

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1C Physical Health	<p>Invasion Games – Football Practise basic striking, sending and receiving.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p><u>Compete and Perform</u> Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve. 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 <u>Rolls</u> Curled side roll (egg roll) controlled</p> <p>Log roll (Pencil roll) controlled</p> <p>Teddy bear roll controlled</p> <p><u>Jumps</u></p>	<p>Invasion Games- Rugby Practise basic striking, sending and receiving.</p> <p>Catch and bounce a ball.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p><u>Compete and Perform</u> Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve. 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 <u>Rolls</u> Curled side roll (egg roll) controlled</p> <p>Log roll (Pencil roll) controlled</p>	<p>Netball Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p><u>Compete and Perform</u> Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve 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 Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p>	<p>Hockey Practise basic striking, sending and receiving.</p> <p>Use hitting skills in a game.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve.</p> <p>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 Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p><u>Perform</u> Perform using a range of actions and body</p>	<p>Athletics <u>Running</u> Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line and change direction maintaining control.</p> <p>Sprint in a straight line and change direction maintaining control.</p> <p><u>Jumping</u> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p><u>Throwing</u> Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p> <p><u>Compete and Perform</u> Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve 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 Practise basic striking, sending and receiving.</p> <p>Use hitting skills in a game.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p>	<p>Athletics <u>Running</u> Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line and change direction maintaining control.</p> <p>Sprint in a straight line and change direction maintaining control.</p> <p><u>Jumping</u> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> <p><u>Throwing</u> Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p> <p><u>Compete and Perform</u> Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u> Watch and describe performances.</p> <p>Begin to say how they could improve 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 Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent</p>

	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p><u>Vault</u></p> <p>Straight jump off spring board</p> <p><u>Cartwheels and Round offs</u></p> <p>Bunny hops</p> <p>Front Support wheelbarrow with partner</p> <p><u>Travelling and linking Actions</u></p> <p>Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Gallop</p> <p><u>Shapes and Balances</u></p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p><u>Perform</u></p> <p>Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Teddy bear roll controlled</p> <p><u>Jumps</u></p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p><u>Vault</u></p> <p>Straight jump off spring board</p> <p><u>Cartwheels and Round offs</u></p> <p>Bunny hops</p> <p>Front Support wheelbarrow with partner</p> <p><u>Travelling and linking Actions</u></p> <p>Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Gallop</p> <p><u>Shapes and Balances</u></p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p><u>Perform</u></p> <p>Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p> <p><u>Perform</u></p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. Shoot off in rocket land on/ exploring planet 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>parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. 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>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p><u>Compete and Perform</u></p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. 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>catching.</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p> <p><u>Compete and Perform</u></p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p><u>Evaluate</u></p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve. 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</p> <p>Practise basic striking, sending and receiving.</p> <p>Catch and bounce a ball.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Invasion Games – Football</p> <p>Practise basic striking, sending and receiving.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game.</p> <p>Use different ways of travelling in different</p>	<p>Hockey</p> <p>Practise basic striking, sending and receiving.</p> <p>Use hitting skills in a game.</p> <p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p>Pass the ball to another player in a game.</p> <p>Begin to use the terms attacking and</p>	<p>Netball</p> <p>Practise basic striking, sending and receiving.</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p> <p>Pass the ball to another player in a game.</p>	<p>Athletics Running</p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line and change direction maintaining control.</p> <p>Sprint in a straight line and change direction maintaining control.</p> <p><u>Jumping</u></p>	<p>Athletics Running</p> <p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line and change direction maintaining control.</p> <p>Sprint in a straight line and change direction maintaining control.</p> <p><u>Jumping</u></p>

