

# St Lawrence PE overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>DANCE</b>	<p>To copy steps and actions with some control and coordination To link individual and whole body movements together To watch others work and choose actions To recognise how to move in space To talk about ways to keep healthy</p>	<ul style="list-style-type: none"> <li>To copy and explore basic body patterns and movements</li> <li>To remember simple dance steps and perform them in a controlled manner, beginning to link moves together</li> <li>To choose a variety of actions and link them with sounds and music</li> <li>To describe and discuss others work</li> </ul>	<ul style="list-style-type: none"> <li>To perform with control and coordination</li> <li>To respond imaginatively to a variety of stimuli</li> <li>To vary the dynamics, levels, speed and direction of my phrase/motif</li> <li>To discuss my own and others work with simple vocabulary</li> </ul>	<p>To improvise freely on my own and with a partner to create dance patterns To create partnered dances that reflect the dancing style and key components of dance To translate ideas from a variety of stimuli into movement To perform a dance with rhythm and expression To compare, develop and adapt movement motifs to create longer dances To perform in front of others with confidence To use dance vocabulary to compare and evaluate to help improve my work</p>	<ul style="list-style-type: none"> <li>To improvise freely on my own and with a partner to create dance patterns</li> <li>To create partnered dances that reflect the dancing style and key components of dance</li> <li>To translate ideas from a variety of stimuli into movement</li> <li>To perform a dance with rhythm and expression</li> <li>To compare, develop and adapt movement motifs to create longer dances</li> <li>To perform in front of others with confidence</li> <li>To use dance vocabulary to compare and evaluate to help improve my work</li> </ul>	<p>To demonstrate precision, control and fluency in response to stimuli To create partnered and individual dances that reflect the dancing style and key components of dance To vary dynamics and develop actions with a partner of as part of a group To link phrases and motifs to create a wide performance To continually demonstrate rhythm and spatial awareness To modify my performance and that of others – analyse and evaluate To use dance vocabulary to compare and evaluate to help improve my work</p>	<p>To demonstrate precision, control and fluency in response to stimuli To create partnered and individual dances that reflect the dancing style and key components of dance To vary dynamics and develop actions with a partner of as part of a group To link phrases and motifs to create a wide performance To continually demonstrate rhythm and spatial awareness To modify my performance and that of others – analyse and evaluate To use dance vocabulary to compare and evaluate to help improve my work</p>
		<p><b>Spring 2: Dance</b> -To explore travelling actions and use counts of 8 to move in time with the music -To remember and repeat actions and respond imaginatively to a stimulus -To copy, remember, repeat and perform actions that represent a theme -To use expression and create actions that relate to the story -To use a pathway when travelling -To show changes in expression, level and shape</p>	<p><b>Spring 1: Dance</b> -To repeat, link and choose actions -To create actions and accurately copy other's actions -To copy, remember and repeat actions using facial expressions to show different characters -To perform in unison creating shapes with a partner -To mirror a partner and create ideas -To copy, repeat and create actions in response to a stimulus -To copy, create and perform actions considering dynamics -To create a short dance phrase with a partner showing clear changes of speed</p>	<p><b>Autumn 2: Dance</b> -To create actions in response to a stimulus and move in unison with a partner -To create actions to move in contact with a partner or interact with a partner -To understand how dynamics affect the action performed -To select and use actions to represent an idea -To remember and repeat actions, using dynamics to clearly show different phrases -To choose actions which relate to the idea, using space and timing to make my work look interesting -To understand and use formations, choosing poses which relate to the stimulus -To use transitions and changes of timing to move into and out of shapes</p>	<p><b>Autumn 2: Dance</b> -To copy and create actions in response to an idea. -To use changes of space to adapt the set material -To choose actions which relate to the theme. To work with a partner to show action and reaction -To use actions, dynamics, spacing and timing to represent a state of matter -To use actions, dynamics, spacing and timing to represent a state of matter -To remember and repeat actions and create dance ideas in response to a stimulus -To use action and reaction when creating ideas with a partner -To remember, repeat and create actions to represent an idea -To use choreographing ideas to change how actions are performed</p>	<p><b>Spring 1: Dance</b> -To create a dance using a random structure and perform the actions showing quality and control -To understand how changing the dynamics of an action changes the appearance of the performance. To provide and use feedback to improve on performance -To understand and use relationships and space to change how a performance looks -To work with a group to create poses and link them together using transitions -To use choreographing devices when working as a group -To copy and repeat movements in the style of Rock 'n' Roll -To work with a partner to copy and repeat actions and keeping in time with the music -To work collaboratively with a group to create a dance in the style of Rock 'n' Roll</p>	<p><b>Autumn 2: Dance</b> -To copy and repeat a set dance phrase showing confidence in movements -To work collaboratively with a partner to explore and develop the dance idea -To use changes in level and speed when choreographing -To copy and create actions using a prop as a dance stimulus -To select actions and dynamics to convey different characters -To choreograph a dance that shows contrasting characters -To communicate a story through dance</p>
