

National Curriculum Requirements

Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.



Physical Education

Manor Park Curriculum design



Intent

Our skills based learning curriculum equips children with the fundamental skills they can apply to range of physical activities and competition. The progressive learning objectives combine a range of varied and flexible teaching styles to cater for individual pupil's needs and abilities across a broad range of activities. Pupils have a keen interest in PE and show willingness to participate eagerly in all lessons. Children aspire to develop their physical ability and appreciation of movement and develop a positive attitude towards physically demanding activities and competition. Our bespoke non-core curriculum, enriched by Manor Park University, enables children to develop personal qualities, such as sportsmanship, teamwork and leadership and achieving their personal best. As children graduate from Manor Park, they are fully prepared to embrace the next stage of their learning journey.

Implementation

All children undertake one session of PE a week delivered by teachers with support from sports coaches. During each PE lesson children are encouraged to become self-sufficient and reflective learners by focusing on improving their personal best score over the duration of a half termly challenge.

The focus of the KS1 curriculum is to provide children with fundamental skills to develop early stages of tactical awareness and physical fitness, including agility, balance and co-ordination. Curriculum content includes ball skills, team games, gymnastics and dance activities.

During KS2 children apply their learning from previous years in a range of sports such as hockey, netball, cricket and rounders. These sports allow them to develop their attacking and defending skills and enables children to work both individually and in teams to demonstrate the importance of co-operation. Children are also provided with opportunities to further improve their strength, flexibility, control and balance through dance and gymnastics and athletics.

We also provide experience days as part of our curriculum, including meeting an athlete, celebrating sporting events, attending local sports clubs, intra-school competitions (including sports day), representing their house and developing teamwork and leadership skills.

Impact

It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.

Year Group	Autumn		Spring	Summer
<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Superhumans Hit Catch Run</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Knowledge:</p> <ul style="list-style-type: none"> -Throw towards a target. -Develop accuracy and co-ordination when throwing. -To catch and intercept -To be able to bounce a ball to self -Defend a target Attack and defend as a pair Communicate with a partner -Compete in a basic 2v2 tournament <p>Previous learning links:</p> <p>EYFS- Children have mastered movements such as walking, running and jumping.</p> <ul style="list-style-type: none"> -Can roll and follow a rolling ball -Pupils will have used a variety of bats, balls and beanbags. 	<p style="text-align: center;">Wild Woods Attack Defend Shoot</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Knowledge:</p> <ul style="list-style-type: none"> -Balancing an object and travelling around a space safely. -To move a ball around their body in a variety of ways/ball control (Static control). -To run and throw accurately. -Striking a ball during games -Performing a rally with a partner -Make consistent catches using objects of different sizes -Perform underarm and overarm throws 	<p style="text-align: center;">Hear me Roar Dance/Gymnastics</p> <ul style="list-style-type: none"> • perform dances using simple movement patterns. • Developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Knowledge:</p> <p>Spring 1 Dance</p> <ul style="list-style-type: none"> -Use a variety of movements to change speed and direction. -Move in their own space while aware of those around them. -Remember simple dance steps and perform them in a controlled manner. Use counting to remember and repeat actions. -Choose appropriate movements for different dance ideas. -Use simple dance patterns and gymnastics movements to create a sequence. -Use matching, mirroring and contrasting in their dance. -Begin to improvise independently and in small groups to create a simple dance. <p>Gymnastics- Spring 2</p> <ul style="list-style-type: none"> -Use apparatus safely -Carry out a range of simple jumps while landing safely -Travelling with control using different tempos, heights and jumps. -Travelling movements, explore moving around, under, over and through different equipment. -Hold still shapes and simple balances -Make their body tense, relaxed, stretched and curled. -Recognise and copy contrasting actions- Mirroring -Perform a sequence with a beginning, middle and end. Copy and repeat basic body patterns and movements to music. <p>Previous learning links:</p>	<p style="text-align: center;">Flashback Send and Return, Run Jump Throw</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <p>Knowledge:</p> <p>Summer 1 Send and Return</p> <ul style="list-style-type: none"> -Identify useful spaces for passing and receiving a ball. - Defend a goal or space -Indicate their intentions to their teammates -attempt to evade defenders. -Identify strengths and areas in which they could improve. <p>Summer 2 Run, Jump, Throw</p> <p>Running</p> <ul style="list-style-type: none"> -Travel at different speeds and paces when running. -Stop safely from different speeds. -Change direction with balance and co-ordination. Link running and jumping movements with some control and balance. <p>Jumping</p> <ul style="list-style-type: none"> -Jump as high or as far as possible. -Work with a partner to develop the control of their jumps. -Link running and jumping movements with some control and balance. -Jump as high or as far as possible. -Work with a partner to develop the control of their jumps. -Land safely and with control and balance. -Use underarm and overarm to throw objects of different sizes and shapes. -Throw a ball towards a target with increasing accuracy.