<p>Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. 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 Gymnastics <u>Rolls</u> Curled side roll (egg roll) controlled Log roll (Pencil roll) controlled Teddy bear roll controlled <u>Jumps</u> Straight jump Tuck jump Jumping jack Half turn jump Cat spring <u>Vault</u> Straight jump off spring board</p>	<p>directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. 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Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending 1a, 1b Dance Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. <u>Perform</u> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. 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>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. 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Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. <u>Throwing</u> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve 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 Cricket Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances.</p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. <u>Throwing</u> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve 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 Tennis Practise basic striking, sending and receiving. Use hitting skills in a game. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. <u>Compete and Perform</u> Begin to perform learnt skills with some control. Engage in competitive activities and team games. <u>Evaluate</u> Watch and describe performances. Begin to say how they could improve. basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple</p>
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	<p><u>Cartwheels and Round offs</u> Bunny hops</p> <p>Front Support wheelbarrow with partner</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p><u>Shapes and Balances</u> Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p><u>Perform</u> Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u> Watch and describe performances. Begin to say how they could improve.</p> <p>basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>Front Support wheelbarrow with partner</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p><u>Shapes and Balances</u> Standing balances</p> <p>Kneeling balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p><u>Perform</u> Begin to perform learnt skills with some control.</p> <p><u>Evaluate</u> Watch and describe performances. Begin to say how they could improve.</p> <p>basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>		<p>Shoot off in rocket land on/ exploring planet 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>Watch and describe performances. Begin to say how they could improve. 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>tactics for attacking and defending 1a, 1b</p>
Emotional Health	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. C&E Developing a healthy, safer lifestyle - Personal hygiene. Why Rules & Laws are made Taking turns Physical Health and Fitness: active lifestyle, seeking support Rule of law Individual liberty Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. S&T Parts of the body S3.4 C&E Developing a healthy, safer lifestyle - Personal hygiene. Growth Mindset. Consequences. 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>Describe how the body feels before, during and after exercise. Carry and place equipment safely. C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental well-being: range of emotions Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.31, 1.33</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. C&E Developing a healthy, safer lifestyle - Personal hygiene. Mental well-being: talking about feelings, emotion and appropriate behaviour Mutual respect and tolerance 1.3, 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. C&E Developing a healthy, safer lifestyle - Personal hygiene. Understanding what is fair and unfair. Mental well-being: self-care techniques 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, 1.32, 1.33</p>	<p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 S&T: Food Tech: Vegetable ratatouille C1 S&T: How diseases are spread and controlled. Education outside the classroom: Mobile Caving Famous Sportsperson: P4C Question: 1,3 1.15, 1.16, 1.23, 1.24, 1.28, 1.33</p>
Year 2 Physical Health	<p>Invasion Games- Rugby Throw different types of equipment in different ways, for accuracy and distance. Throw and catch a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Know how to pass the ball in different ways. Use different ways of travelling at different</p>	<p>Invasion Games – Football Strike or hit a ball with increasing control. Position the body to strike a ball. Kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways,</p>	<p>Hockey Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways,</p>	<p>Netball Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Know how to pass the ball in different</p>	<p>Athletics Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over</p>	<p>Athletics Running Run at different paces, describing the different paces. Use a variety of different stride lengths. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over</p>

<p>speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Gymnastics Rolls</u> Curled side roll (egg roll) controlled</p> <p>Log roll (Pencil roll) controlled</p> <p>Teddy bear roll controlled</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p>	<p>directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Gymnastics Rolls</u> Curled side roll (egg roll) controlled</p> <p>Log roll (Pencil roll) controlled</p> <p>Teddy bear roll controlled</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump</p> <p>Cat spring</p> <p>Cat spring to straddle</p> <p><u>Vault</u> Straight jump off spring board</p>	<p>directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Dance - The Beetles Dance with Props</u> Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music.</p> <p>Improve the timing of their actions.</p> <p><u>Perform</u> Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their</p>	<p>ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Dance</u> Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music.</p> <p>Improve the timing of their actions.</p> <p><u>Perform</u> Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their</p>	<p>different distances.</p> <p><u>Jumping</u> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p><u>Throwing</u> Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Cricket</u> Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used</p> <p>Strike or hit a ball with increasing control.</p>	<p>different distances.</p> <p><u>Jumping</u> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p><u>Throwing</u> Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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><u>Tennis</u> Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Know how to pass the ball in different ways.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u></p>
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	<p><u>Vault</u> Straight jump off spring board</p> <p><u>Cartwheels and Round offs</u> Bunny hops</p> <p>Front Support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor Kick</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p>Straight Jump half-turn</p> <p><u>Shapes and Balances</u> Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p><u>Perform</u> Perform learnt skills with increasing control.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p><u>Cartwheels and Round offs</u> Bunny hops</p> <p>Front Support wheelbarrow with partner</p> <p>T-lever</p> <p>Scissor Kick</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump, hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Galloping</p> <p>Straight Jump half-turn</p> <p><u>Shapes and Balances</u> Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p> <p><u>Perform</u> Perform learnt skills with increasing control.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns 1a, 1c</p>	<p>work and that of others. Props and rhythm When I'm 64 – dancing with flat caps 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>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Understand the importance of rules in games.</p> <p><u>Compete and Perform</u> Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><u>Evaluate</u> Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others. 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>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene S&T : Teeth Hygiene S4.3 C&E Learning to respect. Growth Mindset.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 C&E Visit from NHS. Meeting & talking with people. Mental well-being: range of emotions</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 S&T: Healthy living and growing old, fruit smoothies C1 Mental well-being: self-care techniques</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 Mental well-being: talking about feelings, emotion and appropriate behaviour. C&E Rule of law</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 Physical Health and Well-being: active lifestyle, seeking support C&E Mutual respect and tolerance</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>C&E Developing a healthy, safer lifestyle - Personal hygiene. 1.16 Education outside the classroom: Mobile Caving Famous Sportserson:</p>