<b>GYMNASTICS</b>	<p>To copy individual and whole body movements with some control and coordination To link individual and whole body movements together I can watch others work I can recognise and negotiate space and I can handle small and /or low apparatus safely</p>	<p>To copy and explore basic gymnastics actions with some control and coordination To select and link basic gymnastics actions together To perform a simple sequence of movements, linking them together To watch and discuss my own work and others work</p>	<p>To copy, remember, explore and repeat a variety of basic gymnastics actions with control and coordination To select and link basic gymnastics actions into fluent short movement phrases To perform a variety of gymnastics actions to make a sequence To identify and describe the difference between my own and others work</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape To select and link gymnastics actions fluently into longer movement phrases To apply basic compositional ideas to create a sequence of different movements including using counterbalances To describe my own and others work, noting similarities and differences I can make suggestions for improvements</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape To select and link gymnastics actions fluently into longer movement phrases To apply basic compositional ideas to create a sequence of different movements including using counterbalances To describe my own and others work, noting similarities and differences I can make suggestions for improvements</p>	<p>To copy, remember, explore and repeat increasingly complex gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape To select and link increasingly complex gymnastics actions fluently into individual, pair or group sequences I can apply a variety of compositional ideas to create a sequence of different movements, including using counterbalances and movements in canon and in unison To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences</p>	<ul style="list-style-type: none"> <li>To copy, remember, explore and repeat increasingly complex gymnastics actions with consistent control, coordination, quality and clarity. Movements to include: jumping, travelling, balancing, shape</li> <li>To select and link increasingly complex gymnastics actions fluently into individual, pair or group sequences</li> <li>I can apply a variety of compositional ideas to create a sequence of different movements, including using counterbalances and movements in canon and in unison</li> <li>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences</li> </ul>

		<p><b>Spring 1: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To explore travelling movements using the space around you</li> <li>-To develop quality when performing gymnastic shapes</li> <li>-To develop stability and control when performing balances</li> <li>-To develop technique and control when performing shape jumps</li> <li>-To develop technique in the barrel, straight and forward roll</li> <li>-To link gymnastic actions to create a sequence</li> </ul>	<p><b>Spring 2: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To perform gymnastic shapes and link them together</li> <li>-To use shapes to create balances</li> <li>-To link travelling actions and balances using apparatus</li> <li>-To demonstrate different shapes, takeoff and landings when performing jumps</li> <li>-To develop rolling and sequence building</li> <li>-To develop sequence work on apparatus</li> </ul>	<p><b>Spring 1: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To create interesting point and patch balances</li> <li>-To develop stepping into shape jumps with control</li> <li>-To develop straight, barrel and forward roll</li> <li>-To transition smoothly into and out of balances</li> <li>-To create a sequence with matching and contrasting actions and shapes</li> <li>-To create a partner sequence incorporating equipment</li> </ul>	<p><b>Spring 1: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To develop individual and partner balances</li> <li>-To develop control in performing and landing rotation jumps</li> <li>-To develop the straight, barrel, forward and straddle roll</li> <li>-To develop the straight, barrel, forward and straddle roll</li> <li>-To develop strength in inverted movements</li> <li>-To be able to explore pathways and travelling movements</li> <li>-To be able to create a sequence to include apparatus and inverted movements</li> <li>-To be able to create a partner sequence to include apparatus</li> </ul>	<p><b>Autumn 2: Yoga</b></p> <ul style="list-style-type: none"> <li>-To develop an understanding of yoga</li> <li>-To develop flexibility</li> <li>-To develop strength through yoga flows</li> <li>-To create your own flow showing quality in control, balance and technique</li> <li>-To develop balance through yoga flows</li> <li>-To work collaboratively to create a controlled paired yoga flow</li> <li>-To create your own yoga flow that challenges technique, balance and control</li> </ul> <p><b>Spring 2: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To be able to perform symmetrical and asymmetrical balances</li> <li>-To develop the straight, forward, straddle and backward roll</li> <li>-To develop the straight, barrel, forward, straddle and backward roll.-To be able to explore different methods of travelling, linking actions in both canon and synchronisation</li> <li>-To be able to perform progressions of inverted movements</li> <li>-To be able to perform progressions of a handstand</li> <li>-To explore matching and mirroring using actions both on the floor and on apparatus</li> <li>-To be able to create a partner sequence using apparatus</li> </ul>	<p><b>Spring 1: Gymnastics</b></p> <ul style="list-style-type: none"> <li>-To develop the straddle, forward and backward roll</li> <li>-To develop counter balance and counter tension</li> <li>-To perform inverted movements with control</li> <li>-To perform the progressions of a headstand and a cartwheel</li> <li>-To use flight from hands to travel over apparatus</li> <li>-To create a group sequence using formations and apparatus</li> </ul>
GAMES	<p>To stop a ball with some control</p> <p>To send a ball in the direction of another person</p> <p>To control a ball on my own</p> <p>To safely move with a ball in space</p>	<p>To stop a ball with basic control</p> <p>To send a ball in the direction of another person and collect a ball</p> <p>To take part in sending and receiving activities with a partner</p> <p>To travel in a variety of ways including: running, jumping.</p> <p>To begin to perform a range of throws</p> <p>To receive a ball with basic control to begin to develop hand-eye coordination</p> <p>To participate in simple games</p>	<p>To stop, catch and strike a ball with control and accuracy and increasing confidence in a range of ways</p> <p>To pass a ball to someone else and receive a ball when moving</p> <p>To take part in conditioned games with opponents using simple tactics appropriately</p> <p>To begin to apply and combine a variety of skills (to a game situation)</p> <p>To begin to develop strong spatial awareness and the importance of rules in games</p> <p>To begin to develop an understanding of attacking and defending</p>	<p>To control, strike and catch a ball whilst moving and keep possession with accuracy and coordination</p> <p>To show confidence in using ball skills in various ways and can link these together <i>e.g., dribbling, bouncing, kicking</i></p> <p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To accurately pass to someone else and to be aware of space and how to use it</p> <p>To understand and choose simple tactics for sending, attacking and defending</p> <p>To begin to influence the conditioned games with opponents, beginning to communicate with others