

Physical Education and Sport

End of Year Expectations



	Topic	National Curriculum Objectives	Key Knowledge	Enrichment	Key Vocabulary/questions
Year 6	Y6-Autumn 1 – Health Related Exercise	<ul style="list-style-type: none"> Learn how to evaluate and recognise their own success. Develop flexibility, strength, technique, control, and balance. lead healthy, active lives. 	<ul style="list-style-type: none"> The focus of the learning is to take pupils through 4 health related fitness assessments. The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies. The focus of the learning is to understand the meaning of strength and how strength affects our bodies. The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies. The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1. 	<p>Yr5/6 Welcome Back to School Games Festival (Inspire)</p> <p>Team building (Develop)</p>	<p>What is the aerobic system?</p> <p>What is the main function of the heart, lungs, blood and muscles?</p> <p>Why do we need to keep fit and healthy?</p> <p>How do we keep fit and healthy?</p> <p>What is happening to our aerobic system when we exercise?</p> <p>Where can we find our pulse?</p> <p>How can we raise our pulse?</p> <p>What is our resting pulse rate? (BPM; beats per minute.)</p> <p>What are the dangers of leading an unhealthy and inactive lifestyle?</p>
	Y6-Autumn 1 – Fielding and Striking – Cricket	<ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities. Children are physically active for sustained periods of time. Use running, jumping, throwing and catching in isolation and in combination, 	<ul style="list-style-type: none"> The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games. 		<p>What tactics have the fielding team created? When and where are the fielding team going to apply these tactics during the game?</p> <p>Why have pupils created these fielding tactics?</p> <p>What tactics have the batting team created? When and where are the batting team</p>

		<ul style="list-style-type: none"> Play competitive games, cricket. 			<p>going to apply these tactics during the game? Why have pupils created these batting tactics?</p> <p>Will the fielding team need to change their tactics depending on the situation of the game? When will we know when to change and adapt our tactics?</p> <p>Will the batting team need to change their tactics depending on the situation of the game? When will we know when to change and adapt our tactics?</p>
	Y6-Autumn 2 – Dance- Carnival	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> The focus of learning is to create group movements selecting and applying choreography into a routine. Pupils will be able to use their bodies to perform technical movements with control and rhythm. The focus of the learning is for pupils to experience dances from different cultural traditions. The focus of the learning is to continue to review, describe and evaluate our dance performances. 	<p>X-Country(Excel)</p> <p>Health and Wellbeing (Develop)</p> <p>Table Tennis (Excel)</p> <p>Sports Hall Athletics (Excel)</p> <p>Friendship</p>	<p>How can we move like excellent dancers?</p> <p>Are we focusing on the rhythm?</p> <p>What ideas do we have for creating Samba school names?</p> <p>What movements fit these names?</p> <p>Who can create movements that show expression and creativity?</p> <p>What do we mean by creativity?</p> <p>Can we create a sequence of movements that depict the name of our Samba school?</p>

	Y6-Spring 1 - Invasion-Basketball	<ul style="list-style-type: none"> Pupils should enjoy communicating, collaborating and competing with each other. 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. Pupils should continue to apply and develop a broader range of skills. 	<ul style="list-style-type: none"> The focus of the learning is to consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score. The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games. The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball. The focus of the learning is to consolidate the pupils understanding of attacking tactics applying them into game situations. The focus of the learning is to consolidate the pupils understanding of defensive tactics, applying them to game situations. 	(Excel) Boccia (Inclusion) X-Country (Develop) Gymnastics (Develop)	Where should we stand on the court when we are attacking and defending? How can we win a game of basketball? What different attacking tactics can we use? When, where and why should we use these attacking tactics? What different defensive tactics can we use? When, where and why should we use these defensive tactics? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful? What rules should the referee apply during our games?
	Y6- Spring 2 – Gymnastics-Matching and Mirroring	<ul style="list-style-type: none"> 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. Develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching. Pupils will explore how the apparatus can change and improve their movements. Pupils will explore how the apparatus can change and improve their movements. 	NAK (Inclusion)	Are all of our movements excellent? What parts of the apparatus are we going to use? Have we ensured that we have applied flow to the movements we have selected, when moving in and out of them? Can we make improvements to our partner / pairs work?

Y6-Spring 2- Orienteering

- 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.

- Pupils should apply two matching and two mirroring movements in any order.
- The focus of the learning is for pupils to perform their completed sequences.
- The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.
- Pupils will learn how to use a map to follow a route.
- The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find.
- The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.
- The focus of the learning is to bring the orienteering topic together into a competition.

Respect
(Develop)

X Country
(Inclusion)

Girls Football
(Inspire)

Self-Belief
(Develop)

Determination
(Develop)

(Resilience)

How can we apply canon and unison in our sequences?
Can we travel over, under and around the apparatus?
What order are we going to perform our movements?

What makes an effective team?
What are the characteristics of an effective team member?
Why do we need to use our whole team to win?
What strategies and tactics can we use?
Are we thinking about our ideas collectively?
How do we orientate a map?
Why do we need to orientate a map?
What is a key on a map used for?
Can we manage our time and return to base on time?

	<p>Y6-Summer 1 - Net and Wall Games - Badminton</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. 	<ul style="list-style-type: none"> The focus of the learning is to explore different forehand and backhand shots that can be played during a game. Pupils will develop their understanding of when, where and why we play these shots during a game. The focus of learning is to consolidate different ways of outwitting an opponent to score a point. Pupils will develop their ability to think tactically about which shot to play during a game, whilst playing with a partner. Pupils will develop their ability to think tactically about which shot to play during a game, whilst playing with a partner. The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. 	<p>Girls Cricket (Excel)</p> <p>Passion (Develop)</p> <p>Tennis (Excel)</p> <p>Mixed Cricket (Excel)</p> <p>Athletics (Excel)</p> <p>KS2 SPORTS DAY</p>	<p>How can we win a game of badminton? Where should we stand when playing doubles? Why do we need to return to the ready position after we have hit the shuttlecock? What happens if we hit / throw the ball into the space in one of the corners at the back of the court? Can we think about where on the court we should aim when returning the shuttlecock? Can we create space and think tactically about where we place our shots?</p> <p>How can we get the batter out? What happens if the batter misses the ball? What restrictions are there on the batter? What is the consequence of not throwing accurately? What is the consequence of the ball rolling past us?</p>
	<p>Y6-Summer 1- Fielding and Striking – Rounders</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. 	<ul style="list-style-type: none"> The focus of the learning is to consolidate fielding. Pupils will use their prior knowledge of fielding tactics and consider when, where and why they will apply these during a game. 		

		<ul style="list-style-type: none">Use running, jumping, throwing and catching in isolation and in combination.	<ul style="list-style-type: none">The focus of the learning is to recap what happens if the batter misses the ball and to introduce what happens if the batter hits the ball backwards.The focus of the learning is to consider tactics which batters can apply during the game.The focus of the learning is to bring together all of the units of learning into a level 1 tournament.		How can the fielding team stop the batter from scoring a rounder? Why should we throw to our team members target? How can fielders maximise their efficiency? What tactics can we use if the batter hits the ball backwards or they miss the ball?
Y6-Summer 2- Athletics - Throwing and Jumping	<ul style="list-style-type: none">Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].Use running, jumping, throwing and catching in isolation and in combination	<ul style="list-style-type: none">The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.Pupils will learn how to throw a primary school discus and how they can use their bodies to throw with greater distance.The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump.The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump	Self-Belief (Develop) Teamwork (Develop) Quadkids (Excel) Tri -Golf (Excel) Athletics (Inclusion)	Why do we need to be able to jump in sport? What sports involve jumping? Which athletic events are jumping events? How do we jump? What are the 3 types of jumps we perform in sequence (one after the other) used to perform the triple jump? What is the consequence of falling backwards? Where are our jumps measured?	

