to <i>Healthy Body, Health Mind.</i> Growth Mindset. Being part of a team. Being Safe: Railway safety Caring friendships: recognising who to trust and who not to trust, and how to seek help or advice from others. Mental Well-being strand. Mutual respect 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.18, 2.22, 2.23, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36</p>	<p>C&E Mutual respect Being Safe: Where can we get help? NSPCC, child line, Fire Service, Ambulance, Police, etc. Families & People Who Care for Me: Families give love, security & stability. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.23, 2.24, 2.25, 2.28, 2.32, 2.34, 2.36</p>	<p>C&E Gender Stereotypes Finding example of gender and stereotypes. Gender discrimination Challenge stereotypes. The effects of social media. S&T: UK diseases, bacteria and viruses v foreign diseases, bacteria and viruses (ink to S&T) Mutual respect Mental Wellbeing: self-care techniques Respectful relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults. Families & People Who Care for Us: that others’ families sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. 2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36</p>	<p>S&T: Making a sandwich using salad leaves planted Mutual respect Mental wellbeing: talking about feelings, emotion and appropriate behaviour Respectful relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.34, 2.36, 2.37</p>	<p>S&T: Making stuffed vegetables Physical Health & Wellbeing: Healthy Eating - healthy diet, principles of planning and preparing a range of healthy meals, characteristics of poor diet C&E Rule of law 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36</p>	<p>Education outside the classroom: Mobile Caving S&T Nutrition for different sportspeople, the effect of exercise on our body S3.1 C&E Comparing food products and prices. Mental Wellbeing strand. Internet safety and harms: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 2.1, 2.2, 2.3, 2.11, 2.25, 2.31, 2.34, 2.36</p>
Year 5 Physical Health	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - Scottish Dancing Exploring the style of highland dancing; straight back and quick</p>	<p>Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their</p>	<p>Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, balance on different body parts to perform sequence of movements, inclusive of rolling on</p>	<p>Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Indian Dance Teaching gesture and dynamics of Bollywood Dance using unison</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Cricket running, throwing and catching, play competitive games, develop</p>	<p>Athletics running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Tennis running, throwing and catching, play competitive games, develop</p>

	<p>moving step work and partner work P – perform dances based on other countries and cultures. (arts and culture week) C – Manipulate steps and create dance phrases in pairs and small groups. A – Identify the effectiveness of own and others choreography 1a, 1c, 1d, 1e</p>	<p>performances with previous ones P – perform dances with complex formations, unison and canon. C – compose and manipulate own and others motifs. A – Explore the themes and ideas expressed through contemporary dance. 1a, 1c, 1d, 1e</p>	<p>small and large apparatus. 1a, 1c, 1e</p>	<p>and cannon, repetitive motifs, producing, and recording whole class dance, which is evaluated in peer groups. 1a, 1c, 1d, 1e</p>	<p>flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>
Emotional Health	<p>S&T: Cracking potato cake Healthy Eating: the principles of planning and preparing a range of healthy meals C&E Consequences of Aggressive Behaviour Growth Mindset. School rules: Rewards and Consequences Learning Charter Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right. Physical Health and Wellbeing: physical health and fitness, seeking support Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>C&E How to Cope with Peer Pressure Mental Wellbeing: range of emotions Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. Families & People Who Care for Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families Physical Health & Wellbeing: Health and Prevention - Sun safety Physical health and Wellbeing: Internet Safety and harm - on-line abuse and mental health. Reporting concerns. Relationships Education: Online Relationships - Mobile phone and app/gaming safety. How information and data is shared and used online</p>	<p>C&E Tolerance & Cultural History Celebrating and accepting differences. Judging by appearances. Respectful relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Safeguarding: Discrimination / Faith Abuse Family & People Who Care for Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Mental Wellbeing: self-care techniques Internet safety and harm: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>S&T Food Tech: Spanish tortilla C1, C3 C&E Work of Samaritans Ethical dilemmas they might face. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Mental Wellbeing how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Internet safety & harms: being a discerning consumer of information Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>S&T Human lifecycle, growth, development, body changes, puberty and old age C&E Water as an energy source. Education outside the classroom: Mobile Caving, Bikeability Physical Health & Wellbeing: Health and prevention -allergies, immunisation and vaccination. Health and Wellbeing: Changing adolescent body - changes 9-11 Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle.</p>
Year 6 6Q Physical Health	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - World War 2 Lindy Hop. Dance style created by American GI's. P – perform traditional duets in the jive/rock n roll genres. C – choreograph pair phrases in the style being taught. A – Observe and identify the steps related to dance style using their own and professional dance. 1a, 1c, 1d, 1e</p>	<p>Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p>	<p>Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Athletics running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Greek Dance Exploring the style of Greek dancing; straight back and quick moving step work and partner work P – perform whole class dances to explore a theme in depth. (Cross curricular assembly) C – compose phrases using motif and gesture, communicating ideas relating to the theme. A – Identify and analyse in depth</p>	<p>Cricket running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p> <p>Tennis running, throwing, and catching,</p>