during game situations</p> <p>To describe and evaluate my own performance and that of others and can make suggestions as to what resources can be used to differentiate a game</p>	<p>To control, strike and catch a ball whilst moving and keep possession with accuracy and coordination</p> <p>To show confidence in using ball skills in various ways and can link these together <i>e.g., dribbling, bouncing, kicking</i></p> <p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To accurately pass to someone else and to be aware of space and how to use it</p> <p>To understand and choose simple tactics for sending, attacking and defending</p> <p>To begin to influence the conditioned games with opponents, beginning to communicate with others during game situations</p> <p>To describe and evaluate my own performance and that of others and can make suggestions as to what resources can be used to differentiate a game</p>	<p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To move with a ball in opposed situations, keeping possession and understand how to attack and defend in a small sided game</p> <p>To take part in a conditioned game with a strong understanding of tactics and rules and use this to help improve performance</p> <p>Can create their own games using knowledge and skills, modifying them where appropriate</p> <p>Can make suggestions as to what resources can be used to differentiate a game</p>	<p>To use running, jumping, throwing and catching in isolation and combination</p> <p>To move with a ball in opposed situations, keeping possession and understand how to attack and defend in a small sided game</p> <p>To take part in a conditioned game with a strong understanding of tactics and rules and use this to help improve performance</p> <p>Can create their own games using knowledge and skills, modifying them where appropriate</p> <p>Can make suggestions as to what resources can be used to differentiate a game</p>
		<p><b>Autumn 1: Ball Skills</b></p> <ul style="list-style-type: none"> <li>-To develop control and coordination when dribbling a ball with your hands</li> <li>-To explore accuracy when rolling a ball</li> <li>-To explore throwing with accuracy towards a target</li> <li>-To explore catching with two hands</li> <li>-To explore control and coordination when dribbling a ball with your feet</li> <li>-To explore tracking a ball that is coming towards me</li> </ul> <p><b>Spring 1: Invasion</b></p> <ul style="list-style-type: none"> <li>-To develop dribbling towards a goal and understand what being in 'possession' means</li> <li>-To develop passing to a teammate with your feet and to understand who to pass to when playing against a defender</li> <li>-To develop dribbling a ball with hands and to move towards goal with the ball</li> <li>-To develop throwing to a teammate and to support a teammate when in possession</li> <li>-To move into space showing an awareness of defenders</li> <li>-To stay with a player when defending</li> </ul> <p><b>Summer 1: Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>-To defend space, using the ready position</li> <li>-To play against an opponent and keep score</li> </ul>	<p><b>Autumn 1: Ball Skills</b></p> <ul style="list-style-type: none"> <li>-To roll a ball to hit a target</li> <li>-To develop coordination and be able to stop a rolling ball</li> <li>-To develop technique and control when dribbling a ball with your feet</li> <li>-To develop control and technique when kicking a ball</li> <li>-To develop coordination and technique when throwing and catching</li> <li>-To develop control and coordination when dribbling a ball with your hands</li> </ul> <p><b>Spring 1: Invasion</b></p> <ul style="list-style-type: none"> <li>-To understand what being in possession means and support a teammate to do this</li> <li>-To use a variety of skills to score goals</li> <li>-To develop stopping goals</li> <li>-To learn how to gain possession of the ball</li> <li>-To develop an understanding of marking an opponent</li> <li>-To learn to apply simple tactics for attacking and defending</li> </ul> <p><b>Summer 1: Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>-To develop racket familiarisation</li> <li>-To develop placing an object</li> <li>-To use the ready position to defend space on court</li> </ul>	<p><b>Autumn 1: Cricket</b></p> <ul style="list-style-type: none"> <li>-To develop overarm throwing and catching</li> <li>-To develop underarm bowling</li> <li>-To learn how to grip the bat and develop batting technique</li> <li>-To develop the batting technique</li> <li>-To be able to field a ball using a two handed pick up and a short barrier</li> <li>-To develop overarm bowling technique</li> <li>-To be able to play the role of bowler, batter, wicket keeper and fielder in a game</li> <li>-To play apply skills learnt to mini cricket</li> </ul> <p><b>Autumn 2: Ball Skills</b></p> <ul style="list-style-type: none"> <li>-To develop confidence and accuracy when tracking a ball</li> <li>-To develop confidence and accuracy when tracking a ball</li> <li>-To explore and develop a variety of throwing techniques</li> <li>-To develop throwing under pressure.</li> <li>-To develop catching skills using one and two hands</li> <li>-To develop dribbling a ball with hands.</li> <li>-To use tracking, sending and dribbling skills with feet</li> <li>-To work with others to create a game using the skills learnt</li> </ul>	<p><b>Autumn 1: Cricket</b></p> <ul style="list-style-type: none"> <li>-To develop overarm throwing and catching</li> <li>-To develop underarm bowling</li> <li>-To learn how to grip the bat and develop batting technique</li> <li>-To develop the batting technique</li> <li>-To be able to field a ball using a two handed pick up and a short barrier</li> <li>-To develop overarm bowling technique</li> <li>-To be able to play the role of bowler, batter, wicket keeper and fielder in a game</li> <li>-To play apply skills learnt to mini cricket</li> </ul> <p><b>Autumn 2: Hockey</b></p> <ul style="list-style-type: none"> <li>-To develop open stick dribbling</li> <li>-To develop sending the ball with a push pass</li> <li>-To develop receiving the ball</li> <li>-To develop dribbling using the reverse stick</li> <li>-To develop dribbling, beating a defender</li> <li>-To develop moving into space after passing the ball</li> <li>-To be able to use an open stick tackle</li> <li>-To apply defending and attacking principles in a hockey tournament</li> </ul> <p><b>Spring 1: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-To develop ball handling skills demonstrating increasing control and accuracy</li> </ul>	<p><b>Autumn 1: Cricket</b></p> <ul style="list-style-type: none"> <li>-To develop throwing accuracy and catching skills</li> <li>-To develop underarm bowling accuracy</li> <li>-To develop batting accuracy and directional batting</li> <li>-To develop catching skills (close/deep catching and wicket keeping)</li> <li>-To develop overarm bowling technique and accuracy</li> <li>-To develop the defensive and driving hitting techniques</li> <li>-To develop a