	Y6-Summer 2- Athletics	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition. The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition. Pupils will be responsible for selecting which pupils compete in each event. 		<p>How do we run? How do we throw? How do we jump? Can we throw further, jump further and run faster when we apply the correct technique? What are the 3 phases of throwing? Why do we need to use our arms when we run or when we jump? Can we watch our team members and evaluate how they are performing? Are pupils able to identify who should do each event and explain why?</p>
Year 5	Y5-Autumn 1 - Health Related Exercise	<ul style="list-style-type: none"> Learn how to evaluate and recognise their own success. Develop flexibility, strength, technique, control, and balance. lead healthy, active lives. 	<ul style="list-style-type: none"> The focus of the learning is to take pupils through 4 health related fitness assessments. The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies. Pupils will perform a cardio circuit developing their own aerobic fitness. Pupils will perform a flexibility circuit developing their own flexibility. Pupils will perform a strength circuit developing their own strength. Pupils will perform an aerobic fitness circuit developing their own aerobic fitness. 	<p>Yr5/6 Welcome Back to School Games Festival (Inspire)</p> <p>Team building (Develop)</p>	<p>Why do we need to keep fit and healthy? How do we keep fit and healthy? What are the benefits of leading a healthy, active lifestyle? What do we mean by fitness? The state of being physically, mentally and socially healthy as a result of proper nutrition and exercise? What are the dangers of leading an unhealthy lifestyle? Why do we need to warm up and cool down?</p>

	Y5-Autumn 1- Hockey-Invasion	<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. 	<ul style="list-style-type: none"> The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity. Pupils will build upon their prior learning of defending to create and apply basic defending tactics. Pupils will develop their understanding of where, when and why we shoot. Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. Pupils should be able to apply their prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. Pupils will begin to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games. 		<p>What different attacking tactics (considering when we pass, dribble or shoot) can we use?</p> <p>When, where and why should we use these attacking tactics?</p> <p>What different defensive tactics can we use?</p> <p>When, where and why should we use these defensive tactics?</p> <p>How can we create fluidity in our attacks?</p> <p>How are we going to create suitable shooting opportunities?</p> <p>How can we prevent shooting opportunities?</p> <p>When we have possession, what is our role?</p> <p>When we do not have possession what is our role?</p>
	Y5-Autumn 2 – Dance – The Circus	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> The focus of the learning is for pupils to explore the social divide and prejudices that existed in the 19th century through movement. The focus of the learning is for pupils to create movements that represent a variety of different circus performers. 	<p>X-Country(Excel)</p> <p>Health and Wellbeing (Develop)</p> <p>Table Tennis</p>	<p>Who can move like a circus performer/ringmaster and stay in character?</p> <p>What apparatus and props can we use to support our performance?</p> <p>Can we perform our movements so that they show a change of level?</p>

	<p>Y5-Autumn 2- Invasion – Netball</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. 	<ul style="list-style-type: none"> Pupils will be able to distinguish between the different performers through clear movements and expression. The focus of the learning is to consolidate our performance utilising props and apparatus to extend characterisation and expression. The focus of the learning is on using passing and moving skills, refining these skills and applying them into game situations. Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shooting opportunity. Pupils should be able to use their prior learning of passing and moving, to move the ball up the court, creating an attack that results in a shot when in possession and react instantly when they lose possession, transition into defence. The focus of the learning is to introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions. 	<p>(Excel)</p> <p>Sports Hall Athletics (Excel)</p> <p>Friendship (Develop)</p>	<p>Can we include a change of speed?</p> <p>Can we add our own start and finishing, balanced position that clearly portrays our performer?</p> <p>Can we evaluate other groups' work and make suggestions to improve?</p> <p>Do our expressions show the type of character we are?</p> <p>What are the consequences in a game of an inaccurate / wrong type of pass?</p> <p>What is the consequence of incorrect footwork?</p> <p>How can we use effective footwork to create fluidity in our attacks?</p> <p>How are we going to pass and move creating suitable shooting opportunities?</p> <p>When we have possession of the ball what is our role?</p> <p>How can we win the ball back if we lose the ball?</p> <p>When we miss a shot we could lose possession, what can we do to prevent this?</p> <p>What do we need to do to regain possession?</p> <p>What are the 5 positions in Stinger netball?</p> <p>What do we think the role of the GK is? (Repeat question for each position).</p>
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			<ul style="list-style-type: none"> Pupils will learn where and why other passing styles will be effective. For example, the shoulder and bounce passes. The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. 		
	Y5-Spring 1 – Swimming	<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. 		Basketball (Excel) Sports Hall Athletics (Inclusion) Dance (Excel) Boccia (Inclusion)	

	Y5- Spring 1- Football	<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. 	<ul style="list-style-type: none"> • The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession. • Pupils will understand why they must win the ball back exploring basic defensive strategies and techniques to help them do so. • Pupils will start to apply simple defensive tactics during a game to prevent attacking opportunities. • Pupils will develop their shooting technique when pressure is applied by a defender. • Pupils will develop their understanding of where, when and why we shoot. • Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity. • Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity. • Pupils will begin to develop an understanding of the rules (laws) of football and will start to take responsibility for officiating their own games. 	X-Country (Develop) Gymnastics (Develop)	What different attacking tactics (considering when we pass, dribble or shoot) can we use? When, where and why should we use these attacking tactics? What different defensive tactics can we use? When, where and why should we use these defensive tactics? How can we create fluidity in our attacks? How are we going to create suitable shooting opportunities? How can we prevent shooting opportunities? When we have possession what is our role? When we do not have possession what is our role? When we regain possession how does our role change? What rules should the referee apply during our games?
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	<p>Y5-Spring 2 – Gymnastics</p>	<ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance. • The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus. • Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence. • Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence. • The focus of the learning is to perform their completed sequences. One pair at a time will perform and their partner pair will complete the assessment sheet. 	<p>NAK (Inclusion)</p> <p>Respect (Develop)</p> <p>X Country (Inclusion)</p> <p>Girls Football (Inspire)</p> <p>Self-Belief (Develop)</p>	<p>Are both our balances excellent? Still, silent and with extension? Are both our balances interesting? (Levels and connection points). Is one balance a counter balance and one, a counter tension balance? Have we ensured that we have applied excellent gymnastics to the movements we have selected, to travel out of the balances and across to our second piece of apparatus? Have you refined your "flow"? Can we make improvements to our partner / pairs work? Can we consider canon, unison and travelling over and around the apparatus to get to our second place?</p> <p>What makes an effective team? What are the characteristics of an effective team member? How many different ways can we communicate with our team members? Why do we need to communicate clearly with our team members?</p>
	<p>Y5-Spring 2 – Communication and tactics</p>	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Pupils should enjoy communicating, collaborating and 	<ul style="list-style-type: none"> • Pupils will learn why they need to work as a team to create simple tactics. • Pupils will develop the qualities required to lead a team effectively. • Pupils will learn why we need to communicate within our team whilst developing different ways of communicating. 	<p>Determination (Develop)</p> <p>(Resilience)</p>	

		competing with each other.	<ul style="list-style-type: none">• Pupils will learn how to solve problems by collaborating and communicating within their team. Pupils will understand why we need to communicate clearly with other team members to be successful.• The class will focus on collaboration and communication, enabling them to create simple tactics.		When are these ways of communicating the most effective? What are the consequences of not collaborating and communicating effectively?
	Y5-Summer 1 - Athletics – Running.	<ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].• Use running, jumping, throwing and catching in isolation and in combination.	<ul style="list-style-type: none">• Pupils will learn the correct technique used for sprinting.• The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team.• The focus of the learning is to explore pacing and running for distance.• Pupils will learn the correct technique to use when running for distance.	Girls Cricket (Excel) Passion (Develop) Tennis (Excel) Mixed Cricket (Excel) Athletics (Excel)	What types of muscle fibres are there? What fibres type do sprinters need? Which athletic events are sprinting events? What is the consequence of a sprinter running out of their lane in a race? What is a false start? What is the consequence of a false start? What should we do with our head when we are sprinting? Why? What should we do with our arms when we are sprinting? Why?
	Y5- Summer 1- Athletics	<ul style="list-style-type: none">• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	<ul style="list-style-type: none">• Pupils will understand what the consequences are if they slow down before crossing the finish line.		What should we do with our head when we are sprinting? Why?