		<p>-Practise throwing accurately -To hold and use a bat correctly and begin to control a ball. -Team games applying above skills -Travelling with ball e.g. dribbling in different directions with control and fluency. -Pass the ball to a teammate in a game -Kick a ball to a partner using the side foot technique</p> <p>Previous learning links: EYFS- Can perform a basic range of sending, hitting and striking skills -Able to play target games and track own scores.</p>	<p>EYFS- -Respond to hearing music - Children have learnt to travel and in different ways and practised balancing skills on apparatus. -Able to follow simple instructions -Able to replicate basic demonstrations and copy and repeat simple movements and shapes</p> <p>Topic enhancement: - Dance linked to Hear Me Roar</p>	<p>-Add power to their throws to increase the distance. -Use different techniques to roll the ball at different speeds and in varying directions. -Understand what parts of their body they need to use to aim. -Jumping from two feet to two feet -Travelling using a range of movements across obstacles in a race -To show good control and co-ordination when travelling with equipment -To throw using the overarm technique</p> <p>Previous learning links: EYFS- Running in different directions with control and balance safely. -Jumping and landing safely. -Pupils will have used a variety of bats, balls and beanbags.</p>
<p>Year 2</p>	<p><u>Our City in the Spotlight</u> <i>Send and Return/ Hit Catch Run</i></p>	<p><u>Around the World</u> <i>Gymnastics/ Attack Defend Shoot</i> • participate in team games, developing simple tactics for attacking and defending</p>	<p><u>Conquering Land and Sea</u> <i>Run, Jump Throw/Dance</i> • perform dances using simple movement patterns.</p>	

- participate in team games, developing simple tactics for attacking and defending
- Throwing and catching and applying these skills
- Develop agility and co-ordination and begin to apply this in basic situations

Knowledge:

Send and Return Autumn 1

- Be able to track the path of a ball over a net and move towards it
- Begin to hit and return a ball using hands and racquets with some consistency
- Play modified net/wall games throwing, catching and sending over a net
- Be able to make it difficult for their opponent to score a point.
- Begin to choose specific tactics appropriate to the situation.
- Improve agility and coordination and use in a game.
- identify dominant and non-dominant side.
- Use basic serving rules in a game. Able to self-feed a ball to a partner using a racquet
- Develop the ready position to receive a ball.
- Throw into space to make it difficult for opponent to return. Play out a point from a serve.

Hit Catch Run Autumn 2

- To develop hitting skills with a variety of bats.
- Practice feeding/bowling skills.
- Hit and run to score points in games.
- Work on a variety of ways to score runs in the different hit, catch, run games.
- Attempt to work as a team to field
- Begin to play the role of wicketkeeper or backstop.
- Refine ways to control bodies and a range of equipment
- Can send a ball using feet and can receive a ball using feet
- Kick with inside of foot and stop ball with feet.
- Use kicking to send a ball and score points.
- Use underarm bowling. Play as part of a team.
- Run to 'safety'.
- Outwit bowler and hot to space.