variety of fielding techniques and to use them within a game</li> <li>-To develop long and short barriers and apply them to a game situation</li> </ul> <p><b>Autumn 2: Handball</b></p> <ul style="list-style-type: none"> <li>-To develop a variety of passes and know when to use each to help maintain possession</li> <li>-To use stepping, dribbling and passing skills to create space, move towards goal and away from defenders</li> <li>-To use defending skills to stop an opponent from scoring</li> <li>-To select and apply the appropriate skill to score goals</li> </ul>	<p><b>Autumn 1: Cricket</b></p> <ul style="list-style-type: none"> <li>-To develop throwing accuracy and catching skills</li> <li>-To develop underarm bowling accuracy</li> <li>-To develop batting accuracy and directional batting</li> <li>-To develop catching skills (close/deep catching and wicket keeping)</li> <li>-To develop overarm bowling technique and accuracy</li> <li>-To develop the defensive and driving hitting techniques</li> <li>-To develop a variety of fielding techniques and to use them within a game</li> <li>-To develop long and short barriers and apply them to a game situation</li> </ul> <p><b>Autumn 2: Hockey</b></p> <ul style="list-style-type: none"> <li>-To develop dribbling with control</li> <li>-To develop dribbling to beat a defender</li> <li>-To develop sending the ball using a push pass</li> <li>-To develop receiving the ball with control</li> <li>-To be able to move into space to support a teammate</li> <li>-To develop using an open stick (block) tackle and jab tackle to gain possession of the ball</li> </ul>

	<ul style="list-style-type: none"> <li>-To develop control when handling a racket</li> <li>-To develop racket and ball skills</li> <li>-To develop sending a ball using a racket</li> <li>-To develop hitting a ball over a net</li> </ul> <p><b>Summer 1: Target Games</b></p> <ul style="list-style-type: none"> <li>-To develop underarm throwing towards a target</li> <li>-To develop throwing for accuracy</li> <li>-To develop underarm and overarm throwing for accuracy</li> <li>-To develop throwing for accuracy and distance using underarm and overarm</li> <li>-To select the correct technique for the situation</li> <li>-To develop throwing for accuracy and distance</li> </ul> <p><b>Summer 2: Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>-To develop underarm throwing and catching and put this into small sided games</li> <li>-To develop overarm throwing</li> <li>-To develop striking a ball with my hand and equipment</li> <li>-To retrieve a ball when fielding</li> <li>-To understand how to get a batter out</li> <li>-To develop decision making and understand how to score points</li> </ul>	<ul style="list-style-type: none"> <li>-To develop returning a ball with hands</li> <li>-To develop returning a ball using a racket</li> <li>-To move an opponent to win a point</li> </ul> <p><b>Summer 2: Target Games</b></p> <ul style="list-style-type: none"> <li>-To develop an understanding of target games and consider how much power to apply when aiming at a target</li> <li>-To understand how to scare in different target games using overarm throwing</li> <li>-To develop understanding of different target games using the skill of kicking</li> <li>-To develop striking to a target</li> <li>-To develop hitting a moving target</li> <li>-To select an appropriate skill to play a game</li> </ul> <p><b>Summer 2: Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>-To track a rolling ball and collect it</li> <li>-To develop accuracy in underarm throwing and consistency in catching when fielding a ball</li> <li>-To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score</li> <li>-To develop striking for distance and accuracy</li> <li>-To develop decision making to get a better out</li> <li>-To develop decision making when under pressure</li> </ul>	<p><b>Spring 1: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-To develop ball handling skills demonstrating increasing control and accuracy</li> <li>-To develop throwing, catching and running with the ball</li> <li>-To develop an understanding of tagging rules</li> <li>-To begin to use the 'forward pass' and 'off-side' rule</li> <li>-To be able to support a teammate when attacking</li> <li>-To be able to dodge a defender and move into space when running towards the goal</li> <li>-To develop defending skills and use them in a game situation</li> <li>-To be able to apply the rules and tactics leaned an play in a tag rugby tournament</li> </ul> <p><b>Spring 2: Golf</b></p> <ul style="list-style-type: none"> <li>-To be able to understand the safety aspects for golf and to develop spatial awareness</li> <li>-To explore hitting technique and aiming towards a target</li> <li>-To explore shot accuracy</li> <li>-To explore the technique for putting</li> <li>-To explore the technique for chipping</li> <li>-To explore the techniques used for a short game</li> <li>-To explore the technique for a long game</li> <li>-To design, play and teach others to use your own golf course</li> </ul> <p><b>Summer 2: Tennis</b></p> <ul style="list-style-type: none"> <li>-To be able to use the ready position</li> <li>-To develop ball control and movement skills</li> <li>-To develop racket and ball control</li> <li>-To develop returning the ball using a forehand groundstroke</li> <li>-To be able to rally using a forehand</li> <li>-To develop the two handed backhand</li> <li>-To learn how to score.</li> <li>-To develop playing against an opponent</li> <li>-To work collaboratively with a partner and compete against others</li> </ul> <p><b>Summer 2: Rounders</b></p> <ul style="list-style-type: none"> <li>-To develop throwing and catching skills</li> <li>-To play different roles in a game and begin to think tactically about each role</li> <li>-To develop bowling action and learn the rules of bowling</li> <li>-To run around the outside of the bases and make decisions about when to stop and when to run</li> <li>-To field a ball using a two-handed pick and a short barrier</li> <li>-To play to the rules when batting as a team</li> <li>-To apply skills and rules learned to play rounders</li> </ul>	<ul style="list-style-type: none"> <li>-To develop throwing, catching and running with the ball</li> <li>-To develop an understanding of tagging rules</li> <li>-To begin to use the 'forward pass' and 'off-side' rule</li> <li>-To be able to support a teammate when attacking</li> <li>-To be able to dodge a defender and move into space when running towards the goal</li> <li>-To develop defending skills and use them in a game situation</li> </ul> <p><b>Spring 2: Basketball</b></p> <ul style="list-style-type: none"> <li>-To develop the attacking skill of dribbling</li> <li>-To be able to use protective dribbling against an opponent</li> <li>-To develop the bounce and chest pass and begin to recognise when to use them</li> <li>-To develop a jump stop and pivot to protect the ball in attack</li> <li>-To be able to lose a defender</li> <li>-To develop tracking and defending an opponent</li> <li>-To develop the technique for the set shot</li> <li>-To be able to apply the skills, rules and tactics you have learnt to a mini tournament</li> </ul> <p><b>Summer 1: Dodgeball</b></p> <ul style="list-style-type: none"> <li>-To learn the rules of dodgeball</li> <li>-To be able to play in a mini dodgeball game</li> <li>-To develop throwing towards a target</li> <li>-To develop throwing at a moving target</li> <li>-To use jumps, dodges and ducks to avoid being hit</li> <li>-To develop catching a dodgeball at different heights</li> <li>-To use your whole body to catch a dodgeball</li> <li>-To learn how to block using the ball</li> <li>-To understand the rules of dodgeball and use them to play in a tournament.