		<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. 	<ul style="list-style-type: none"> Pupils will evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish. Pupils will evaluate their own and others sprinting technique making suggestions on how they can improve their performance to improve their personal best. Pupils will develop an understanding of when and where the changeovers take place on a curved track. Pupils will start to understand and apply changeover tactics. Pupils will learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance. The focus of the learning is to explore and develop an understanding of how to hurdle safely, applying the correct technique 		<p>Do we feel quicker when we apply the correct head technique?</p> <p>What would be the consequence if we maintained a short stride pattern during a race?</p> <p>Why do we need to dip at the finish line?</p> <p>What are the consequences of dropping the baton?</p> <p>What are the consequences of not completing the changeover in the zone?</p> <p>What is the consequence of a thrower releasing the object too early?</p> <p>What should we do with our body position/stance when we throw? Why?</p> <p>What should we do with our leading leg when we are clearing the hurdle? Why?</p> <p>What should we do with our back leg when we are clearing the hurdle? Why?</p>
Y5- Summer 2 - Problem Solving		<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility. 	<p>Self-Belief (Develop)</p> <p>Teamwork</p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member?</p>

	<p>Y5- Summer 2 - Rounders – Fielding and Striking</p>	<ul style="list-style-type: none"> • Pupils should enjoy communicating, collaborating and competing with each other. • 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. 	<ul style="list-style-type: none"> • The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. • Pupils will learn why motivating each other is important when working in a team. • Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment. • The focus of learning is to consolidate learning from year 4, ensuring that all pupils understand the role of the batting and fielding team. • The focus of the learning is to develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. • The focus of the learning is to develop an understanding of fielding tactics, exploring how we can maximise our fielding set up and get the most from our players, making it harder for the batting team. • The focus of the learning is to refine fielding tactics. The 	<p>(Develop)</p> <p>Quaddkids (Excel)</p> <p>Tri -Golf (Excel)</p> <p>Athletics (Inclusion)</p> <p>KS2 SPORTS DAY</p>	<p>Why do we need every team member to participate in order to win? What strategies and tactics can we use? Are we thinking about our ideas collectively? Why do some teams win and some teams lose? Who is creating ideas? Are pupils ideas successful? If so why are they successful? What do we mean by being responsible? What are your responsibilities?</p> <p>How can we get the batter out? Why would we want to back up our team members up when fielding? What is the consequence of not throwing accurately? What is the consequence of the ball rolling past us?</p> <p>Why should we throw to our team member's target? How can fielders maximise their efficiency? What roles can the same player fulfil? Why is doubling up roles an effective fielding strategy? What must happen if a batter misses the ball?</p>
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		<p>principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Pupils will explore different ways of bowling underarm applying them into mini games to prevent the batters from scoring runs. • Pupils will learn how to stop the ball (barrier) when a batter strikes the ball towards them. • The focus of the learning is to develop ways of retrieving and returning the ball to prevent the batters from scoring runs. • Pupils will continue to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball. • The focus of the learning is to bring together the suggested sequence of learning into small games of pairs cricket. 		<p>Can the bowler and fielders work together to outwit the batter?</p> <p>What different ways can we bowl underarm?</p> <p>Where are we standing when fielding?</p> <p>What different ways of fielding are there? Do we know when to apply these during a game?</p> <p>Where do we throw the ball?</p> <p>Why do we throw it there?</p> <p>Where can we strike the ball?</p> <p>Why do we strike the ball there?</p>
	Y4-Autumn 2-Dance	<ul style="list-style-type: none"> • Perform dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • The focus of the learning is to explore movement through improvisation, introducing unison and matching. • Pupils will sustain their characters to add drama and emotion to the dance. • Pupils will sustain their characters to add drama and emotion to the dance. • Pupils will create performances with two contrasting characters. • Pupils will create a performance which will include stage presence, timing, rhythm and sustaining character. 	<p>X-Country(Excel)</p> <p>Health and Wellbeing (Develop)</p> <p>Table Tennis (Excel)</p> <p>Sports Hall Athletics (Excel)</p>	<p>How can we move like excellent dancers?</p> <p>Who is moving with expression?</p> <p>Are we focusing on the music?</p> <p>Who can move like a cat and stay in character?</p> <p>Who can stay in time with the music?</p> <p>Can we follow and copy the routine?</p>

	Y4-Autumn 2 - Basketball - Invasion	<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. 	<ul style="list-style-type: none"> • The focus of the learning is to refine dribbling in order to keep control and possession of the ball. • Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent. • The focus of the learning is to see how effectively they can apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations. • The focus of the learning is to develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence. • Pupils will understand not just how to shoot but where to shoot from and why. • Pupils will understand that their role changes (defender) as soon as they lose possession of the ball. 	Friendship (Develop)	<p>What are the consequences in a game of an inaccurate pass? When, where and why should we dribble? When, where and why should we pass? Where should we stand when we want to receive the ball? How are we going to get the ball into a suitable place to shoot? When we have possession of the ball, what is our role? When we lose possession of the ball what is our role? What do we need to do to regain possession? How do we mark?</p>
	Y4-Spring 1- Invasion - Dodgeball	<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. 	<ul style="list-style-type: none"> • The focus of learning is to introduce pupils to when, where and why we would jump or duck to avoid the ball during a game. • Pupils will understand how and why we need to throw with power when throwing at a target which is further away. 	Basketball (Excel)	<p>Describe how we throw a dodgeball. Describe how we get our hands ready to catch. Why do we get our hands ready to catch? Why do we need to throw with accuracy?</p>

			<ul style="list-style-type: none">• The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try.• The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	NAK (Inclusion)	How will this help us in a game? Where should we run to create space when we are attacking and why? If we are not tagged what should we do? If the ball carrier is tagged what happens?
Y4-Spring 2-Gymnastics	<ul style="list-style-type: none">• 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.• Develop flexibility, strength, technique, control and balance.• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">• The focus of the learning is to explore movements and balances creating bridges.• The focus of the learning is to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.• The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences.• The focus of the learning is to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.• The focus of the learning is for pupils to complete their sequences.• The focus of the learning is for pupils to perform completed sequences.	Respect (Develop) X Country (Inclusion) Girls Football (Inspire) Self-Belief (Develop) Determination (Develop) (Resilience)	Are all pupils' balances excellent? (Still, silent and with extension). Are pupils' pair balance interesting? (Levels and connection points). Are both the individual bridges in different parts of the room? Have we ensured that we have applied excellent gymnastics to the movements we have selected, to travel over, under and out of the balances? Have we perfected our flow? Can we assess our partner / pairs work?	