- Develop agility and co-ordination and begin to apply this in basic situations

Knowledge:

Gymnastics Spring 1

- Describe and explain how performers can transition and link gymnastic elements.
- Perform with control and consistency basic actions at different speeds and on different levels.
- Challenge themselves to develop strength and flexibility.
- Create and perform a simple sequence that is judged using simple gymnastic scoring.
- Develop body management through a range of floor exercises.
- Use core strength to link recognised gymnastics elements, e.g., back support and half twist.
- Attempt to use rhythm while performing a sequence.

Attack Defend Shoot Spring 2

- Passing- Understand and demonstrate different techniques to pass theball to teammates.
- Pass a ball while static and moving.
- Striking- Strike the ball with increasedcontrol.
- Strike the ball consistentlytowards a target.
- Use different parts of the body to strike the ball during a game.
- Demonstrate good body position when striking the ball.
- Travelling-
 - Control speed of the ballwhen moving.
 - Use kicking and dribbling skillsin a game.
 - Show understanding of which parts of the feet are most effective for dribbling.
- Possession- Develop an understanding ofwhen you do or do not have possession.
- Using space- Use different ways of travelling at different speed and followingdifferent pathways, directions of courses.
- Change speed and direction whilst running,
- Begin to choose and use thebest space in a game.
- Attacking and Defending- Begin to use and understand

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities

Knowledge: Summer 1 Run, Jump Throw

Running

- Run at different paces describing the pace they are going.
- Control speed while changing direction with balance and co-ordination.
- Understand and explain what parts of the foot they are using in different running techniques.
- Control their speed when moving around and over obstacles.
- Demonstrate hand/eye co-ordination when using foot patterns.
- Demonstrate agility and balance when going over, through and round equipment.

Jumping

- Combine different jumps together with some fluency and control.
- Jump from a standing positionand land with balance and control.
- Investigate the best jumps to cover different distances and choose the most appropriate.
- Practise taking off and landing in different ways.
- Understand the importance ofbending your knees when landing.

Land safely with balance andcontrol.

- Changing direction with good balance
- Running techniques
- Jumping from two feet to two feet

Throwing

- Develop both underarm and overarm throwing techniquesto improve the accuracy and distance of their throw.
- Use body position to increasepower of their throw and co- ordinate their body to throw towards a target.

	<p>- Move in line to stop ball.</p> <p>Previous learning links: Year 1 -Send and Return and Hit Catch Run</p>	<p>the terms attacking and defending.</p> <p>-Use at least one technique to attack and defend to play a game successfully.</p> <p>- Tactics and Rules- Remember and describe basic game rules in Football.</p> <p>- Play fairly and within the rules during team games</p> <p>Previous learning links: Year 1- Gymnastics and Attack, Defend Shoot</p>	<p>-Throw with accuracy at targetsof different heights.</p> <p>-Practice different techniques to achieve greater distance in theirthrows.</p> <p>Summer 2 Dance</p> <p>-Demonstrate good hand eye coordination.</p> <p>-To be able to demonstrate coordinated foot pattern able to move with agility.</p> <p>-Show good spatial awareness</p> <p>-To be able to demonstrate agility when going over, through and round equipment.</p> <p>-Travel on the balls of their feet through equipment.</p> <p>-Change direction with good balance.</p> <p>- Show own ideas when travelling through equipment able to complete all drills with competence.</p> <p>- To be able to complete equipment without slowing or stopping.</p> <p>Previous learning links: Year 1- Run Jump Throw/Dance</p> <p>Topic enhancement: -Dance linked to conquering land and sea.</p>
<p>Year 3</p>	<p><u>Meet the Greeks</u> <i>Swimming/ Golf/Dance</i></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform 	<p><u>Great British Bake Off</u> <i>Swimming/Netball/Gymnastics</i></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform 	<p><u>Across the Ages</u> <i>Swimming/Hockey/ Athletics</i></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform

safe self-rescue in different water-based situations.