	Rewards and Consequences. Mutual respect and tolerance. 1.1, 1.3, 1.4, 1.5, 1.9, 1.15, 1.16, 1.23, 1.24, 1.27, 1.28, 1.33	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, 1.31, 1.32, 1.33	C&E Mutual Respect and tolerance 1.3, 1.15, 1.23, 1.24, 1.28, 1.33	Mutual respect and tolerance 1.3, 1.4, 1.15, 1.23, 1.24, 1.28, 1.33	1.1, 1.3, 1.4, 1.5, 1.8, 1.9, 1.15, 1.16, 1.18, 1.19, 1.22, 1.23, 1.24, 1.27, 1.28, 1.31, 1.32, 1.33	P4C Question: 1.3, 1.15, 1.23, 1.24, 1.28, 1.33
<p>Year 3</p> <p>Physical Health</p>	<p>Invasion Games- Football</p> <p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics</p> <p><u>Rolls</u></p> <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> <p><u>Jumps</u></p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p>	<p>Invasion Games- Rugby</p> <p>Move with the ball in a variety of ways with some control.</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics</p> <p><u>Rolls</u></p> <p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p> <p><u>Jumps</u></p> <p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p>	<p>Netball</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>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</p> <p>Pick a Pocket/ Food Glorious Food</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p>	<p>Hockey</p> <p>Demonstrate successful hitting and striking skills.</p> <p>Strike the ball for distance.</p> <p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game</p> <p>Pass the ball in two different ways in a game situation with some success.</p> <p>Know how to keep and win back possession of the ball in a team game.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use simple attacking and defending skills in a game.</p> <p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Running, 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</p> <p>Pick a Pocket/ Food Glorious Food</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p> <p><u>Perform</u></p> <p>Develop the quality of the actions in their</p>	<p>Tennis</p> <p>Demonstrate successful hitting and striking skills.</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Apply and follow rules fairly.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Athletics</p> <p><u>Running</u></p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p><u>Jumping</u></p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p><u>Throwing</u></p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm</p>	<p>Cricket</p> <p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p> <p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p> <p>Find a useful space and get into it to support teammates.</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly.</p> <p>Know how to play a striking and fielding game fairly.</p> <p><u>Compete and Perform</u></p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Athletics</p> <p><u>Running</u></p> <p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to</p>