	Y4-Spring 2- Orineteering	<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate. Pupils will learn how to use a map to follow a route. The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find. The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. The focus of the learning is to bring the orienteering topic together into a competition. 		<p>Why do we need to use our whole team to win? What strategies and tactics can we use? Are we thinking about our ideas collectively? Why do some teams win and some teams lose? Who is creating ideas? Are pupils ideas successful? If so why? What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively? How do we orientate a map? Why do we need to orientate a map? What is a key on a map used for? Can we manage our time and return to base on time?</p>
	Y4-Summer 1 - Dance	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Pupils will create movements that are creative and include character expression. The focus of learning is to create sequences in small groups whilst performing in character. Pupils will sustain their characters to add drama and emotion to their dance. 	<p>Girls Cricket (Excel)</p> <p>Passion</p>	<p>Can we perform our movements in cannon or unison? When performing can we keep in character, showing character emotion? Why do we need to make our movements flow?</p>

	<p>Y4-Summer 1 - Striking and Fielding – Rounders</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. 	<ul style="list-style-type: none"> • Pupils will continue to perform with creativity, expression and emotion. • The focus of learning is to create complex sequences with movements that interconnect. • Pupils will create a performance, which will included emotion, timing, rhythm and sustaining character. <ul style="list-style-type: none"> • The focus of learning is to develop the concept of batting and fielding to ensure that pupils have a clear understanding of each role. • Pupils will learn about the roles of the bowler and the back stop and what their purpose is within the game. • The focus of the learning is to introduce batting. • The focus of the learning is to develop batting skills and think about where we should hit the ball and why. • The focus of the learning is to develop an understanding of basic tactics used when fielding. • The focus of the learning is to bring together the suggested sequence of learning into small sided games. 	<p>(Develop)</p> <p>Tennis (Excel)</p> <p>Mixed Cricket (Excel)</p> <p>Athletics (Excel)</p> <p>KS2 SPORTS DAY</p>	<p>What movement ideas have we got for interacting with our group? What ideas have we got to make our movements interconnect?</p> <p>What is the difference between batting and fielding? What is the aim of the game for the fielders? How can we win a game if we are fielding? Why would we back up a team member? How can we get the batter out? What is the consequence of not throwing accurately? What is the consequence of the ball rolling past us? What can outfielders do to make their role more effective? Why do we want to return the ball to base 1 as quickly as possible? What is the role of the bowler, back stop and player on 1st base? Why are these roles important?</p>
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	<p>Y4-Summer 2- Athletics – Throwing and Jumping</p>	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance. The focus of the learning is to develop pupils' understanding of throwing for distance. The focus of the learning is to develop pupils' understanding of throwing for distance. The focus of the learning is to develop pupils' understanding of throwing for distance. The focus of the learning is to explore how we can use our bodies to jump as far as possible in one jump. The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. 	<p>Self-Belief (Develop)</p> <p>Teamwork (Develop)</p> <p>Quadkids (Excel)</p> <p>Athletics (Inclusion)</p>	<p>What are the 3 types of jumps we perform in sequence (one after the other) used to perform the triple jump? Can we jump further when we apply the correct technique? What is the consequence of falling backwards? What is the consequence of a thrower releasing the object too late? What is the consequence of a thrower releasing the object too early? What should we do with our body position/stance when we throw? Why? Can we throw further when we apply the correct technique? What is the difference between throwing for accuracy and throwing for distance? What are the 3 phases of throwing?</p> <p>How do we jump? What should we do with our arms? Why? What should we do with our legs? Why? What are the 3 types of jumps we perform in sequence (one after the other) used to perform the triple jump? Can we jump further when we apply the correct technique?</p>
	<p>Y4-Summer 2 – Athletics</p>	<ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> The focus of the learning is for pupils to develop their own sprinting technique. Pupils will learn to self-analyse their own performance to help to improve their own personal best. The focus of the learning is to develop pupils' application of stride length during the middle third of a race. 		

			<ul style="list-style-type: none"> • The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance. • The focus of the learning is to continue to explore pacing and running for distance. • Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance. • The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump. 		<p>Can we throw further when we apply the correct technique? What is the difference between throwing for accuracy and throwing for distance? What are the 3 phases of throwing? Why does adding rotation and transfer of weight send the javelin further? Can we watch our partner and evaluate their execution of the throw? What is a false start? What is the consequence of a false start? What should we do with our head when we are running for distance? Why? What should we do with our arms when we are running for distance? Why? What should we do with our legs when we are running for distance? Why? What should we do with our feet when we are running for distance? Why?</p>
Year 3	Y3- Autumn 1- Communications and Tactics	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Pupils should enjoy communicating, collaborating and competing with each other. 	<ul style="list-style-type: none"> • The focus of the learning is to look at what makes an effective team with the focus being on creating tactics as a team. • The focus of the learning is to look at what makes an effective team leader. • Pupils will learn why we need to communicate within our team whilst developing different ways of communicating. 	<p>Yr3/4 Welcome Back to School Games Festival (Inspire)</p> <p>Team building (Develop)</p>	<p>What makes an effective team? What are the characteristics of an effective team member? How many different ways can we communicate with our team members? Why do we need to communicate clearly with our team members?</p>

**Y3-Autumn 1-
Striking and
fielding –
Rounders**

- 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.

- The focus of learning is to develop pupils' communication and collaborating within their team.
- The class will focus on collaboration and communication, enabling them to create simple tactics.
- The class will focus on collaboration and communication, enabling them to create simple attacking and defending tactics.

- The focus of learning is to introduce the concept of batting and fielding.
- The focus of learning is to introduce throwing overarm.
- The focus of the learning is to play mini games where fielders apply the use of both the overarm and underarm throw to keep a batter's score as low as possible.
- The focus of the learning is to introduce ways of stopping the ball.
- The focus of the learning is to apply the long, barrier in a game situation to keep the batters score as low as possible.
- The focus of the learning is to bring together the suggested sequence of learning into a small game.

When are these ways of communicating the most effective?
What do we mean by being responsible?
What are our responsibilities/roles within our team?
What are the consequences of not collaborating and communicating effectively?
What strategies and tactics can we use?
Why do we need to listen to each other's ideas?

What is the difference between batting and fielding?
What is the aim of the game for the batters?
What is the aim of the game for the fielders?
How can we win a game if we are batting?
How can we win a game if we are fielding?
What different ways of fielding are there? Can we name them? i.e. catching, throwing, retrieving, etc.
How can we get the batter out?
What is the consequence of not throwing accurately?
What is the consequence of the ball rolling past us?

	<p>Y3-Autumn 2 – Dance</p>	<ul style="list-style-type: none"> Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> The focus of the learning is to respond to different stimuli being able to add drama and emotion to the dance. The focus of the learning is to continue to respond to different stimuli being able to add drama and emotion to the dance. The focus of the learning is to build on the thematic work in a different context creating motifs. The focus of the learning is to execute a wider variety of movements in extended sequences, with a partner. The focus of the learning is to extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences. Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character. 	<p>X-Country(Excel)</p> <p>Health and Wellbeing (Develop)</p> <p>Table Tennis (Excel)</p> <p>Sports Hall Athletics (Excel)</p> <p>Friendship (Develop)</p>	<p>How can we move like an excellent dancer? Who is moving with expression and creativity? What do we mean by creativity? Are we focusing on the music? Can we perform the entire dance with our partners? Is there a clear difference in the two types of weather we are portraying? What movement ideas have we got for representing a change in the weather? Have we made sure our movements flow? Is there a clear start and finish position? Are we moving at the same time as our partner? (Unison) How do we win a game of netball? What are the consequences in a game of an inaccurate pass? Why don't we stand behind the defender when finding a position to receive? Where should we stand when we want to receive the ball? How are we going to pass and move and get the ball into a suitable place to shoot? Where on the court is a suitable place to shoot?</p>
	<p>Y3-Autumn 2 – Invasion-Netball</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. 	<ul style="list-style-type: none"> The focus of the learning is to introduce passing and receiving in order to keep possession of the ball. The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations. The focus of the learning is to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence. 		

			<ul style="list-style-type: none">• The focus of the learning is to ensure pupils understand not just how we shoot but also where we shoot in terms of court position and why?• The focus of the learning is to continue to develop pupils understanding of where they shoot in terms of court position and why?• The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.		When we have possession of the ball what is our role? When we lose possession of the ball what is our role? What do we need to do to regain possession? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?
	<u>Y3-Spring 1 – Invasion – Handball</u>	<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.	<ul style="list-style-type: none">• The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.• The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.• The focus of the learning is to develop passing and moving, building up into mini games where pupils explore the transition between attack and defence.• The focus of the learning is to combine passing and moving to score points against another team.• The focus of the learning is to introduce pupils to shooting. Pupils will learn where they shoot from and why.• The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	Basketball (Excel) Sports Hall Athletics (Inclusion) Dance (Excel) Boccia (Inclusion) X-Country (Develop)	How do we win a game of handball? What are the consequences in a game of an inaccurate pass? Why do we not stand behind the defender when finding a position to receive a pass? Where should we stand when we want to receive the ball? How are we going to pass and move and get the ball into a suitable place to shoot? Where on the court is a suitable place to shoot? When we have possession of the ball what is our role? When we lose possession of the ball what is our role? What do we need to do to regain possession? Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?

