

St Peter's of Eaton Square C of E Primary School PE Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our physical education curriculum is carefully planned to include a range of indoor and outdoor-based lessons throughout the year and provides a varied and progressive learning programme. All children receive at least two engaging, high quality and enjoyable physical education lessons per week, as well as having the opportunity to take part in at least 45 minutes of physical activities per day in the playground. Each class receives at least a one-hour PE lesson from a specialist PE coach each week and children are encouraged to sign up to interschool competitions with Westminster Active at least twice a year. Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children. At St Peter's we use Get Set 4 PE to deliver high-quality PE lessons from EYFS to Year 6.

IMPACT – How We Will Evaluate Our Curriculum

At St Peter's we strongly believe that all children should have access to a progressive and varied physical education programme, which places a real emphasis on developing physical competences and teamwork skills, while encouraging healthy competition and leadership. It is our objective to promote confidence and participation in a range of sports across all year groups. Children will develop athleticism and self-esteem throughout their time at St Peter's. Children will also understand and explain the importance of nutrition and diet in their performance in sport. As a result of high quality teaching and curricular opportunities, children will be motivated to lead lifelong active, healthy lifestyles in which they continue their participation in physical activity and sport. Children who participate in sports outside of school are celebrated and recognised as part our Healthy School mission.

INTENT - Our Curriculum Intent

All pupils at St Peter's will develop a wide range of physical competences whilst fostering a love for healthy competition, lifestyle and teamwork. PE lessons will embed British values such as mutual respect and fairness, in addition to building character. Our curriculum equips pupils of all health, fitness and skill levels with the knowledge, experience and motivation to enjoy and take pride in their physical and sports activities.



EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Throwing and catching Ball skills using hands	Multi-skills Obstacle courses and simple circuits to encourage walking and jumping in a variety of ways	Gymnastics High, Low, Over, Under	Dance Nursery Rhymes	Ball skills Developing ball skills with feet	Athletics Races, jumps, relays, bean bag toss
National Curriculum Reference	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Skills Progression	Children show good control and coordination in large and small movements. Children move confidently in a range of ways, negotiating space safely. Children are active and interactive.	Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Combine a sequence of movements with ease and fluency. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Continue to develop overall body-strength, balance, co-ordination and agility.

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Games Basic skills and target games. Running, jumping, throwing and catching, aiming and hitting.	Gymnastics Wide, Narrow, Curled	Dance and Fitness The Zoo	Net & Wall Games Racket skills, forehand, backhand, serve, badminton, tennis, table tennis	Team Building Games	Athletics Races, jumps, relays, bean bag toss
National Curriculum Reference	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be developing balance, agility and coordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should perform dances using simple movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should participate in team games, developing simple tactics for attacking and defending.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and acces a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Pupils should participate in team games, developing simple tactics for attacking and defending.

Skills Progression

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work.

to move on/off, over. under, along and through safety.

Will be able to investigate movement, stillness and how to use space safely.

To copy or create. remember or repeat short movement phrases.

Use a range of equipment Explore, remember. repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas during different types of and feelings choosing and varving simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and

> use what they learn to improve their work.

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like activity. Recognise good information to improve their work.

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good information to improve their work.

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YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Games Basic skills and target games. Running, jumping, throwing and catching, aiming and hitting	Gymnastics Linking and sequencing	Dance & Fitness Dances from around the World	Net & Wall Games Racket skills, forehand, backhand, serve, badminton, tennis, table tennis	Team Building Games	Athletics Races, jumps, relays, bean bag toss
National Curriculum Reference	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination,	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be developing balance, agility and coordination, and begin to apply these in a range of activities.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should perform dances using simple movement patterns.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination,	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should participate in team games, developing simple tactics for attacking and defending.	Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance,

Skills Progression

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work.

Remember, repeat and link Explore, remember. combinations of gymnastic repeat and link a range actions, body shapes and balances with control and accuracy.

To be able to jump and land from height safely and Compose and perform accurately.

To be able to use a range of equipment safely and understand how to use it invarying simple a variety of ways.

of actions with coordination, control and an awareness of the expressive qualities of dance. dance phrases and short dances that express and communicate moods, ideas what their bodies feel like and feelings choosing and compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and

use what they learn to improve their work.