	<p>cool down. S&T: Food and keeping healthy S3.1</p> <p>C&E Growth Mindset. Benefits of exercise Rule and Law Democracy Mutual respect and tolerance Physical Health and Well-being: active lifestyle, seeking support 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>cool down. 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: range of emotions Mutual respect Rule of law 2.1, 2.2, 2.3, 2.9, 2.10, 2.11, 2.23, 2.25, 2.28, 2.32, 2.34, 2.36</p>	<p>cool down. S&T: Making vegetable soup C1, C3</p> <p>C&E Disability Recognising the barriers people with disabilities might experience and explore solutions that might help. Mental Well-being: self-care techniques Influential person case study: Tanni Grey Thompson Mutual respect and tolerance Individual liberty 2.1, 2.2, 2.3, 2.9, 2.11, 2.18, 2.25, 2.29, 2.32, 2.36</p>	<p>cool down. C&E Children in the Past Understanding different sides of an ethical dilemma and what choices to make. The workhouse, Victorian matchmakers, link to Cliveden House (P&T) Individual Liberty Mutual respect and tolerance 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.36, 2.37</p>	<p>cool down. S&T: Projects on a page – healthy and varied diet S3.1, C1 Mental well-being: talking about feelings, emotion and appropriate behaviour. Individual Liberty 2.1, 2.2, 2.3, 2.11, 2.13, 2.25, 2.32, 2.33, 2.36</p>	<p>cool down. Education outside the classroom: Mobile Caving Famous Sportsperson: P4C Question: C&E Mutual respect 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36</p>
<p>Year 4 Physical Health</p>	<p>Invasion Games- Football Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics <u>Rolls</u> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p><u>Jumps</u> Straight jump Tuck jump Jumping jack</p>	<p>Invasion Games- Rugby Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics <u>Rolls</u> Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p><u>Jumps</u></p>	<p>Invasion Games- Netball Develop different ways of throwing and catching. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Pass the ball with increasing speed, accuracy and success in a game situation. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group.</p>	<p>Invasion Games- Hockey Use a stick to hit a ball with accuracy and control. Use hand-eye coordination to strike a moving and a stationary ball. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. Running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen</p>	<p>Athletics <u>Running</u> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><u>Jumping</u> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><u>Throwing</u> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Tennis Use a racquet a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner.</p>	<p>Athletics <u>Running</u> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><u>Jumping</u> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><u>Throwing</u> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Cricket Use a bat to hit a ball with accuracy and control. Use hand-eye coordination to strike a moving and a stationary ball.</p>

	<p>Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p><u>Vault</u> Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p><u>Cartwheels and Round offs</u> Lunge into handstand Lunge into Cartwheel</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><u>Shapes and Balances</u> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><u>Perform</u> Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p><u>Vault</u> Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p><u>Cartwheels and Round offs</u> Lunge into handstand Lunge into Cartwheel</p> <p><u>Travelling and linking Actions</u> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><u>Shapes and Balances</u> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><u>Perform</u> Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas</p>	<p>Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p><u>Perform</u> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 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>dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</p> <p><u>Perform</u> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 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 counter balance. A – observe and explore contemporary dance styles. 1a, 1c, 1d, 1e</p>	<p>Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>Develop different ways of throwing and catching. Pass the ball with increasing speed, accuracy and success in a game situation. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games.</p> <p><u>Compete and Perform</u> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>
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	<p>Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>	<p>for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1c, 1e</p>				
Emotional Health	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down 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. Mental wellbeing: range of emotions Mutual respect 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>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down C&E Mutual respect Physical Health and Well being: active lifestyle, seeking support 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>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down S&T Using fresh vegetables and making salads C1, C3 C&E Gender Stereotypes Finding example of gender and stereotypes. Gender discrimination Challenge stereotypes. The effects of social media: Mutual respect Mental Wellbeing: self-care techniques 2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down C&E UK diseases, bacteria and viruses v Foreign diseases, bacteria and viruses (ink to S&T) Mutual respect Mental wellbeing: talking about feelings, emotion and appropriate behaviour 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.34, 2.36, 2.37</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down S&T The digestive system, making stuffed vegetables S3.1, C1, C3 C&E Rule of law 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36</p>	<p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down Education outside the classroom: Mobile Caving P&T Navigation / Walk to White Waltham: take part in outdoor and adventurous activity challenges both individually and within a team 1d S&T Nutrition for different sportspeople, the effect of exercise on our body S3.1 Famous Sportsperson: P4C Question: C&E Comparing food products and prices. 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 Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending Devise and adapt rules to create their own game. Compete and Perform Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Invasion Games- Football Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Shoot in a game. Choose the best tactics for attacking and defending. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. Compete and Perform Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Evaluate</p>	<p>Invasion Games- Hockey Use different techniques to hit a ball. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Shoot in a game. Choose the best tactics for attacking and defending. Know when to pass and when to dribble in a game Devise and adapt rules to create their own game. Compete and Perform Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Evaluate Choose and use criteria to evaluate own</p>	<p>Invasion Games- Netball Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Shoot in a game. Choose the best tactics for attacking and defending Devise and adapt rules to create their own game. Compete and Perform Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Evaluate Choose and use criteria to evaluate own and others' performance.</p>	<p>AthleticsRunning Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>Athletics Running Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Jumping Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>