	Y3-Spring 1 – Football	<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. 	<ul style="list-style-type: none"> • Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling. • Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling. • Concentrate on the attacking players applying the passing skill in order to keep possession. • The focus of the learning is to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games. • The focus of the learning is to develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win. • The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. 	Gymnastics (Develop)	<p>How do we win a game of football?</p> <p>What are the consequences in a game of an inaccurate pass?</p> <p>When should we dribble, when should we pass?</p> <p>Where should we stand when we want to receive the ball?</p> <p>How are we going to get the ball into a suitable place to shoot?</p> <p>When we have possession of the ball what is our role?</p> <p>When we lose possession of the ball what is our role?</p> <p>What do we need to do to regain possession?</p> <p>Discuss why certain teams win and why others may not. What were teams doing that allowed them to be successful?</p> <p>Why do we need to work as a team?</p>
	Y3-Spring 2 - Gymnastics	<ul style="list-style-type: none"> • 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. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement 	<ul style="list-style-type: none"> • The focus of learning is to explore different movements using different parts of the body. • The focus of learning is to explore larger scale travelling movements. • The focus of learning is for pupils to respond to words and music using their bodies and props. • The focus of learning is for pupils to create their own movement ideas relating to specific words. • The focus of learning is to explore different movements using qualities of movement. 		<p>How can we move like champion dancers?</p> <p>Who is moving with control?</p> <p>Can we perform with a partner?</p> <p>Can we perform with big clear actions?</p> <p>Who can move in time with the music?</p> <p>How does the music make us feel?</p> <p>What movement ideas have we got for the cat and the mouse?</p>

	<p>Y3-Spring 2 – Orienteering</p>	<p>to achieve their personal best.</p> <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team. 	<ul style="list-style-type: none"> The focus of learning is to explore movements such as creeping, tiptoeing and hiding. The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate. Pupils will learn how to use a map to follow a route. The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find. The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time. The focus of the learning is to bring the orienteering topic together into a competition. 	<p>NAK (Inclusion)</p> <p>Respect (Develop)</p> <p>X Country (Inclusion)</p> <p>Girls Football (Inspire)</p> <p>Self-Belief (Develop)</p> <p>Determination (Develop)</p> <p>(Resilience)</p>	<p>Can we perform the movement sequence in pairs? Can we perform with big clear actions?</p> <p>What makes an effective team? What are the characteristics of an effective team member? Why do we need to use our whole team to win? What strategies and tactics can we use? Are we thinking about our ideas collectively? Why do some teams win and some teams lose? Who is creating ideas? Are pupils ideas successful? If so why? What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively? How do we orientate a map? Why do we need to orientate a map? What is a key on a map used for? Can we manage our time and return to base on time?</p>
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	<p>Y3-Summer 1 –</p> <p>Athletics – Running</p>	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> • Pupils will learn the correct technique used for sprinting. • Pupils will continue to learn and apply the correct sprinting technique. • The focus of the learning is to apply pupils' understanding and application of running for speed, into running as part of a team. • The focus of the learning is to continue to apply pupils' understanding of running for speed into running as part of a team. 	<p>Girls Cricket (Excel)</p> <p>Passion (Develop)</p> <p>Tennis (Excel)</p> <p>Mixed Cricket (Excel)</p> <p>Athletics (Excel)</p> <p>KS2 SPORTS DAY</p>	<p>Which athletic events are middle or long distance events?</p> <p>What is a false start? What is the consequence of a false start?</p> <p>What should we do with our head when we are running for distance? Why?</p> <p>What should we do with our arms when we are running for distance? Why?</p> <p>What should we do with our legs when we are running for distance? Why?</p> <p>What should we do with our feet when we are running for distance? Why?</p> <p>What is the consequence on the body of sprinting for longer than 20 seconds?</p> <p>What do we mean by pacing?</p> <p>Why is sprinting off at the start of the race a bad idea?</p> <p>Why is finishing with a sprint a good way to end the race?</p>
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	Y3-Summer 1- Athletics	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. • Use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> • The focus of the learning is to consolidate our learning from KS1. • The focus of the learning is to explore how we can use our bodies to make us run as fast as possible. • The focus of learning is to develop an understanding of how and why we need to accelerate at the start of a race. • The focus of the learning is to apply pupils' understanding and application of running for speed, when running as part of a team. • Pupils will be introduced to a curved track and will start to understand simple changeover tactics. 		<p>What should we do with our head when we are sprinting? Why?</p> <p>What should we do with our arms when we are sprinting? Why?</p> <p>What should we do with our legs when we are sprinting? Why?</p> <p>What should we do with our feet when we are sprinting? Why?</p> <p>What is the relay?</p> <p>What are the consequences of dropping the baton?</p> <p>Can we have our hands ready to make changeovers quicker? Why do we need to start moving before receiving the baton?</p> <p>Can we decide the order that our team are running in? Does the order pupils race in effect the outcome of the race?</p>
	Y3-Summer 2 – Problem Solving	<ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team. • Pupils should enjoy communicating, collaborating and competing with each other. 	<ul style="list-style-type: none"> • The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility. • The focus of the learning is to look at what makes an effective team with the focus on communication. • The focus of the learning is to look at what makes an effective team with 	<p>Self-Belief (Develop)</p> <p>Teamwork (Develop)</p>	<p>What makes an effective team?</p> <p>What are the characteristics of an effective team member? Why do we need every team member to participate in order to win?</p> <p>What strategies and tactics can we use?</p>

	<p>Y3-Summer 2-Striking and fielding – Cricket</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>the focus on collaboration and communication.</p> <ul style="list-style-type: none"> • Pupils will learn why motivating each other is important when working in a team. • The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication. • Pupils will learn why motivating each other is important when working in a team in an unfamiliar environment. <ul style="list-style-type: none"> • Pupils will understand the objective of each team; batting and fielding. • Pupils will develop an understanding of how, when and why to throw a ball overarm with power and distance. • Pupils will develop an understanding of how to throw a ball accurately underarm. • The focus of the learning is to introduce catching. • Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball. 	<p>Quadkids (Excel)</p> <p>Athletics (Inclusion)</p>	<p>Are we thinking about our ideas collectively? Why do some teams win and some teams lose? Who is creating ideas? Are pupils ideas successful? If so why are they successful? What do we mean by being responsible? What are your responsibilities? What are the consequences of not collaborating effectively? What is the correct body position for caving? How should we organise ourselves when we have to cave with two member going through a cave at the same time?</p> <p>What is the difference between batting and fielding? What is the aim of the game for the batters? What is the aim of the game for the fielders? How can we win a game if we are batting? How can we win a game if we are fielding? Where are we standing when we are fielding? Why are we standing there?</p>
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			<ul style="list-style-type: none"> This suggested sequence of learning focuses on the competition between the individual batter and the fielders 		<p>Do we change where we are fielding depending on who the batter is?</p> <p>What different ways of fielding are there? Can we name them? i.e. catching, throwing, etc.</p> <p>Where can we strike the ball?</p> <p>Can we strike the ball with intent?</p> <p>How can we get the batter out?</p> <p>How can we outwit our opponents?</p>
Year 2	Y2-Autumn 1- Locomotion – Dodging	<ul style="list-style-type: none"> Pupils should develop fundamental movement skills. Master basic movements 	<ul style="list-style-type: none"> The focus of the learning is to explore dodging and learn how to dodge effectively. Pupils will develop an understanding of why it is important in to dodge in games. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend. The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team. The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams. The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition. 		<p>How do we dodge?</p> <p>When, where and why do we dodge?</p> <p>How are we going to dodge the balls being rolled?</p> <p>Why do certain pupils win the game?</p> <p>What tactics have we created?</p> <p>Discuss why certain teams win and why others may not.</p> <p>What were teams doing that allowed them to be successful?</p> <p>Why do we need to work as a team?</p>