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- perform dances using a range of movement patterns

Knowledge:

Autumn 1 Golf

-Striking a ball- Control the direction of the ball using both a putter and a chipper.

-Strike the ball for distance and accuracy

Using Space- Move with the ball using a range of techniques showing control and fluency

Passing- Pass the ball with increasing speed, accuracy and success in a game situation

-Understand where to stand safely when playing Tri-Golf games.

-Identify how they cooperated with their team-mates to build

each activity using cones and a putter as a unit of measurement.

-Identify how they showed respect for their teacher and peers.

-Work together as a team, measure out and build a challenge.

-Physically demonstrate a challenge to their peers.

-Demonstrate their understanding of aim and distance control

through taking part in a number of skills challenges.

Show confidence when dribbling with both feet.

-Able to complete short and long passes on the move

-Exploring potential passing lines

safe self-rescue in different water-based situations.

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- develop flexibility, strength, technique, control and balance

Knowledge:

Spring 1 Netball

-To extend arms to 'snatch' the ball and control it towards their chest.

-In a game situation chest passes the ball with correct technique and to a team mate in a good receiving position.

-To shoot with correct technique and some accuracy

-In a game situation move and stay within correct areas for some of the positions

Possession- Know how to win and keep possession of the ball when playing Netball.

Spring 2- Gymnastics

-Complete actions with increasing balance and control. --

Develop the quality of their actions, shapes, and balances. -

Choose ideas to compose a movement sequence independently and with others.

- Choose and plan sequences of contrasting actions

.- Use a range of jumps in their sequences.

- Adapt sequences to suit different types of apparatus. Link combinations of actions with increasing confidence including changes of direction, speed and level.

-Create interesting body shapes while holding balances with control and confidence.

-Travel with co-ordination control and care.

safe self-rescue in different water-based situations.

- Use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge:

Summer 1- Hockey

-Improve stick handling and ball control when unopposed.

-To have an understanding of, and be able to perform various passing techniques in hockey e.g. 'push it' and 'sweep it'.

-To improve stickhandling when under pressure by an opponent in a game situation

-Understand the role of a defender,

-Improve defensive play and tackling

-Decision making and perform skills

-Understand the rules of hockey

Athletics Summer 2

Running-

-Choose a pace and maintain it while running.

-Understand the importance of adjusting running pace based on the distance they are

running.

-Focus on their arms and legs to improve their running technique.

-Identify and demonstrate how different techniques can affect their performance.

-Work as part of a team to complete relay races.

Jumping

-Use one and two feet to take off and land safely with

	<p>-Explore skills to help beat opponents -Develop an understanding of attacking scenarios and how use wide positions can aid attacks -Perform a variety of shots</p> <p>Autumn 2 - Dance -Begin to improvise with a partner to create a simple dance. -Create and share a sequence of movements. -Begin to compare and adapt movements and create a larger sequence. -Perform with some awareness of rhythm and expression. -Repeat, remember and perform actions with confidence. -Isolate multiple parts of the body when performing a range of movements. -Use dance patterns to create a story as a group.</p> <p>Previous learning links: Year 1 -Send and Return</p> <p>Topic enhancement: -Dance linked to Meet the Greeks -Greek Olympics</p>	<p>-Travel in a variety of different ways using turns. -Begin to use equipment to vault. -Recognise how performance could be improved.</p> <p>Previous learning links: Year 1 & 2 -Hit Catch Run/Gymnastics</p>	<p>control. -Learn how to combine a hop, step, and jump to perform a triple jump. -Use arms and upper body to create an effective take off in standing long jump. -Demonstrate techniques to improve their balance on landing. -Land safely with balance and control.</p> <p>Throwing- -Perform a push throw using objects of different sizes and weight. -Continue developing their technique to increase the distance of their throw. -Throw with greater control and accuracy. -Show increasing control in their overarm throw.</p> <p>Previous learning links: Athletics in all previous years Year 1 and 2 - Send and Return</p>
<p>Year 4</p>	<p><u>Chariots of Fire</u> <i>Netball/Football/Swimming</i></p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p><u>Waves</u> <i>Gymnastics/Tennis</i></p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p><u>Invaders</u> <i>Dance/OAA/Athletics</i></p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge:

Netball Autumn 1

Passing-Consistently move to meet the netball to catch it with two hands, bringing it safely into the chest.