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe during different types of activity. Recognise good quality in performance use information to improve their work.

Improve the way they coordinate and control their bodies and a range of equipment remember. repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work.

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YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic National	Games Basic ball skills Swimming and Water Safety Games	Gymnastics Symmetry & Asymmetry Swimming and Water Safety Gymnastics	Dance & Fitness Weather Swimming and Water Safety Dance & Fitness	Ball Skills Swimming and Water Safety Team Games	Basketball Swimming and Water Safety Team Games	Athletics Jumps, races, relays, aiming games Swimming and Water Safety Athletics
Vational Curriculum Reference	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should use running, jumping, throwing and catching in isolation and in combination. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. Swimming & Water Safety Pupils will be taught to

metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.

taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations. distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations

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swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Skills Progression

Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short-term effects of different exercise activities on the body. know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.

Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities, know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance and recognise how their own performance has improved.

Improvise freely on their own and with a partner. translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group talk about how they might improve their dance.

Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body. know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.

Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for net games, passing and receiving. Know and describe the short term effects of different exercise activities on the body. know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving and use what they have learned to improve their work.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Take part in outdoor and adventurous activity challenges both individually and within a team.

YEAR	4
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Games Basic skills Swimming and Water Safety	Gymnastics Bridges Swimming and Water Safety	Dance & Fitness Space Swimming and Water Safety	Netball Swimming and Water Safety	Cricket Swimming and Water Safety	Athletics Swimming and Water Safety
National Curriculum Reference	Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should use running, jumping, throwing and catching in isolation and in combination. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be	Gymnastics Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should develop flexibility, strength, technique, control and balance. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of	Dance & Fitness Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of	Team Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25	Team Games Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25	Athletics Pupils should continue to apply and develop a broader range of skills, learning how to use there in different ways and to link them to make action and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. Swimming & Water Safety Pupils will be taught to swim competently,