<p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. 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 Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. Exploring the style of highland dancing; straight back and quick 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</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Rolls Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Jumps Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Split leap</p> <p>Vault Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Squat through vault</p> <p>Cartwheels and round-offs Lunge into handstand</p> <p>Lunge into cartwheel</p> <p>Lunge into round-off</p> <p>Travelling and linking actions Tiptoe, step, jump and hop</p> <p>Hopscotch</p>	<p>and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance – Indian Dance Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Perform Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. Teaching gesture and dynamics of Bollywood Dance using unison and cannon, repetitive motifs, producing, and recording whole class dance, which is evaluated in peer groups. 1a, 1c, 1d, 1e</p>	<p>Explain why they have used particular skills or techniques, and the effect they have had on their performance. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Gymnastics Rolls Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Jumps Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Split leap</p> <p>Vault Hurdle step onto springboard</p> <p>Squat on vault</p> <p>Straddle on vault</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle jump off</p> <p>Pike jump off</p> <p>Squat through vault</p> <p>Cartwheels and round-offs Lunge into handstand</p> <p>Lunge into cartwheel</p> <p>Lunge into round-off</p> <p>Travelling and linking actions Tiptoe, step, jump and hop</p> <p>Hopscotch</p>	<p>Throwing Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete and Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Cricket Use different techniques to hit a ball.</p> <p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p> <p>Devise and adapt rules to create their own game.</p> <p>Compete and Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have</p>	<p>Throwing Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Compete and Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Tennis Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p> <p>Demonstrate an increasing awareness of space.</p> <p>Devise and adapt rules to create their own game.</p> <p>Compete and Perform Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Choose and use criteria to evaluate own</p>
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	<p>others choreography 1a, 1c, 1d, 1e</p>	<p>Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot <u>Shapes and balances</u> 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><u>Perform</u> Consistently perform and apply skills and techniques with accuracy and control.</p> <p><u>Evaluate</u> Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their 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>Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot <u>Shapes and balances</u> 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><u>Perform</u> Consistently perform and apply skills and techniques with accuracy and control.</p> <p><u>Evaluate</u> Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance Use, balance on different body parts to perform sequence of movements, inclusive of rolling on small and large apparatus. 1a, 1c, 1e</p>	<p>had on their performance running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	<p>and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 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>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>C&E Consequences of Aggressive Behaviour Growth Mindset. School rules: Rewards and Consequences Learning Charter Physical Health and Wellbeing: active lifestyle, seeking support Rule of law Mutual respect 2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.18, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>C&E How to Cope with Peer Pressure Dilemmas children face and how to deal with them. Mental Wellbeing: range of emotions Mutual respect 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>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>C&E Tolerance & Cultural History Celebrating and accepting differences. Judging by appearances. Mental Wellbeing: self-care techniques Mutual respect 2.1, 2.2, 2.3, 2.9, 2.11, 2.25, 2.27, 2.28, 2.29, 2.32, 2.36</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>S&T Food Tech: Spanish tortilla C1, C3 C&E Work of Samaritans Ethical dilemmas they might face. Mental Wellbeing: talking about feelings, emotion and appropriate behaviour. 2.1, 2.2, 2.3, 2.11, 2.18, 2.25, 2.32, 2.36, 2.37</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>C&E Rule of law Individual Liberty 2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.36</p>	<p>Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>S&T Human lifecycle, growth, development, body changes, puberty and old age S3.1, S2.2 C&E Water as an energy source. Education outside the classroom: Mobile Caving, Bikeability Famous Sportsperson: P4C Question: Mutual respect 2.1, 2.2, 2.3, 2.11, 2.20, 2.25, 2.32, 2.34, 2.36</p>
Year 6 6Q	<p>Invasion Games- Rugby Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p>	<p>Invasion Games- Football Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the</p>	<p>Invasion Games- Hockey Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game</p>	<p>Invasion Games- Netball Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game</p>	<p>Athletics Running Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on</p>	<p>Tennis Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p>
Physical Health						