- Execute the chest pass with control and accuracy.
- Execute the shoulder pass with control and power.
- Catch a netball with both one and two hands, bringing it safely into the chest;
- Execute the bounce pass with control and accuracy.
- Execute the overhead pass with control and power.
- Effectively use a range of passes in a game situation.
- Travelling- Land with one or two feet with or without the ball.
- Use the correct footwork to pivot in a range of situations and scenarios
- Understand the footwork rule and demonstrate their understanding in a game situation.
- Move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario;
- Attacking and Defending-
- Effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills.
- Know how to mark an opposition player both who is in/not in possession of the ball (marking the ball) and does this with some success in a game
- Shooting- Perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success.
- Tactics and Rules- Use a range of attacking and defending skills to contribute towards the success of their team.
- Understand and demonstrate being part of a team in a range of ways.

- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge:

Spring 1- Gymnastics

-Create a sequence of actions that fit a theme.
 -Use an increasing range of actions, directions, and levels in their sequence. Safely perform balance individually and with a partner. Plan and perform sequence with a partner that include a change of level and shape. Develop strength, technique and flexibility throughout performances.
 Understand how body tension can improve the control and quality of their movements. Improve the placement and alignment of body parts in balances. Watch, describe and suggest possible improvements to other performance and their own. Identify some muscle groups used in gymnastic activity. Move with clarity fluency and expressions. Travel in different ways including flight. Use equipment to vault in a variety of different ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment.

Spring 2- Tennis

- Be able to rally the ball with a partner in the air and on the ground.
- Use hand-eye co-ordination to strike a moving and stationary ball.
- Hit the ball successfully using the backhand, forehand and over-head shot techniques.
- Use multiple shots in a game situation.
- To use effective footwork, movement and positioning in the context of net and wall games.
- Accurately serve a ball in tennis.
- Vary the tactics they use in games
- To understand the rules of Tennis

Previous learning links:

- Year 1 & 2 -Send and Return/Gymnastics
- Year 3 - Gymnastics

- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- take part in outdoor and adventurous activity challenges both individually and within a team

Knowledge:

Dance Summer 1

- Demonstrate smooth transition into between movements.
- Perform to music remembering whole sections of the movement.
- Demonstrate a wide range of dynamics. Perform in time to music and demonstrate a good understanding for more complex rhythms.
- Use transition to link motifs together.
- Ensure their actions fit the rhythm of the music. --Modify parts of a sequence as result of self and peer evaluation.
- Use more complex dance vocabulary to compare and improve work.

Outdoor Action and Adventure (outdoor learning)

Whitby Trip-

- Identify point of interest on a map.
- Create basic routes and improve them to increase the challenge of the course.
- Complete an orienteering course more than once and begin to identify ways of improving their completion time.
- Set the map to a direction of travel and follow basic paths.

Athletics- Summer 2

- Running
- Accelerate and decelerates smoothly.
- Carry out an effective sprint finish.
- Choose a safe and consistent pace for different distances.
- Demonstrate an improved technique for sprinting and long