taught to use a range of strokes effectively and strokes effectively and metres. Pupils will be confidently, and metres. Pupils will be strokes effectively and perform safe self-rescue perform safe self-rescue taught to use a range of proficiently over a taught to use a range of perform safe self-rescue in different water-based in different water-based strokes effectively and distance of at least 25 strokes effectively and in different water-based situations. situations. perform safe self-rescue metres. Pupils will be perform safe self-rescue in different water-based situations. taught to use a range of in different water-based situations. strokes effectively and situations. perform safe self-rescue in different water-based situations. They should develop an Skills Consolidate and improve Consolidate and improve Improvise freely on their Consolidate and improve Consolidate and improve **Progression** the quality of their the quality of their own and with a partner. the quality of their the quality of their understanding of how to techniques and their actions, body shapes and translating ideas from a techniques and their techniques and their improve in different ability to link movements. balances, and their stimulus into movement. ability to link movements. ability to link movements. physical activities and Develop the range and ability to link Create and link dance Develop the range and Develop the range and sports and learn how to consistency of their skills movements. Improve phrases using a simple consistency of their skills consistency of their skills evaluate and recognise in all games. their ability to select dance structure or motif. in all games. in all games. their own success. Take Improve their ability to Improve their ability to appropriate actions and Perform dances with Improve their ability to part in outdoor and choose and use simple use simple compositional awareness of rhythmic. choose and use simple choose and use simple adventurous activity tactics and strategies. ideas. Recognise and dynamic and expressive tactics and strategies. tactics and strategies. challenges both describe the short term Keep, adapt and make Keep, adapt and make qualities, on their own. Keep, adapt and make rules for net games, effects of exercise on the with a partner and in rules for net games, rules for net games, individually and within a passing and receiving. body during different small groups. passing and receiving. passing and receiving. team. Know and describe the activities, know the Know and describe the Know and describe the Keep up activity over a period of time and know short-term effects of importance of short term effects of short term effects of they need to warm up different exercise different exercise different exercise suppleness and strength. activities on the body, Describe and evaluate and cool down for dance. activities on the body, activities on the body, know how to improve the effectiveness and Describe and evaluate know how to improve know how to improve stamina. quality of a performance some of the stamina. Begin to stamina. Begin to Begin to understand the and recognise how their compositional features of understand the understand the importance of warming own performance has dances performed with a importance of warming importance of warming up. Recognise good improved. partner and in a group up. Recognise good up. Recognise good talk about how they performance and identify performance and identify performance and identify might improve their the parts of a the parts of a the parts of a performance that need dance. performance that need performance that need improving and use what improving and use what improving and use what they have learned to they have learned to they have learned to improve their work. improve their work. improve their work.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Games	Gymnastics	Dance & Fitness	Net & Wall Games	Striking & Fielding	Athletics
	Ball games skills	Counter Balance and Counter Tension	The Circus	Hockey and tennis	Cricket and rounders	
	Swimming and Water		Swimming and Water	Swimming and Water	Swimming and Water	Swimming and Water
	Safety	Swimming and Water	Safety	Safety	Safety	Safety
		Safety				
National	<u>Games</u>	<u>Gymnastics</u>	Dance & Fitness	Racket/Stick Games	Bat Games	<u>Athletics</u>
Curriculum	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue t
Reference	apply and develop a	apply and develop a	apply and develop a	apply and develop a	apply and develop a	apply and develop a
	broader range of skills,	broader range of skills,	broader range of skills,	broader range of skills,	broader range of skills,	broader range of skills,
	learning how to use them	learning how to use them	learning how to use them	learning how to use them	learning how to use them	learning how to use the
	in different ways and to	in different ways and to	in different ways and to	in different ways and to	_	in different ways and to
	link them to make actions	link them to make actions	link them to make actions	link them to make actions	in different ways and to	link them to make actio
	and sequences of	and sequences of	and sequences of	and sequences of	link them to make actions	and sequences of
	movement. They should	movement. They should	movement. They should	movement. They should	and sequences of	movement. They should
	enjoy communicating,	enjoy communicating,	enjoy communicating,	enjoy communicating,	movement. They should	enjoy communicating,
	collaborating and	collaborating and	collaborating and	collaborating and	enjoy communicating,	collaborating and
	competing with each	competing with each	competing with each	competing with each	collaborating and	competing with each
	other. They should	other. They should	other. They should	other. They should	competing with each	other. They should
	develop an understanding	develop an understanding	develop an understanding	develop an understanding	other. They should	develop an understandi
	of how to improve in	of how to improve in	of how to improve in	of how to improve in	develop an understanding	of how to improve in
	different physical	different physical	different physical	different physical	of how to improve in	different physical
	activities and sports and	activities and sports and	activities and sports and	activities and sports and	· ·	activities and sports and
	learn how to evaluate and	learn how to evaluate	learn how to evaluate	learn how to evaluate	different physical	learn how to evaluate
	recognise their own	and recognise their own	and recognise their own	and recognise their own	activities and sports and	and recognise their owr
	success. Pupils should use	success. Pupils should	success. Pupils should	success. Pupils should	learn how to evaluate	success. Pupils should
	running, jumping,	develop flexibility,	perform dances using a	apply basic principles	and recognise their own	develop flexibility,
	throwing and catching in	strength, technique,	range of movement	suitable for attacking and	success.	strength, technique,
	isolation and in	control and balance.	patterns.	defending.	Swimming & Water	control and balance.
	combination.	Swimming & Water	Swimming & Water	Swimming & Water	<u>Safety</u>	Pupils should take part
	Swimming & Water	<u>Safety</u>	Safety	<u>Safety</u>	Pupils will be taught to	outdoor and adventuro
	<u>Safety</u>	Pupils will be taught to	Pupils will be taught to	Pupils will be taught to	swim competently,	activity challenges both
	Pupils will be taught to	swim competently,	swim competently,	swim competently,	confidently, and	individually and within a
	swim competently,	confidently, and	confidently, and	confidently, and	proficiently over a	team.
	confidently, and	proficiently over a	proficiently over a	proficiently over a	distance of at least 25	Swimming & Water
	proficiently over a	distance of at least 25	distance of at least 25	distance of at least 25		<u>Safety</u>
	distance of at least 25	metres. Pupils will be	metres. Pupils will be	metres. Pupils will be	metres. Pupils will be	Pupils will be taught to
	metres. Pupils will be	taught to use a range of	taught to use a range of	taught to use a range of	taught to use a range of	swim competently,
				_	strokes effectively and	
						May 2022

taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	strokes effectively and perform safe self-rescue in different water-based situations.	strokes effectively and perform safe self-rescue in different water-based situations.	strokes effectively and perform safe self-rescue in different water-based situations.	perform safe self-rescue in different water-based situations.	confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.
Progression Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	Develop the consistency of their actions in a number of events Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others work and suggest ways to improve it.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Торіс	Games	Gymnastics	Dance & Fitness	Net & Wall Games	Striking & Fielding	Athletics
	Ball games skills	Matching and Mirroring	Carnival	Hockey and tennis	Cricket and rounders	
	Continue to a second	Continue to a section of	Continuation of 1984	Continue to a section of	Continuation of 1944	Continue la continue de la continue
	Swimming and Water	Swimming and Water	Swimming and Water	Swimming and Water	Swimming and Water	Swimming and Water
	Safety	Safety	Safety	Safety	Safety	Safety
lational	Games	Gymnastics Gymnastics	Dance & Fitness	Racket/Stick Games	Bat Games	Athletics
Curriculum	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue to	Pupils should continue
Reference	apply and develop a	apply and develop a	apply and develop a	apply and develop a	· ·	apply and develop a
	broader range of skills,	broader range of skills,	broader range of skills,	broader range of skills,	apply and develop a	broader range of skills,
	learning how to use them	learning how to use them	learning how to use them	learning how to use them	broader range of skills,	learning how to use the
	in different ways and to	in different ways and to	in different ways and to	in different ways and to	learning how to use them	in different ways and to
	link them to make actions	link them to make actions	link them to make actions	link them to make actions	in different ways and to	link them to make action
	and sequences of	and sequences of	and sequences of	and sequences of	link them to make actions	and sequences of
	movement. They should	movement. They should	movement. They should	movement. They should	and sequences of	movement. They shoul
	enjoy communicating,	enjoy communicating,	enjoy communicating,	enjoy communicating,	movement. They should	enjoy communicating,
	collaborating and	collaborating and	collaborating and	collaborating and	enjoy communicating,	collaborating and
	competing with each	competing with each	competing with each	competing with each	collaborating and	competing with each
	other. They should	other. They should	other. They should	other. They should	competing with each	other. They should
	develop an understanding	develop an understanding	develop an understanding	develop an understanding	other. They should	develop an understand
	of how to improve in	of how to improve in	of how to improve in	of how to improve in	develop an understanding	of how to improve in
	different physical	different physical	different physical	different physical	of how to improve in	different physical
	activities and sports and	activities and sports and	activities and sports and	activities and sports and	different physical	activities and sports an
	learn how to evaluate and	learn how to evaluate	learn how to evaluate	learn how to evaluate	1 1	learn how to evaluate
	recognise their own	and recognise their own	and recognise their own	and recognise their own	activities and sports and	and recognise their own
	success. Pupils should use	success. Pupils should	success. Pupils should	success. Pupils should	learn how to evaluate	success. Pupils should
	running, jumping,	develop flexibility,	perform dances using a	apply basic principles	and recognise their own	develop flexibility,
	throwing and catching in	strength, technique,	range of movement	suitable for attacking and	success.	strength, technique,
	isolation and in	control and balance.	patterns.	defending.	Swimming & Water	control and balance.
	combination.	Swimming & Water	Swimming & Water	Swimming & Water	<u>Safety</u>	Pupils should take part
	Swimming & Water	<u>Safety</u>	<u>Safety</u>	<u>Safety</u>	Pupils will be taught to	outdoor and adventuro
	<u>Safety</u>	Pupils will be taught to	Pupils will be taught to	Pupils will be taught to	swim competently,	activity challenges both
	Pupils will be taught to	swim competently,	swim competently,	swim competently,	confidently, and	individually and within
	swim competently,	confidently, and	confidently, and	confidently, and	proficiently over a	team.
	confidently, and	proficiently over a	proficiently over a	proficiently over a	distance of at least 25 metres. Pupils will be	Swimming & Water
	proficiently over a	distance of at least 25	distance of at least 25	distance of at least 25	taught to use a range of	Safety
	distance of at least 25	metres. Pupils will be	metres. Pupils will be	metres. Pupils will be	strokes effectively and	Pupils will be taught to
	metres. Pupils will be	taught to use a range of	taught to use a range of	taught to use a range of	strokes effectively and	swim competently,
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