

All Saints C.E. (A) Primary School Curriculum Overview – Physical Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> - To develop anticipation and reaction when working with bean bags or balls. - To catch a ball or beanbag on a bounce. - To catch a ball from a throw. - To develop accurate throwing skills. - To develop accuracy of sending and receiving. - To understand the overarm throwing technique. - To understand when to use an overarm throw. - To stop, trap or catch the ball while on the move. - To play a game, following the rules and demonstrating fair play. 	<p>Multi Skills</p> <ul style="list-style-type: none"> - To perform balances using a number of different parts of the body. - To run on the balls of the feet, concentrating on coordination not speed. - To use timing to aim, stop and guide an object. - To use controlled movements to travel in different ways. - To quickly change direction whilst running, with control and fluency. - To use ability, balance and coordination when performing activities. 	<p>Groovy Gymnastics</p> <ul style="list-style-type: none"> - To travel in different directions and at different speeds and levels. - To link three movements together whilst travelling, aiming to change level, speed and direction. - To explore movement actions with control and link them together with flow. - To link isolated moves and shapes while travelling. - To explore and use rolling movements as a way of travelling. - To explore travelling to move along, over, around and off a bench. - To travel with a focus on changing direction and level, using small equipment. - To link combinations of movements and shapes with control. 	<p>Story Time Dance</p> <ul style="list-style-type: none"> - To change direction during travelling moves. - To link travelling moves that change direction and level. - To develop gestures and ways of travelling. - To understand beats in the music. - To dance to beats of 4 or 8. - To move in time to the music using travelling, gesturing and jumping. - To explore basic body patterns and movements to music. - To use a variety of moves that change speed and direction. - To perform dance moves that move smoothly from one to the next. - To perform a dance in time to the music with fluency. 	<p>Throwing and Catching</p> <ul style="list-style-type: none"> - To control a ball using your hands. - To understand the correct technique for catching. - To use the correct technique to throw a ball underarm. - To explore striking balls of different sizes using their hands and equipment. - To throw and catch a ball to self and a partner. - To stop and retrieve a ball. - To throw to a target. - To play a game using striking and fielding techniques learnt. - To strike a ball using different bats or rackets. - To play a game fairly and in a sporting manner. 	<p>Active Athletics</p> <ul style="list-style-type: none"> - To use various speeds when running. - To use various footwork patterns during take-offs and landings. - To throw safely in a variety of ways and decide which method is best for distance. - To run with good balance and coordination. - To jump from two feet. - To explore ways to jump to cover a distance. - To demonstrate skills with control and agility.
Year 2	<p>Mighty Movers</p> <ul style="list-style-type: none"> - To run efficiently using the arms. - To demonstrate running with balance and co-ordination. - To run for one minute without stopping. - To learn some of the changes that happen to the body during exercise. - To develop good technique for running circuits. - To understand the value of a circuit. - To develop running technique with good balance and co-ordination <p>Fitness Frenzy</p> <ul style="list-style-type: none"> - To demonstrate the correct technique for activities. - To develop agility and coordination. - To perform simple patterns of movement. - To demonstrate good technique while skipping. - To observe and comment on others' performance. - To skip with control and balance. - To master basic movements, as well as developing balance, agility and coordination. - To perform using simple movement patterns. - To use hand-eye coordination. - To evaluate a performance. 	<p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> - To use hand-eye co-ordination to control a ball. - To move a ball using hands and feet. - To kick and move with a ball. - To understand techniques for dribbling and passing a football. - To pass with accuracy. - To dribble with control. - To catch a variety of objects. - To watch the ball or object when trying to catch it. - To catch the ball at different heights - To know how to throw overarm, underarm and bounce pass. - To vary types of throws. - To target the receiver's hands when throwing. - To develop catching and dribbling skills. - To use ball skills in a mini festival. - To participate in a mini sports festival, understanding the rules and demonstrating good techniques and sporting behaviour <p>Multi Skills</p> <ul style="list-style-type: none"> - To explore static balancing. - To understand concepts of bases. - To combine a number of coordination drills, using upper and lower body movements. - To know how to throw a ball at the right speed and strength for the task. - To travel in different ways, showing clear transitions between movements. - To explore different ways of twisting and turning. 	<p>Groovy Gymnastics</p> <ul style="list-style-type: none"> - To remember and repeat simple gymnastic actions with control. - To develop a range of gymnastic moves, particularly balancing - To balance on isolated parts of the body using the floor and hold balance. - To link balances with other travelling moves, moving smoothly into and out of the balances. - To safely use benches and mats to develop sequences. - To use benches and mats to explore balances on different levels. - To explore ways of travelling around on large apparatus. - To choose and use a variety of gymnastic actions to make a sequence. - To mirror and match a partner. - To work with a partner to create a sequence of gymnastic actions. - To link together a number of gymnastic actions into a sequence. - To learn to perform balances and movements and combine them into a routine. <p>Skip to the Beat</p> <ul style="list-style-type: none"> - To perform skipping moves with agility, balance and coordination. - To explore different ways of jumping/hopping with balance and accuracy. - To hop consistently and jump with control. - To skip with good technique. - To skip with control and balance. 	