</li> </ul> <p><b>Summer 2: Rounders</b></p> <ul style="list-style-type: none"> <li>-To develop throwing and catching skills</li> <li>-To play different roles in a game and begin to think tactically about each role</li> <li>-To develop bowling action and learn the rules of bowling</li> <li>-To run around the outside of the bases and make decisions about when to stop and when to run</li> <li>-To field a ball using a two-handed pick and a short barrier</li> <li>-To play to the rules when batting as a team</li> <li>-To apply skills and rules learned to play rounders</li> </ul> <p><b>Summer 2: Tennis</b></p> <ul style="list-style-type: none"> <li>-To develop underarm feeding</li> <li>-To use the ready position</li> <li>-To develop ball control using a tennis racket</li> <li>-To develop hitting the ball using a forehand</li> <li>-To develop returning the ball using a forehand</li> <li>-To develop the backhand and understand when to use it</li> <li>-To work cooperatively with a partner to keep a continuous rally going</li> <li>-To use simple tactics in a game to outwit an opponent</li> <li>-To demonstrate honesty and fair play when competing against others</li> </ul>	<ul style="list-style-type: none"> <li>-To use defensive skills to gain possession</li> <li>-To maintain possession under pressure</li> </ul> <p><b>Spring 1: Netball</b></p> <ul style="list-style-type: none"> <li>-To develop passing and moving</li> <li>-To develop passing and moving towards a goal</li> <li>-To be able to use the attacking principle of creating and using space</li> <li>-To be able to change direction and lose a defender</li> <li>-To be able to defend ball side and know when to go for interceptions</li> <li>-To develop the shooting action</li> <li>-To be able to change direction to get free from a defender and receive a pass.</li> <li>-To learn the positions of 5-a-side netball</li> <li>-To play in a 5-a-side netball tournament</li> </ul> <p><b>Spring 2: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-To develop attacking principles, understanding when to run and when to pass</li> <li>-To develop throwing and catching with control</li> <li>-To be able to use the 'forward pass' and 'offside' rules</li> <li>-To be able to play games using tagging rules</li> <li>-To develop dodging skills to lose a defender</li> <li>-To develop drawing defence and understanding when to pass</li> <li>-To be able to work as a defending unit to prevent attackers from scoring</li> <li>-To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament</li> </ul> <p><b>Summer 1: Tennis</b></p> <ul style="list-style-type: none"> <li>-To develop the forehand groundstroke</li> <li>-To develop returning the ball using a forehand groundstroke</li> <li>-To develop returning the ball using a backhand groundstroke</li> <li>-To work cooperatively with a partner to keep a continuous rally</li> <li>-To develop the underarm serve and understand the rules of serving</li> <li>-To develop the volley and understand when to use it</li> <li>-To use a variety of strokes to outwit an opponent</li> <li>-To work collaboratively with a partner to compete against others</li> </ul> <p><b>Summer 2: Rounders:</b></p> <ul style="list-style-type: none"> <li>-To throw and catch with accuracy under pressure</li> <li>-To develop the bowling action and understand the role of the bowler</li> <li>-To develop batting technique</li> <li>-To make decisions about where and when to send the ball to stump a batter out</li> <li>-To develop a variety of fielding techniques and when to use them in a game</li> <li>-To develop long and short barriers in fielding and understand when to use them</li> <li>-To develop decision making and tactical awareness when playing competitively</li> <li>-To apply the rules and skills you have learnt to play in a rounders tournament</li> </ul>	<ul style="list-style-type: none"> <li>-To use space effectively in game situations</li> <li>-To apply the rules and skills you have learnt to play in a hockey tournament</li> </ul> <p><b>Autumn 2: Dodgeball</b></p> <ul style="list-style-type: none"> <li>-To recap on the rules of dodgeball and apply them to a game</li> <li>-To develop throwing at a moving object</li> <li>-To use jumps, dodges and ducks to avoid being hit</li> <li>-To develop catching to get an opponent out</li> <li>-To select and apply tactics in a game</li> <li>-To develop officiating skills and referee a dodgeball game</li> </ul> <p><b>Spring 1: Basketball</b></p> <ul style="list-style-type: none"> <li>-To be able to dribble the ball abiding by the double dribble and travelling rules.</li> <li>-To develop protective dribbling against an opponent.</li> <li>-To use a variety of passes in a game situation.</li> <li>-To be able to move into a space to support a teammate.</li> <li>-To be able to choose when to pass and when to dribble.</li> <li>-To be able to track an opponent and use defensive techniques to win the ball.</li> <li>-To be able to perform a set shot and a jump shot.</li> <li>-To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</li> </ul> <p><b>Spring 2: Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-To develop attacking principles, understanding when to run and when to pass</li> <li>-To develop throwing and catching with control</li> <li>-To be able to use the 'forward pass' and 'offside' rules</li> <li>-To be able to play games using tagging rules</li> <li>-To develop dodging skills to lose a defender</li> <li>-To develop drawing defence and understanding when to pass</li> <li>-To be able to work as a defending unit to prevent attackers from scoring</li> <li>-To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament</li> </ul> <p><b>Spring 2: Volleyball</b></p> <ul style="list-style-type: none"> <li>-To develop the fast catch volley</li> <li>-To volley the ball using a set shot</li> <li>-To develop the dig and understand when to use it</li> <li>-To keep a continuous rally going over the net</li> <li>-To develop the underarm serve and learn the rules of serving</li> <li>-To apply the rules, skills and tactics learnt to play in a volleyball tournament</li> </ul> <p><b>Summer 1: Tennis</b></p> <ul style="list-style-type: none"> <li>-To develop the forehand groundstroke</li> <li>-To be able to return the ball using a backhand groundstroke</li> <li>-To use a split step to react quickly to the ball and