	<p>-Evaluate their own and other's performance, sometimes suggesting appropriate improvements.</p> <p>Autumn 2 Football</p> <p>Passing- To be competent at dribbling with both feet using different areas of the foot.</p> <ul style="list-style-type: none"> -To be able to complete short and long passes successfully -To be able to pass on the move. -Using space- Explore potential passing lines in a game. <p>Attacking and defending- To explore basic skills to help beat opponents</p> <ul style="list-style-type: none"> -Explore different attacking scenarios -Use shooting skills in a game. <p>Rules- To understand the rules and some positions in football.</p> <ul style="list-style-type: none"> - Recognise an area for improvement and set an attainable personal target <p>Swimming</p> <p>Swimming top ups will be offered to children who cannot swim 25 metres competently. They will continue to go swimming until can.</p> <p>Previous learning links:</p> <ul style="list-style-type: none"> -Year 1 & 2-Attack Defend Shoot/Send and Return -Year 3- Netball 		<p>distance running.</p> <ul style="list-style-type: none"> -Compete in relay events, understanding when it is their turn to run and pass over a baton. -Attempt to beat set targets. -Jumping- Safely transfer weight from one leg to another while jumping. -Developing their jumping for distance and height. -Use arms and upper body in time with jump to extend -Distance in both long jump and triple jump. -Begin to measure the distance jumped. -Land safely with balance and control. -Throwing- Perform a pull/overhead throw with power and accuracy. -Measure the distance of their and their peers throws. -Continue to develop and improve their throwing technique to increase accuracy and distance <p>Previous learning links:</p> <ul style="list-style-type: none"> - Athletics/Run Jump Throw; and dance in all previous year groups.
<p>Year 5</p>	<p><u>Walk like an Egyptian</u> <i>Basketball/Tag Rugby/OAA</i></p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and 	<p><u>Spirit of Samba</u> <i>Dance/Gymnastics/OAA</i></p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns 	<p><u>To Infinity and Beyond</u> <i>Rounders/Athletics</i></p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and

tennis], and apply basic principles suitable for attacking and defending

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Knowledge:

Autumn 1 Basketball

-Shooting- Explore and use different shots in a game and when they are best used.

-Passing- Pass a ball with speed and accuracy using appropriate techniques in a game, using a chest pass and bounce pass.

-Know when to pass and when to dribble in a game.

-Travelling- Link dribbling with other ball skills such as shooting and passing in Basketball.

- Use dribbling in a game scenario.

-To be able to pivot and jump stop.

- Using space- Demonstrate an increasing awareness of space.

-Attacking and Defending- Describe what attacking and defending skills can be used in Basketball

-Choose the best tactics for attacking and defending e.g diverting defenders, marking, looking for space.

- Rules- To understand and apply rules for safe and fair games in Basketball.

Autumn 2 - Tag Rugby

Passing-To be able to hold the rugby ball in the correct technique to be able to catch and pass the rugby ball- using the W technique.

-To catch and pass the ball over an increased distance.

-T be able to move the rugby ball in a rugby line at varied speeds using the correct technique and positioning.

-Show knowledge of the rule that a pass can only be made backwards but do not always stand in a position to be able to receive a pass;

use the sidestep to get around a passive defender at a pace faster than walking.

-Explain and demonstrate most of the rules of tagging, including in a game situation.

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Knowledge:

Spring 1 Gymnastics

-Select ideas to compose specific sequences of movement, shapes, and balances.

-Adapt their sequences to fit new criteria or suggestions. - Perform jumps, shapes, and balances fluently and with control.

- Confidently use equipment to vault in variety of ways. - Apply skills and techniques consistently.

- Develop strength technique and flexibility throughout performances.

-Create and perform sequences using apparatus, individually and with a partner or group.

- Make simple judgments about performances and suggest ways they could be improved.

-Use synchronisation mirroring a matching when performing with a partner and group.

- Lead a partner through short warm up routines. -Recognise the position of their centre of gravity and how best to use it in relation to their base of support to perform the strongest balances.

Spring 2 - Dance

Link together actions

confidently using a variety of compositional devices.

-Isolate multiple parts of the body with clarity alignment and strength.

-Demonstrate a range of emotional responses.

-Demonstrate a change of pace and timing in their movements.

-Comfortably implement their own ideas with the group as well as supporting my peers.

- Respond to stimuli demonstrating imaginative movement phrases.

apply basic principles suitable for attacking and defending

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge:

Summer 1 Rounders

-Hold and swing a rounders bat correctly in order to connect with a bowled ball.

- Bowl a rounders ball using the correct technique in order to reach the batter.