	<p>Y2-Autumn 1 – Ball Skills - Hands</p>	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills. • 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. 	<ul style="list-style-type: none"> • The focus of learning is to develop dribbling in order to keep control and possession of the ball. • The focus of learning is to develop passing and receiving in order to keep possession of the ball. • The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball. • The focus of the learning is to develop dribbling in order to keep possession and score a point. • The focus of the learning is to develop passing and receiving in order to keep possession and score a point. • The focus of the learning is to combine dribbling, passing and receiving in order to keep possession and score a point. 		<p>When where, why do we pass? How do we pass? Describe how we chest pass? What is the consequence in a game of an inaccurate pass? Why do we need to be accurate when we pass? When, where, why do we dribble? Describe how we dribble? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? Why do we need to work as a team?</p> <p>How can we move like champion dancers? Who is moving with control? Why is their movement a champion one? Who can move in time with the music? How does the music make us feel? Can we perform the movement sequence in pairs? Can we perform with big clear actions?</p>
	<p>Y2-Autumn 2- Dance</p>	<ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> • The focus of the learning is to explore and respond to a stimuli through structured tasks. • The focus of learning is to initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement. • The focus of learning is to use improvisation to explore various 		

**Y2-Autumn 2 -
Ball Skills – Feet**

- Pupils should develop fundamental movement skills.
- 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.

dynamics and movement qualities.

- The focus of learning is to use our whole body to create sequences of movement.
- The focus of learning is to explore and respond to music as a stimulus.
- The focus of learning is to use basic actions as an individual and in sequence.

- The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.
- The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.
- The focus of learning is to combine dribbling, passing and receiving using our feet in order to keep possession of the ball.
- The focus of learning is to develop dribbling using our feet in order to keep possession and score a point.
- The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.
- The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.

Do our movements flow together?

When, where, why do we pass?
How do we pass?
Describe how we pass.
What is the consequence in a game of an inaccurate pass?
Why do we need to be accurate when we pass?
When, where, why do we dribble?
Describe how we dribble.
Why do we want to keep the ball away from the defenders?
What is the consequence if the defender gains possession of the ball?
Why do we need to work as a team?

	<p>Y2-Spring 1-Gymnastics</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 • Pupils should have a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> • The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together. • The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus. • The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together. • The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus. • The focus of the learning is for pupils to perform their completed sequences. 	<p>Year1/2 Gymnastics (Excel)</p>	<p>How can we move like a champion gymnast? Who is moving without their body making a sound? Are we listening to our bodies? If we can hear our body while we are moving can we be champion gymnasts? Can we move without a sound and point our fingers and toes? Can you perform 3 movements and 2 balances linked in a sequence on apparatus? Is anyone thinking about moving over, under or through apparatus? Can any of us use more than one piece of apparatus to move on or balance on at the same time? Can we make sure our movements flow? Can we watch someone else's sequence and help them improve it? Can we teach our partner our sequence? How can we win a game?</p> <p>Why do we need to be accurate when we throw? Why do we need to look before we throw? How do we know if our team member is ready to receive the ball? Describe how we throw underarm. Describe how we throw overarm.</p>
	<p>Y2-Spring 1 – Ball Skills – Hands</p>	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills. • 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. 	<ul style="list-style-type: none"> • The focus of the learning is to develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw. • Pupils will experience a competition against other pupils, developing their ability to collaborate. • The focus of the learning is for pupils to work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game. 		

			<ul style="list-style-type: none"> • The focus of the learning is for pupils to apply their understanding of underarm throwing to beat their opponent. • The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game. • The focus of the learning is to bring together the suggested sequence of learning into mini games. 		<p>What is the consequence in a game of an inaccurate throw? Why should we communicate before we throw? Why do we want to stop the batting team from scoring? What are the consequences of an inaccurate throw? Why do we need to work as a team?</p>
	Y2-Spring 2 - Locomotion – Jumping	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills. • Master basic movements 	<ul style="list-style-type: none"> • The focus of the learning is to consolidate pupils jumping and to apply an effective jumping technique. • The focus of learning is to consolidate pupils knowledge of how, where and why we jump in a game. • The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps. • Pupils will explore jumping using different combinations, jumping for distance and speeds. • Pupils will develop jumping using different combinations, jumping for distance. • The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament. 		<p>Why do we need to jump with our heads focused forwards? How does swinging our arms help us jump? Who can land with their knees bent? Why do we need to jump in sport? When in a game might we need to jump as far as possible? Why in a game might we need to jump as far as possible? Can we hop then jump? Who can add their hop, step and jump together? Can we jump as far as possible combining our hop, step and jump? Which teams are encouraging each other? Are we able to keep track of our team's scores?</p>

	Y2- Spring 2 – Attacking Vs Defending	<ul style="list-style-type: none"> Pupils 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. Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game. Pupils will develop their understanding of what 'defending' means and when and why we defend as a team during a game. The focus of the learning is to understand the transition from defence into attack. 		<p>What is the role of a defender and attacker in a team?</p> <p>When do we need to defend or attack as a team?</p> <p>Why do we need to defend as a team?</p> <p>Why do we need to attack as a team?</p> <p>Can pupils adjust their speed and change direction to catch other pupils?</p> <p>Can pupils count their team's score?</p> <p>Do pupils understand the consequence of breaking the rules of a game?</p> <p>Do pupils understand what defending and attacking means?</p> <p>Can pupils (defenders) tag the attackers?</p> <p>Are pupils able to change direction (dodge) and catch an attacker?</p> <p>Do pupils (defenders) understand the consequence in a game of not tagging an attacker?</p>
	Y2- Summer 1- Dance	<ul style="list-style-type: none"> Perform dances using simple movement patterns. Pupils should develop fundamental movement skills, become increasingly competent and confident 	<ul style="list-style-type: none"> The focus of the learning is to respond to the stimulus using a range of different, controlled movements. The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif. Pupils will extend their sequences developing their characters to add drama and emotion to their dance performance. The focus of the learning is to consolidate our learning from previous learning performing a sequence with extended movements. 	Dance (Excel) KS1 SPORTS DAY	<p>How can we move like champion dancers?</p> <p>Who can create movements that represent our explorer and animal meeting?</p> <p>Can we make our movements flow?</p> <p>Who can perform their movements in unison?</p> <p>Who can extend their sequence showing the relationship after the initial reaction between the explorer and animal? Who can perform their sequences making their movements interlink?</p>

	Y2-Summer 1 – Swimming	<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance. Use a range of strokes effectively. 			
	Y2- Summer 2- Health and Wellbeing	<ul style="list-style-type: none"> Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> Pupils will develop different ways of moving at speed and will understand the consequences of not being agile. Pupils will explore different ways of balancing with a partner and understand which sports require more than one person to balance together to be successful. The focus of the learning is to introduce coordination (feet eye coordination). Pupils will perform a circuit to develop their application and understanding of agility. 		<p>What is agility? Agility is the body's ability to move quickly and easily. Why do sports performers need to be agile? Can you give an example of when we need to be agile when playing sport? What are the consequence if we are not agile when playing sport? Why do we need to look around the space when playing agility monsters? What does coordination mean? Coordination is the ability to use different parts of the body together efficiently.</p>
	Y2- Summer 2 – Team Building	<ul style="list-style-type: none"> Pupils 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. 	<ul style="list-style-type: none"> Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out. Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge. Pupils will develop their communication skills to enable them to successfully complete a challenge. The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. The focus of the learning is to explore simple strategies as a team to help us solve a problem. 		<p>Why do we need to work as a team? Why do we need to work together to solve a problem? Why do we need to communicate during a challenge? What are the consequences of not communicating with our team? Why does every team member need to participate in order to be successful? What strategies can we use for each challenge? What strategies can we use to be successful? Has the strategy been communicated to everyone in the team?</p>