keep a continuous rally going</li> <li>-To develop the volley and understand when to use it</li> <li>-To develop the volley and use it in a game situation</li> <li>-To develop accuracy of the underarm serve</li> <li>-To learn to use the official scoring system</li> <li>-To work cooperatively with a partner and employ tactics to outwit an opponent</li> <li>-To show respect, honesty and fair play when competing against an opponent</li> </ul> <p><b>Summer 2: Rounders:</b></p> <ul style="list-style-type: none"> <li>-To throw and catch with accuracy under pressure</li> <li>-To develop the bowling action and understand the role of the bowler</li> <li>-To develop batting technique</li> <li>-To make decisions about where and when to send the ball to stump a batter out</li> <li>-To develop a variety of fielding techniques and when to use them in a game</li> <li>-To develop long and short barriers in fielding and understand when to use them</li> <li>-To develop decision making and tactical awareness when playing competitively</li> <li>-To apply the rules and skills you have learnt to play in a rounders tournament</li> </ul>
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ATHLETICS	<p>To run at different speeds To jump from a standing position To perform a variety of throws with basic control</p>	<p>To change speed and direction whilst running To jump from a standing position with accuracy To perform a variety of throws with control and coordination (<i>preparation for shot put and javelin</i>) To use equipment safely</p>	<p>To change speed and direction whilst running To jump from a standing position with accuracy To perform a variety of throws with control and coordination (<i>preparation for shot put and javelin</i>) To use equipment safely</p>	<p>To run at a speed appropriate to the distance run and to run in different directions, using a good technique To demonstrate a range of throwing actions using a variety of objects To throw safely, demonstrating accuracy and power To jump accurately from a standing position To be able to take a running jump using appropriate speed and technique, landing safely</p>	<ul style="list-style-type: none"> <li>● To run at a speed appropriate to the distance run and to run in different directions, using a good technique</li> <li>● To demonstrate a range of throwing actions using a variety of objects</li> <li>● To throw safely, demonstrating accuracy and power</li> <li>● To jump accurately from a standing position</li> <li>● To be able to take a running jump using appropriate speed and technique, landing safely</li> </ul>	<p>To improve stamina and sustain different running techniques and at different speeds in a variety of athletic events To develop the ability to run over a longer distance - stamina To throw a variety of objects with increasing accuracy, precision and power To understand what technique is most effective when jumping for distance, exploring different footwork patterns when taking a running jump, landing safely To identify and explain what makes a good athletic performance</p>	<p>To improve stamina and sustain different running techniques and at different speeds in a variety of athletic events To develop the ability to run over a longer distance - stamina To throw a variety of objects with increasing accuracy, precision and power To understand what technique is most effective when jumping for distance, exploring different footwork patterns when taking a running jump, landing safely To identify and explain what makes a good athletic performance</p>
		<p><b>Summer 2: Athletics</b> -To learn to move at different speeds for varying distances -To develop a foundation for balance and stability -To develop agility and coordination -To explore hopping, jumping and leaping for distance -To develop balance whilst jumping and landing -To develop balance and rhythm when travelling over obstacles -To develop throwing for distance -To develop throwing for accuracy</p>	<p><b>Summer 2: Athletics</b> -To develop the sprinting action -To develop jumping for distance -To develop technique when jumping for height -To develop throwing for distance -To develop throwing for accuracy -To develop technique when taking part in an athletics carousel</p>	<p><b>Summer 1: Athletics</b> -To develop the sprinting technique and improve on your personal best -To develop changeover in relay events -To develop fluency and rhythm when running over obstacles -To develop jumping technique in a range of approaches and take off positions -To develop jumping for height and safety on landing -To develop throwing for distance and accuracy -To develop throwing for distance in a pull throw -To develop officiating and performing skills</p>	<p><b>Summer 1: Athletics</b> -To develop stamina and an understanding of speed and pace in relation to distance -To develop power and speed in the sprinting technique -To develop technique when jumping for distance -To develop power and technique when throwing for distance -To develop a pull throw for distance and accuracy -To develop officiating and performing skills</p>	<p><b>Summer 1: Athletics</b> -To be able to apply different speeds over varying distances -To develop fluency and coordination when running for speed -To develop fluency and coordination when running for speed -To develop power, control and consistency in jumping for distance -To develop technique and coordination in the triple jump -To develop throwing with force for longer distances -To develop throwing with greater control and accuracy for longer distances -To develop officiating and performing skills</p>	<p><b>Summer 2 : Athletics</b> -To work collaboratively with a partner to set a steady pace -To develop your own and others sprinting technique -To develop running over obstacles with greater control and coordination -To develop take off position when jumping for height -To develop power, control and technique for the triple jump -To develop power, control and technique when throwing for distance -To develop throwing with force and accuracy for longer distances -To work collaboratively in a team to develop the officiating skills of measuring, timing and recording</p>
HEALTHY LIFESTYLES	<p>To talk about ways to keep healthy</p>	<p>To safely perform teacher led warm-ups To talk about exercising and short term effects of exercise</p>	<p>To understand the need for a warm up and cool down To recognise what is happening to my body during exercise To understand about exercising and the short term effects of exercise</p>	<p>To understand how to work safely To recognise changes in my body during exercise and PE To give reasons why PE and exercise is good for my health To talk about why it is important to warm up and cool down and lead a partner through a short warm up routine To recognise a change in heart rate, temperature and breathing during exercise</p>	<ul style="list-style-type: none"> <li>● To understand how to work safely</li> <li>● To recognise changes in my body during exercise and PE</li> <li>● To give reasons why PE and exercise is good for my health</li> <li>● To talk about why it is important to warm up and cool down and lead a partner through a short warm up routine</li> <li>● To recognise a change in heart rate, temperature and breathing during exercise</li> </ul>	<p>To organise myself to warm up and cool down safely To describe the effects of exercise on the body To understand and use the principles of exercise activities for warming up and cooling down To recognise and give reasons why PE and exercise of good for health</p>	<p>To organise myself to warm up and cool down safely To describe the effects of exercise on the body To understand and use the principles of exercise activities for warming up and cooling down To recognise and give reasons why PE and exercise of good for health</p>