-Catch a ball accurately when it is thrown directly to them.

-Accurately throw a ball overarm and underarm in the right direction;

-Use a range of tactics during a game when instructed and explain how these will benefit the overall strategy.

hit a bowled ball out into the field; • control the speed and direction of the ball when bowling; • move into the correct position or space to catch a ball that is thrown or hit into the field;

field;

Summer 2 Athletics

Running

- Accelerate from different starting positions.

-Identify the best pace for a running event based on their fitness level.

-Continue to develop their technique for sprinting.

-Use an effective sprint start.

- Smoothly pass a baton using the backhand technique.

-Identify their reaction times when performing a sprint start.

-Understand stamina and explain the importance of using it in running events.

-Jumping- Continue to develop and improve their jumping

	<p>-Attacking and defending- Sidestep a defender and pass the ball with success and generally use the space effectively. - Demonstrate knowledge of how to intercept a pass and execute this during drills that specifically practise this skill and sometimes in a game situation. -Show knowledge and understanding of tactical decision-making and sometimes choose the right tactic in a game, to help their team keep and win back possession of the ball. -Tactics and Rules- Demonstrate knowledge of many of the rules of tag rugby and follow them in a game; Possession- Confidently intercept the ball to win possession for their team and set up an attack. <u>OAA- All Y5 children will complete a compulsory course for a half term during MPU. (outdoor learning)</u> -Communicate and collaborate with others to follow planned routes and solve problems. -Read keys and symbols on a map and recognise points of interest.</p> <p>Previous learning links: -Year 1 & 2 - Attack Defend Shoot -Year 4- OAA.</p>	<p>-Demonstrate strong and controlled movements throughout a dance sequence moving rhythmically and accurately. -Modify some elements of a sequence as a result of self and peer evaluation. -Use complex dance vocabulary to compare and improve work. -Perform a sequence in time to music. -Link actions to create a complex sequence using a full range of movement.</p> <p>Previous learning links: Dance and Gymnastics have been taught in every year group.</p> <p>Topic enhancement:</p> <ul style="list-style-type: none"> Dance linked to Spirit of Samba 	<p>technique for distance. -Perform an effective standing long jump. -Improve technique for dynamic long jump, focusing on timing on take-off. -Show perseverance to achieve their personal best. -Investigate different jumping techniques. -Measure the distance height jumped with accuracy. -Land safely with balance and control. -Throwing- Perform a fling throw and practice using disc shaped objects, propelling them with power and accuracy. -Choose techniques to propel different objects in the most effective ways for accuracy and distance. -Measure and record the distance of their and their peers throws. -Continue to develop and improve their throwing technique to increase accuracy and distance.</p> <p>Previous learning links: All years have previously done Athletics.</p>
<p>Year 6</p>	<p><u>Rising from the Rubble</u> Dance/Football</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Frozen</u> Gymnastics/Badminton</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p><u>Benin</u> Outdoor Action and Adventure/Cricket/Athletics</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

Knowledge:

Autumn1 Dance

- Link together actions confidently using a variety of compositional devices.
- Isolate multiple parts of the body with clarity alignment and strength.
- Demonstrate a range of emotional responses. Demonstrate a change of pace and timing in their movements.
- Comfortably implement their own ideas with the group as well as supporting my peers.
- Respond to stimuli demonstrating imaginative movement phrases. -Demonstrate strong and controlled movements throughout a dance sequence moving rhythmically and accurately.
- Modify some elements of a sequence as a result of self and peer evaluation.
- Use complex dance vocabulary to compare and improve work. -Perform a sequence in time to music.
- Link actions to create a complex sequence using a full range of movement

Autumn 2-Football

- Striking - Strike a ball over longer distances with direction.
- Demonstrate good hand-eye co-ordination to direct a ball when striking or hitting.
- Travelling- Show confidence in using ball skills in various ways in a game situation and like these together effectively
- Recognise space and opportunities for running with the ball.
- Passing- React and adapt passing technique based on game situation.
- Select where to pass the ball on completion of run.
- Receive the ball and turn into a space, accelerate after