Year 1	Y1-Autumn 1- Gymnastics	<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 Pupils should have a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> To explore movements and balances in a wide way on the floor and on apparatus. The class will explore movements and balances in a narrow way on the floor and on apparatus. Pupils will explore different ways of transitioning between each shape using apparatus. The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.' The focus of learning is to link two movements together. 	Gymnastics (Excel)	<p>Can we move our bodies in a wide, narrow or curled way and still be champions? Who can make a champion shape in a curled, narrow or wide way?</p> <p>Can we hold our shape still for 4 seconds?</p> <p>What different parts of our body can we move on in a wide, narrow and curled way? Can we see why pupils are champions?</p> <p>What wide, narrow and curled ways of moving are there on apparatus?</p> <p>What wide, narrow and curled ways are there for making shapes on apparatus? What do we mean by interesting gymnastics? Can we use more than one piece of apparatus to move or make a shape on?</p> <p>Who can run and stay in their own space as they run?</p> <p>Why do we need to stay in a space when we are running?</p> <p>What should we do with our head, arms and feet when we run?</p> <p>What are the consequences in a race, if we do not stay in our lane?</p> <p>Which teams are winning the races? Why are they winning?</p> <p>What is a relay?</p>
	Y1- Autumn 1 - Locomotion – Running	<ul style="list-style-type: none"> Pupils should develop fundamental movement skills. Master basic movements 	<ul style="list-style-type: none"> The focus of learning is to explore running. Pupils will develop their understanding of where we need to run and why. The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds. The focus of learning is to apply the correct technique of running as fast as we can in a racing context. The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team. 		

	<p>Y1-Autumn 2 – Dance</p>	<ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Pupils should develop fundamental movement skills, become increasingly competent and confident 	<ul style="list-style-type: none"> • The focus of learning is for pupils to respond to rhythm and patterns through their movement. • Pupils will learn how to control and co-ordinate their bodies to perform a motif. • The focus of learning is to use improvisation to explore various dynamics and movement qualities. • The focus of learning is to explore the relationship between two living things, creating movement patterns. 		<p>Are we listening to the claps? Who can move in time with the clapping? Who can move in time with the music? How does the music make us feel? What movement ideas have we got for our new motif? Can we work in pairs to perform our new motif? Can we perform with big clear actions?</p> <p>What does the word, 'possession,' mean? Why do we need to keep possession of the ball? Why do we want to keep the ball away from the defenders? What is the consequence if the defender gains possession of the ball? What does the word, 'accuracy,' mean? Why do we need to be accurate when sending the ball? How many different ways can we send a ball? When do we need to stop the ball with our hands? Why do we need to stop the ball with our hands? Why do we need to watch the ball? Why do we need to move our bodies inline with the ball?</p>
	<p>Y1-Autumn 2 – Ball Skills – Hands</p>	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills. • 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. 	<ul style="list-style-type: none"> • Pupils will explore different ways of sending (passing) the ball to their partner. • The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands. • Pupils will learn why we need to send a ball using different force and speeds. • The focus of learning is to explore different ways of stopping a ball with our hands. • The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball. 		

	<p>Y1-Spring 1 - Gymnastics</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 • Pupils should have a broad range of opportunities to extend their agility, balance and coordination, individually and with others. 	<ul style="list-style-type: none"> • The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus. • The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus. • The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.' • The focus of the learning is to explore adding movement combinations together to create mini sequences. • The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative. 		<p>Can we ensure all our movements and balances are champion?</p> <p>Can we move our bodies in a 'wide,' 'narrow,' or curled way on a 'big' body part?</p> <p>Can we move our bodies in a 'wide,' 'narrow,' or curled way on a 'small' body part?</p> <p>Can we make a champion shape using the same combinations?</p> <p>Can we hold our shape still for 4 seconds?</p> <p>Can we use more than one piece of apparatus to move or make a shape on?</p> <p>Can we add together two ways of moving?</p> <p>Can we add a balance to the end of our mini sequence?</p> <p>Can we make one of our two movements 'high' and one of our two movements 'low'?</p> <p>How many different ways can we kick (pass) the ball?</p> <p>What happens if we kick (pass) the ball quickly or strongly?</p> <p>What happens if we kick (pass) the ball slowly or softly?</p> <p>What does the word, 'control' mean?</p>
	<p>Y1-Spring 1 – Ball Skills – Feet</p>	<ul style="list-style-type: none"> • Pupils should develop fundamental movement skills. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to 	<ul style="list-style-type: none"> • The focus of learning is to recap the different ways of using our feet to move with a ball. • Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them. 		

		apply these in a range of activities.	<ul style="list-style-type: none">Pupils will develop using the inside and outside of their feet to dribble the ball.Pupils will apply their dribbling technique, keeping the ball away from their opponents.The focus of learning is to explore kicking (passing) a ball.The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points.		Why do we need to kick (pass) towards a target? What might happen if we do not kick (pass) towards a target? What could go wrong in a game if we kick (pass) the ball away from our target? Why do we need to be accurate when we kick (pass) the ball? What parts of our foot should we use to kick (pass) the ball?
Y1-Spring 2 – Locomotion – Jumping	<ul style="list-style-type: none">Pupils should develop fundamental movement skills.Master basic movements	<ul style="list-style-type: none">Pupils will begin to understand the different reasons when, where and why we jump in different ways.Pupils will recap how we jump applying the most effective technique using our head, arms and feet.The focus of learning is to explore how jumping affects our bodies.The focus of learning is to explore skipping.The focus of learning is to apply our understanding of jumping and skipping into a game.Pupils will apply their knowledge of jumping into competitions.		Who can jump and stay in their own space? Why do we need to stay in a space when we are jumping? Why do we need to jump with our heads focused forwards? How does swinging our arms help us jump? Who can land with their knees bent? When do we need to jump in sport? When in a game might we need to jump as far as possible? Why will jumping quickly help us in a game? How can we make our bodies jump as high as possible? Why do we need to be able to jump high?	

Y1-Spring 2 – Ball Skills – Hands	<ul style="list-style-type: none"> Pupils should develop fundamental movement skills. 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. 	<ul style="list-style-type: none"> The focus of the learning is to introduce throwing (underarm). Pupils will understand how we throw a bean bag underarm and why. Pupils will understand how we throw a bean bag underarm and why, applying this into a game situation. The focus of learning is to work in a team and apply the underarm throw in a competitive situation. The focus of learning is to explore different ways of stopping a ball using our hands. The focus of the learning is to develop pupils' ability to accurately roll a ball towards a target. 		<p>Where are we aiming? Why do we aim? Where should we look when we are aiming? How do we aim? Why do we need to be accurate when we send the ball? Why do we need to look before rolling the ball? How do we know if our partner is ready? How can we stop the ball from going past us? When do we need to stop the ball from going past us? Why do we need to stop the ball from going past us? Why do we need to watch the ball? Why do we need to move our bodies in line with the ball? Why do we need to be ready to stop the ball?</p>
Y1-Summer 1 – Dance	<ul style="list-style-type: none"> Perform dances using simple movement patterns. Pupils should develop fundamental movement skills, become increasingly competent and confident 	<ul style="list-style-type: none"> The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. The focus of the learning is to respond to the stimulus (small animals) using a range of different and controlled movements. The focus of the learning is for pupils to respond to rhythm using a range of controlled movements. 	KS1 SPORTS DAY	<p>How can we move like champion dancers? Who is moving with control? What different movements can we create to represent a big cat? What different movements can we create to represent a zookeeper? Can we move with big clear actions?</p>