		<p><b>Autumn 2: Fitness</b> -To develop knowledge about how exercise can make you feel -To develop knowledge about how exercise can make you strong and healthy -To develop knowledge about how exercise relates to breathing -To develop my understanding of how exercise helps my brain -To develop my understanding of how exercise helps my muscles -To begin to understand the importance of daily exercise</p>	<p><b>Autumn 2: Fitness</b> -To understand how to run for longer periods of time without stopping -To develop coordination and timing when jumping in a long rope -To develop individual skipping -To take part in a circuit to develop stamina and agility -To explore exercises that use your own body weight -To develop 'ABC': agility, balance and coordination</p>	<p>Taught as required throughout all the topics.</p>	<p>Taught as required throughout all the topics.</p>	<p>Taught as required throughout all the topics.</p>	<p>Taught as required throughout all the topics.</p>

SWIMMING				<p><b>BEGINNERS</b>  <u>Stroke Development</u>  <ul style="list-style-type: none"> <li>To move around the pool independently</li> <li>To float with the use of aids</li> <li>To travel on my front and back with aids</li> <li>To travel on my front and back without aids</li> <li>To travel 10 metres on my front and back without aids</li> </ul> <u>Confidence and Skill Development</u>            To blow bubbles            To submerge my whole head            To float without aids            To push and glide            To jump into the water</p> <p><b>IMPROVERS</b>  <u>Stroke Development</u>            To understand how to achieve a stream-lined body position            To swim 1 stroke with good technique over at least 10 metres            To swim 2 strokes with good technique over at least 10 metres            To swim 3 strokes with good technique over at least 10 metres            To swim 25 metres competently and proficiently using at least 1 stroke</p> <u>Confidence and Skill Development</u> To push and glide To submerge to pick an object off the bottom of the pool To be able to combine different floating shapes To be able to perform a sculling action To be able to jump into deep water <p><b>ADVANCED</b>  <u>Stroke Development</u>            To understand the importance of a stream-lined body position            To swim 1 stroke with a controlled and efficient technique            To swim 2 strokes with a controlled and efficient technique            To swim 3 strokes with a controlled and efficient technique            To swim at least 25 metres using front crawl, backstroke and breaststroke</p> <u>Confidence and Skill Development</u> To be able to tread water To be able to perform a sculling action To demonstrate surface dives To demonstrate a range of safe entry techniques To be able to identify areas of good technique and areas of improvement	<p><b>BEGINNERS</b>  <u>Stroke Development</u>  <ul style="list-style-type: none"> <li>To move around the pool independently</li> <li>To float with the use of aids</li> <li>To travel on my front and back with aids</li> <li>To travel on my front and back without aids</li> <li>To travel 10 metres on my front and back without aids</li> </ul> <u>Confidence and Skill Development</u>  <ul style="list-style-type: none"> <li>To blow bubbles</li> <li>To submerge my whole head</li> <li>To float without aids</li> <li>To push and glide</li> <li>To jump into the water</li> </ul> <p><b>IMPROVERS</b>  <u>Stroke Development</u>  <ul style="list-style-type: none"> <li>To understand how to achieve a stream-lined body position</li> <li>To swim 1 stroke with good technique over at least 10 metres</li> <li>To swim 2 strokes with good technique over at least 10 metres</li> <li>To swim 3 strokes with good technique over at least 10 metres</li> <li>To swim 25 metres competently and proficiently using at least 1 stroke</li> </ul> <u>Confidence and Skill Development</u>  <ul style="list-style-type: none"> <li>To push and glide</li> <li>To submerge to pick an object off the bottom of the pool</li> <li>To be able to combine different floating shapes</li> <li>To be able to perform a sculling action</li> <li>To be able to jump into deep water</li> </ul> <p><b>ADVANCED</b>  <u>Stroke Development</u>  <ul style="list-style-type: none"> <li>To understand the importance of a stream-lined body position</li> <li>To swim 1 stroke with a controlled and efficient technique</li> <li>To swim 2 strokes with a controlled and efficient technique</li> <li>To swim 3 strokes with a controlled and efficient technique</li> <li>To swim at least 25 metres using front crawl, backstroke and breaststroke</li> </ul> <u>Confidence and Skill Development</u>  <ul style="list-style-type: none"> <li>To be able to tread water</li> <li>To be able to perform a sculling action</li> <li>To demonstrate surface dives</li> <li>To demonstrate a range of safe entry techniques</li> </ul> </p></p></p>	<p>TOP-UP Swimming (using the PE funding)</p> <p>Children receive swimming lessons in Year 3 and 4 as part of the National Curriculum expectations for PE</p> <p>Children will be identified using the criteria from Year 3 and 4 and the progression of skills in swimming and put into appropriate groups to help them achieve the level of swimming for forward by the National Curriculum</p>	<p>TOP-UP Swimming (using the PE funding)</p> <p>Children receive swimming lessons in Year 3 and 4 as part of the National Curriculum expectations for PE</p> <p>Children will be identified using the criteria from Year 3 and 4 and the progression of skills in swimming and put into appropriate groups to help them achieve the level of swimming for forward by the National Curriculum</p>
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					<ul style="list-style-type: none"> <li>To be able to identify areas of good technique and areas of improvement</li> </ul>		
				Year 3: Spring 2	Year 4: Spring 2	Year 5: Autumn 1	Year 6: Summer 2