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Knowledge:

Gymnastics Spring 1

- Understand what a counterbalance and countertension is and demonstrate examples with their peers.
 - Combine and perform gymnastic actions shapes and balances with control and fluency.
 - Create and perform sequences using the full range of actions and movement: travelling, balancing, holding, shapes, jumping, leaping, swinging, vaulting, and stretching.
 - Demonstrate precise and control placement of body parts in their actions, shapes and balances.
 - Confidently use equipment to vault and incorporate this into sequences.
 - Apply skills and techniques consistently, showing precision and control. Develop strength, technique, and flexibility throughout performances.
 - Use compositional devices to improve the quality of their sequences.
 - thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.
 - Analyse and explain why they have used specific skills or techniques
- Spring 2 Badminton**
- To develop knowledge and understanding of some basic badminton rules
 - To develop pupils play and success through game play.
 - To develop pupils attacking and defending positions in a doubles game of badminton.
 - To be able to perform the forehand serve in isolation and within a game situation.
 - Use specific skills or techniques.

tennis], and apply basic principles suitable for attacking and defending

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Knowledge:

OAA-Doly-Moch (outdoor learning)

- Plan and follow detailed routes using symbols taking into account of safety and danger.
- Find the quickest path whilst recording data
- Read keys and symbols on an orienteering map and use them to navigate and plan a route
- Prepare routes for their peers

Summer 1 Cricket

- Striking- To strike a ball over longer distances with direction
- Demonstrate good hand-eye co-ordination to direct a ball when striking/batting.
- To be able to bowl underarm and overarm.
- Judge the flight and bounce of a bowls and throws and adjust their body accordingly.
- Throwing and catching- Throw and catch accurately and be successful under pressure in a game.
- To use fielding techniques correctly and effectively.
- React quickly to make catches when fielding.
- Tactics and Rules- To understand the rules of Cricket.

Summer 2 -Athletics

- Running -Accelerate during a sprint to overtake competitors.
- Build up speed quickly for sprint finish.
- Continue to develop their sprinting technique to improve their balance and momentum while running.
- Find a consistent stride pattern to clear hurdles using lead leg technique.
- Control their pace during racing events and demonstrate endurance and stamina in long distance running.
- Work in a team to competitively perform in a

	<p>turning. Develop techniques to disguise passes or fool opponents. Possession- Keep and win back possession of the ball effectively in a team game. -Develop techniques to control the speed of games when in possession. Attacking and Defending- Show good reactions in games and be able to think ahead to create a plan of attack and defense. -To change position in a game -Apply knowledge of skills for attacking and defending. Tactics and Rules- Show leadership skills in team games. -To know the positions and rules of football. - Communicate plans and input ideas to improve tactics.</p> <p>Previous learning links: <u>Year 1</u> -Ball Skills <u>Year 2</u>- Football</p> <p>Topic Enhancement: Dance linked to Rising from the Rubble</p>	<p>-Modify use of skills or techniques to improve their work. - Create their own success criteria for evaluating performances. -Recognise areas of strength and weakness in their performance and their peers.</p> <p>Previous learning links: All year groups have previously done gymnastics.</p> <p>Year 4 -Net and wall games (Tennis)</p>	<p>relay race. -Be able to identify good tactics and methods based on each participants strengths. -Select and apply the best pace for a running event. Jumping- -Develop the technique for the standing and dynamic vertical jump. -Maintain control at each of the different stages of the triple jump. -Throwing - Perform a heave throw using objects of different weights and sizes. -Understand and demonstrate the correct technique for throwing discus, hammer and javelin. -Continue to develop their throwing techniques and support others in achieving their personal best.</p> <p>-Develop and refine techniques to throw for accuracy.</p> <p>Previous learning links: - Year 4 - Whitby trip -OAA. - Year 5- OAA - Year 5 -Striking and fielding skills (Rounders) - Athletics in all year groups.</p>
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