	Y1-Summer 1- Attacking Vs Defending	<ul style="list-style-type: none"> Pupils 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. Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Pupils will learn how to control and co-ordinate their bodies to perform a sequence with a partner. Pupils will create and perform a motif to an audience. The focus of the learning is to understand the basic principles of attack. Pupils will learn what 'attacking' means and why we attack during a game. The focus of the learning is to apply simple attacking principles into a game situation. Pupils will learn what 'defending' means and why we defend during a game. The focus of the learning is to apply simple defending principles into a game situation. The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game. The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game. 		<p>Who can move in relation to the music? Who can copy their partner's motif? Who can move in time with the music? Can we work with our partner, creating new ideas?</p> <p>What is the role of a defender? When do we defend during a game? Why do we defend during a game? How can a defender make it hard for the attackers to win the game? Where should a defender stand to make it harder for the attackers? Should we run fast or slow to tag the attackers? What could happen if we do not run fast when tagging an attacker?</p>
	Y1-Summer 2- Team Building	<ul style="list-style-type: none"> Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range 	<ul style="list-style-type: none"> The focus of the learning is to introduce teamwork. 		<p>What are the consequences if the defenders do not tag the attackers?</p> <p>Why do we need to work as a team? Why do we need to work together to solve a problem?</p>

	<p>Y1-Summer 2- Health and Wellbeing</p>	<p>of increasingly challenging situations.</p> <ul style="list-style-type: none"> Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 	<ul style="list-style-type: none"> The focus of the learning is to develop the skills required to make an effective team. Pupils will develop their communication skills to enable them to successfully complete a challenge. The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. The focus of the learning is to explore simple strategies as a team. <ul style="list-style-type: none"> The focus of the learning is to introduce agility. The focus of the learning is to explore ways of being balanced and to understand why we need to be balanced when playing sport. The focus of the learning is to introduce coordination (hand eye coordination). 	<p>Why do we need to communicate during a challenge? What are the consequences of not communicating with our team? Why does every team member need to participate in order to be successful? What strategies can we use for each challenge? What strategies can we use to be successful? Has the strategy been communicated to everyone in the team?</p> <p>What does coordination mean? Coordination is the ability to use different parts of the body together efficiently. Can we bounce our ball and keep it under control? Which sports require as to be balanced? Why do sports performers need to have good balance? What does flexibility mean? Why do we need to keep fit and healthy? What does agility mean? Agility is the body's ability to move quickly and easily. Why do sports performers need to be agile? What are the consequences if we are not agile when playing sport?</p>
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EYFS	EYFS- Autumn 1- Locomotion – Walking	<ul style="list-style-type: none"> Physical development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. <p>children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</p> <ul style="list-style-type: none"> Fine motor control and precision helps with hand-eye co-ordination Gain confidence in their own abilities. 	<ul style="list-style-type: none"> Pupils will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will explore how we walk using our head, arms and feet, applying an effective walking technique. The focus of learning is to explore walking in different pathways and to explore relationships with others. The focus of learning is to experience sustained walking following a route and instructions. The focus of learning is to apply pupils' learning about walking developing into marching. The focus of learning is for pupils to apply their understanding of walking, applying it into a game. 		<p>Who can walk and stay in their own space? Why do we need to stay in a space when we are walking? Why do we need to walk with our heads focused forwards, arms swinging and toes pointed forwards? Why do we need to march and stay in a space? Can we focus forwards as we march? Who is swinging their arms at waist height when we march? Can we lift our knees when we march? Why do we need to keep a steady rhythm when we march? Who can march fast? Who can march and change direction?</p>
	EYFS-Autumn 2 – Locomotion – Jumping	<ul style="list-style-type: none"> Physical development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. To develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision helps with hand-eye co-ordination Gain confidence in their own abilities. 	<ul style="list-style-type: none"> Pupils will explore jumping, in different directions, at different speeds and different levels. Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique. The focus of learning is for pupils to develop their jumping technique applying it into a game. The focus of learning is for pupils to explore jumping for distance. The focus of learning is for pupils to explore jumping for height. The focus of learning is to explore hopping in a variety of ways; in different directions, at different speeds and different levels. 		<p>Who can hop and stay in their own space? Why do we need to hop into a space? How do we hop? What do we do with our arms when hopping? What part of our foot helps us when hopping? What do we do with our head when hopping? Why do we bend our knees when hopping? What sports require us to hop?</p>

	EYFS-Spring 1 - Gymnastics	<ul style="list-style-type: none"> Physical development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. To develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control and precision helps with hand-eye co-ordination <ul style="list-style-type: none"> Gain confidence in their own abilities. 	<ul style="list-style-type: none"> The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high and low shapes. The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus. Pupils will self-select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned. 		<p>How can we move like champion gymnasts? Can we move our bodies in high, low, over and under ways on the apparatus and still be champions? Who can make a champion shape in a high, low, over and under way? Can we hold the shape still for 4 seconds? Can we move under the apparatus? Who can think of ways of moving over the apparatus? What high and low ways of making shapes are there on apparatus? Can we make an over or under shape on apparatus? Because the pupils are self selecting which zone to work in, ask, "Do we know what type of movement to perform in this zone?" Can pupil tell me what shape this is?</p>
	EYFS- Spring 2- Ball Skills - Hands	<ul style="list-style-type: none"> Physical development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. To develop their core strength, stability, balance, 	<ul style="list-style-type: none"> The focus of learning is to explore different ways of using our hands to move with a ball. Pupils will explore different ways of rolling a ball. Pupils will explore different ways of bouncing a ball. Pupils will learn the meaning of the word, 'control,' and start to understand 		<p>Where are we bouncing, pushing or rolling the ball? Why are we bouncing, pushing or rolling the ball? Why do we want to keep the ball away from the defenders? What does the word, 'control' mean?</p>

		spatial awareness, co-ordination and agility. <ul style="list-style-type: none"> • Fine motor control and precision helps with hand-eye co-ordination • Gain confidence in their own abilities. 	why it is important to keep the ball close to them. <ul style="list-style-type: none"> • Pupils will continue to explore different ways of rolling and pushing a ball. • Pupils will continue to explore different ways of rolling, pushing and bouncing a ball with a partner. 		What could happen if we lose control of the ball?
	EYFS-Summer 1-Ball Skills – Feet	<ul style="list-style-type: none"> • Physical development • Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. • To develop their core strength, stability, balance, spatial awareness, co-ordination and agility. • Fine motor control and precision helps with hand-eye co-ordination <ul style="list-style-type: none"> • Gain confidence in their own abilities. 	<ul style="list-style-type: none"> • The focus of learning is to explore different ways of using our feet to move with a ball. • Pupils will explore what happens when they kick a ball using different parts of their feet. • Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them. • The focus of learning is to develop dribbling using our feet to move with a ball. • The focus of learning is to teach pupils to understand where to dribble and why. • Pupils will learn how to collaborate and work together with their partner and in small groups. 		What does the word, 'control' mean? Why do we need to move into space? What does the word, 'space,' mean? What might happen if we do not move into a space? Why do we need to keep the ball close to us? How can we keep the ball close to us? What could go wrong in a game if we kick the ball too far away from us? What parts of our feet should we move the ball with?

	EYFS-Summer 2-Attacking Vs Defending	<ul style="list-style-type: none"> • Physical development • Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. • To develop their core strength, stability, balance, spatial awareness, co-ordination and agility. • Fine motor control and precision helps with hand-eye co-ordination • Gain confidence in their own abilities. 	<ul style="list-style-type: none"> • The focus of the learning is to understand why it is important to take turns when playing a game. • The focus of the learning is to understand why we need to keep the score during a game. • Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed. • Pupils will explore simple principles (evasive skills) to avoid being tagged. • Pupils will explore simple principles to prevent the attackers from scoring. 		<p>Where should we be looking when we run? Why do we need to move into a space? Why do we need to run fast? Why do we need to change direction? Why do we need to take turns? Why do we need to keep the score? How can we keep the score? What should we do when we are tagged?</p>
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