<b>FUNDAMENTAL MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>Run and stop with some control</li> <li>Explore skipping as a travelling action</li> <li>Jump and hop with bent knees</li> <li>Throwing larger balls and beanbags into space</li> <li>Balance whilst stationary and on the move</li> <li>Change direction at a slow pace</li> <li>Explore moving different body parts together</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to run at different speeds showing an awareness of technique</li> <li>Begin to link running and jumping movements with some control</li> <li>Jump, leap and hop choosing which allows them to jump the furthest</li> <li>Throw towards a target</li> <li>Show some control and balance when travelling at speeds</li> <li>Use coordination with and without equipment</li> </ul>	<ul style="list-style-type: none"> <li>Show balance and coordination when running at different speeds</li> <li>Link running and jumping movements with some control and balance</li> <li>Show hopping and jumping movements with some balance and control</li> <li>Change technique to throw for distance</li> <li>Show control and balance when travelling at different speeds</li> <li>Demonstrate balance and coordination when changing direction</li> <li>Perform actions with increased control when coordinating their body with and without equipment</li> </ul>	<ul style="list-style-type: none"> <li>Show balance, coordination and technique when running at different speeds, stopping with control</li> <li>Link running, hopping and jumping actions using different take offs and landing</li> <li>Jump for distance and height with an awareness of technique</li> <li>Throw a variety of objects, changing action for accuracy and distance</li> <li>Demonstrate balance when performing other fundamental skills</li> <li>Show balance when changing direction in combination with other skills</li> <li>Can coordinate their bodies with increased consistency in a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how and when to speed up and slow down when running</li> <li>Link hopping and jumping actions with some control</li> <li>Jump for distance and height showing balance and control</li> <li>Throw with some accuracy and power towards a target area</li> <li>Demonstrate good balance when performing other fundamental skills</li> <li>Show balance when changing direction at speed in combination with other skills</li> <li>Begin to coordinate their body at speed in response to a task</li> </ul>	<ul style="list-style-type: none"> <li>Run at the appropriate speed over longer distances or for longer periods of time</li> <li>Show control at take-off and landing in more complex jumping activities</li> <li>Perform a range of more complex jumps showing some technique</li> <li>Show accuracy and power when throwing for distance</li> <li>Demonstrate good balance and control when performing other fundamental skills</li> <li>Demonstrate improved body posture and speed when changing direction</li> <li>Can coordinate at a range of body parts at increased speed</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time</li> <li>Link running, jumping and hopping actions with greater control and coordination</li> <li>Perform jumps for height and distance using good technique</li> <li>Show accuracy and good technique when throwing for distance</li> <li>Show fluency and control when travelling, landing, stopping and changing direction</li> <li>Change direction with a fluent action and can transition smoothly between varying speeds</li> <li>Can coordinate at a range of body parts with a fluent action at a speed appropriate to the challenge</li> </ul>
		<p><b>Autumn 1: Fundamentals</b></p> <ul style="list-style-type: none"> <li>-To explore balance, stability and landing safely</li> <li>-To explore how the body moves differently when running at different speeds</li> <li>-To explore changing direction and dodging</li> <li>-To explore jumping, hopping and skipping actions</li> <li>-To explore coordination and combining jumps</li> <li>-To explore combination jumping and skipping in an individual rope</li> </ul> <p><b>Autumn 2: Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>-To develop rolling and throwing a ball towards a target</li> <li>-To develop receiving a rolling ball and tracking skills</li> <li>-To send and receive a ball with your feet</li> <li>-To develop throwing and catching skills over a short distance</li> <li>-To develop throwing and catching skills over a longer distance</li> <li>-To apply sending and receiving skills to small games</li> </ul>	<p><b>Autumn 1: Fundamentals</b></p> <ul style="list-style-type: none"> <li>-To explore balance, stability and landing safely</li> <li>-To explore how the body moves differently when running at different speeds</li> <li>-To explore changing direction and dodging</li> <li>-To explore jumping, hopping and skipping actions</li> <li>-To explore coordination and combining jumps</li> <li>-To explore combination jumping and skipping in an individual rope</li> </ul> <p><b>Autumn 2: Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>-To roll a ball towards a target</li> <li>-To track and receive a rolling ball</li> <li>-To stop, send and receive a ball with your feet</li> <li>-To develop throwing and catching skills</li> <li>-To send and receive a ball using a racket</li> </ul>	<b>Autumn 1: Multi-Skills (Harley's planning)</b>	<b>Autumn 1: Multi-Skills (Harley's planning)</b>		
<b>OAA</b>				<ul style="list-style-type: none"> <li>-To develop cooperation and teamwork skills</li> <li>-To develop trust and teamwork</li> <li>-To involve all team members in an activity and work towards a collective goal</li> <li>-To develop trust and support whilst listening to others and following instructions</li> </ul>		<ul style="list-style-type: none"> <li>-To build communication and trust whilst showing an awareness of safety</li> <li>-To work as a team to solve problems, sharing ideas and collaborating with one another</li> <li>-To develop tactical planning and problem solving</li> <li>-To share ideas and work as a team to solve problems</li> </ul>	

				<ul style="list-style-type: none"> <li>-To be able to identify objects on a map, draw and follow a simple map</li> <li>-To draw a route using directions</li> <li>-To be able to orientate a map and navigate around a grid</li> </ul>		<ul style="list-style-type: none"> <li>-To develop navigational skills and map reading</li> <li>-To be able to use a key to identify objects and locations</li> </ul>	
		<p><b>Spring 2: Team Building</b></p> <ul style="list-style-type: none"> <li>-To cooperate and communicate with a partner to solve challenges</li> <li>-To explore and develop teamwork skills</li> <li>-To develop communication skills</li> <li>-To use communication skills to lead a partner</li> <li>-To plan with a partner and small group to solve problems</li> <li>-To communicate with a group to solve challenges</li> </ul>	<p><b>Spring 2: Team Building</b></p> <ul style="list-style-type: none"> <li>-To follow instructions and work with others</li> <li>-To cooperate and communicate in a small group to solve challenges</li> <li>-To create a plan with a group to solve the challenges</li> <li>-To communicate effectively and develop trust</li> <li>-To work as a group to solve problems</li> <li>-To work with a group to copy and create a basic map</li> </ul>	<p><b>Summer 1: OAA</b></p>		<p><b>Summer 2: OAA</b></p>	