	<p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements 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>Dance - 6D World War 2 Lindy Hop. Dance style created by American GI's. 6G - Ship Wreck Dance based on Twelfth Night (theme based danced) 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>ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements 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>situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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>situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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 Dancing Exploring the style of Greek dancing; straight back and quick 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>the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Cricket</p>	<p>Demonstrate a good awareness of space.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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>
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					<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Demonstrate a good awareness of space.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p>	
<p>Year 6</p> <p>6D</p> <p>Physical Health</p>	<p>Invasion Games- Football</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a</p>	<p>Invasion Games- Rugby</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to</p>	<p>Invasion Games- Netball</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to play a game successfully.</p>	<p>Invasion Games- Hockey</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p>Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>Demonstrate a good awareness of space.</p> <p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Follow and create complicated rules to</p>	<p>Athletics</p> <p>Running</p> <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different</p>	<p>Cricket</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p> <p>Demonstrate a good awareness of space.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p> <p>Compete and Perform</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a</p>

	<p>game. Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements 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>play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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>Communicate plans to others during a game. Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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>play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Dance - Greek Dancing Exploring the style of Greek dancing; straight back and quick 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>stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.</p> <p>Compete and Perform Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e</p> <p>Tennis Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Demonstrate a good awareness of space. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p>Compete and Perform Perform and apply a variety of skills and</p>	<p>strong understanding of tactics and composition.</p> <p>Evaluate Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 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>
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					<p>techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p><u>Evaluate</u></p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>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>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>C&E Tolerance & Consequences of Anti-Social Behaviour</p> <p>Respect the referee, Year 6 to lead the whole school safety assembly, collate H&S rules, design the school charter & distribute and present to each year group.</p> <p>Growth Mindset</p> <p>Physical Health and Wellbeing: active lifestyle, seeking support</p> <p>Rule of law</p> <p>Mutual respect and tolerance</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.11, 2.18, 2.22, 2.23, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>S&T: Human circulatory system and impact of exercise, drugs and diet S3.1, S3.1, S3.3</p> <p>C&E Leadership in Year 6</p> <p>Being a role model.</p> <p>The effects of legal and illegal drugs, smoking alcohol (link to S&T)</p> <p>Mental wellbeing: range of emotions, drugs alcohol and tobacco</p> <p>Basic First Aid</p> <p>Mutual respect and tolerance.</p> <p>Democracy (making collective decisions)</p> <p>2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.21, 2.22, 2.23, 2.25, 2.28, 2.32, 2.34, 2.36 S&T)</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>C&E Gender, Race & Cultural Laws</p> <p>Understanding equality, discrimination & prejudice.</p> <p>Mental wellbeing: talking about feelings, emotions and appropriate behaviour</p> <p>Rule of Law</p> <p>Mutual respect and tolerance</p> <p>2.1, 2.2, 2.3, 2.9, 2.11, 2.18, 2.25, 2.28, 2.29, 2.32, 2.36</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>C&E Human Health: Bacteria & Viruses</p> <p>Individual Liberty</p> <p>Democracy</p> <p>Mental Wellbeing: self-care techniques</p> <p>2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36, 2.37</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>C&E Rule of law</p> <p>2.1, 2.2, 2.3, 2.11, 2.25, 2.32, 2.34, 2.36</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p> <p>S&T: Evolution, inheritance and reproduction, viruses</p> <p>S4.2, S2.2</p> <p>Education outside the classroom: Mobile Caving, cycling navigation</p> <p>Famous Sportsman: Lance Armstrong</p> <p>P4C Question: Was Lance Armstrong cheating if all his competitors were also using performance enhancing drugs?</p> <p>C&E Mutual Respect and tolerance</p> <p>2.1, 2.2, 2.3, 2.11, 2.25, 2.31, 2.32, 2.36</p>

Key:

P: Performance

C: composition

A: Appreciation

Education, Relationships & Sex Education and Health Education

Safeguarding

British Values