					how the theme has inspired the dance movement. 1a, 1c, 1d, 1e	play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e Education outside the classroom: Mobile Caving and climbing
Year 6 6D Physical Health	<p>Invasion Games- Football running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - World War 2 Lindy Hop. Dance style created by American GI's. P – perform traditional duets in the jive/rock n roll genres. C – choreograph pair phrases in the style being taught. A – Observe and identify the steps related to dance style using their own and professional dance. 1a, 1c, 1d, 1e</p>	<p>Invasion Games- Rugby running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p>	<p>Invasion Games- Netball running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Invasion Games- Hockey running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>Athletics running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Greek Dance Exploring the style of Greek dancing; straight back and quick moving step work and partner work P – perform whole class dances to explore a theme in depth. (Cross curricular assembly) C – compose phrases using motif and gesture, communicating ideas relating to the theme. A – Identify and analyse in depth how the theme has inspired the dance movement. 1a, 1c, 1d, 1e</p>	<p>Cricket running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Orienteering take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best 1d, 1e</p> <p>Tennis running, throwing, and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Education outside the classroom: Mobile Caving and climbing</p>
Emotional Health	<p>Growth Mindset (linked to C&E) Safeguarding: Peer on Peer - respecting other peoples' feelings. Being Safe: Railway safety. Where to get advice e.g. family, school and/or other sources Caring friendships - judging when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations (linked to C&E) Physical Health and Well-being: physical health and fitness Online Relationships: cyberbullying. The same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. Physical health and Wellbeing: Internet safety and harms. On-line abuse and mental health. Reporting concerns</p>	<p>Physical health and wellbeing: drugs, alcohol and tobacco: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking Being Safe: The effects of legal and illegal drugs, smoking alcohol (linked to C&E) Safeguarding: Drugs & Alcohol Basic First Aid: e.g. dealing with common injuries Online Relationships: Social media protocols. How information and data is shared and used online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Health and prevention: The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The facts and science relating to</p>	<p>Respecting Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive. Practical steps they can take in a range of different contexts to improve or support respectful relationships Safeguarding: Discrimination / Faith Abuse Families & People Who Care for Us: that others' families sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Stable, caring relationships, which may be of different types, are at the heart of happy families. Definitions of marriage. Mental wellbeing: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Where and how to seek support</p>	<p>Pressure groups (linked to C&E) Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Health and prevention: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Mental wellbeing: That mental wellbeing is a normal part of daily life, in the same way as physical health. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. Mental wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear,</p>	<p>Health & Prevention: Human health - bacteria & viruses Being safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so. Mental Wellbeing: self-care techniques in preparation for exams. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Safeguarding: Serious Violence - Knife crime (linked to C&E) www.noknivesbetterlives.com/parents/having-the-conversation https://www.knifefree.co.uk/worried-young-person/ Being safe: Appropriate touch Health and Wellbeing: Changing adolescent body - changes 9-11, menstrual cycle (linked to S&T) Health & Prevention: Human health - bacteria & viruses The facts and science relating to allergies immunisation and vaccination Physical Health & Wellbeing: Internet safety & harms – being a discerning consumer of information Physical Health & Wellbeing: Internet safety & harms – being a discerning consumer of information Residential Outdoor Activities Trip – Building confidence, independence</p>

		allergies immunisation and vaccination.		surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations		
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Key:

P: Performance

C: composition

A: Appreciation

Relationships & Sex Education and Health Education

Safeguarding

British Values