<p>Gymfit Circuits</p> <ul style="list-style-type: none"> - To master basic movements, as well as developing balance, agility and co-ordination. - To perform using simple movement patterns. - To identify techniques to improve balance. - To practise a range of gymnastic skills through a series of circuits. - To perform a range of gymnastic skills with increased accuracy. - To perform a sequence of gymnastic moves within a circuit. - To perform a sequence of moves at each station within a circuit with increased accuracy. - To evaluate performance of gymnastic moves within a circuit <p>Ugly Bug Ball Dance</p> <ul style="list-style-type: none"> - To explore different levels and speeds of movement. - To show contrasting movements with strength and clarity. - To explore performing actions in response to stimuli. - To explore ideas by experimenting with actions, dynamics, directions and levels. - To show contrasts in simple dances with good body shape and position. - To explore patterns of movement with a partner. - To explore the medieval ballroom dance theme. - To develop a range of dance movements and improve timing. 	<p>Boot Camp</p> <ul style="list-style-type: none"> - To understand how to prepare the body for exercise. - To understand what fitness means. - To experience some of the changes that occur during exercise. - To raise their heart rate. - To understand what happens to the heart rate during exercise. - To develop agility and co-ordination. - To perform simple patterns of movement. - To complete a range of circuit-based activities and understand the reason for doing them - To evaluate which activities individuals find easy or difficult. <p>Throwing and Catching</p> <ul style="list-style-type: none"> - To know how to throw a ball underarm with accuracy. - To practise catching skills. - To know the correct technique for striking a ball from a tee. - To receive and return a ball. - To develop catching skills. - To know the best technique for catching. - To explore catching different balls. - To throw a ball for distance. - To know the overarm throw technique and when to use it. - To aim for accurate throwing and consistent catching and striking. - To play a game fairly and in a sporting manner. - To use fielding skills to play a game. 	<p>Active Athletics</p> <ul style="list-style-type: none"> - To run with a change of speed. - To change direction when running, while maintaining balance. - To run with agility and confidence. - To use arms when jumping. - To jump with balance and fluency. - To learn the best jumping techniques for distance. - To hurdle an obstacle and maintain effective running style. - To run in a relaxed way and with balance when jumping over an obstacle. - To know the difference between running for speed and running for distance. - To run for distance. - To know how to throw safely. - To throw different objects in a variety of ways. - To know how to throw for distance. - To complete an obstacle course with control and agility <p>Cool Core</p> <ul style="list-style-type: none"> - To develop and improve core strength and agility. - To know how to maintain a good bridge using core strength. - To know how to use arms effectively when running. - To Improve plank technique. - To know how to maintain a wheelbarrow walk for longer periods of time, using core strength. - To know how to perform a small crunch and understand what it does.

				<ul style="list-style-type: none"> - To link contrasting movements together to make a short dance sequence. - To improve independent movement from one phrase to another. - To perform a complete dance with clarity and flow, showing changes in levels and speed. 		<ul style="list-style-type: none"> - To know how to perform an activity/game that uses the abdominals. - To perform a squat and diagonal body twist, and understand why they are valuable exercises to do. - To know how to transfer weight from one foot to two feet. - To know how to jump with accuracy using core strength to maintain balance. - To use hand-eye coordination.
Year 3	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> - To complete an agility and co-ordination circuit, spending 30 seconds at each station. - To improve fitness by raising the heart rate in a circuit-based lesson. - To develop agility and co-ordination. - To develop skipping techniques with control and balance. - To perform rope and non-rope skipping with good technique and to songs or rhymes. - To perform simple patterns of movements. - To perform a sequence of moves at each station within a circuit with increased accuracy. - To use the correct running technique to complete a circuit. - To evaluate my performance of gymnastic moves within a circuit. <p>Brilliant Ball Skills</p> <ul style="list-style-type: none"> - To dribble a ball with greater control. - To roll or throw a ball at a target with accuracy. - To develop the ability to control a ball while moving, throwing and catching it. - To catch with increasing control and accuracy. - To anticipate the ball and have the hands ready to catch. - To stop the ball in the hands without fumbling. - To be ready to react quickly once the ball has been caught. - To develop the underarm throwing technique. - To demonstrate good control of the ball and body. - To choose and use simple tactics to suit different situations. - To react to situations in ways that make it difficult for opponents to win. 	<p>Skip to the Beat</p> <ul style="list-style-type: none"> - To be aware of safety aspects concerned with skipping. - To practise techniques for skipping learned in previous years. - To develop skipping techniques with control and balance. - To explore different ways of skipping. - To develop large rope skipping technique. - To participate in large rope skipping. - To skip with a partner. - Compose a sequence of skipping moves. - Perform skipping moves in a routine. - Perform large rope skipping with good technique and to songs or rhymes. - Perform rope and non-rope skipping with good technique and to songs or rhymes. - To observe and comment on others' performance. <p>Multi-Skills</p> <ul style="list-style-type: none"> - To change the centre of balance to different parts of the body. - To use hand-eye coordination to keep control of an object. - To demonstrate agility by being able to twist and turn and change direction. - To use agility, stopping and turning in a game. - To demonstrate coordination and move accurately with others. - To observe and be aware of others' speed and try to match it. - To use hand-eye coordination to balance, carry and travel with an object. 	<p>Groovy Gymnastics</p> <ul style="list-style-type: none"> - To explore jumping techniques and link them with other gymnastic actions. - To try different ways of jumping. - To be able to jump with a stable, safe landing. - To be able to land safely when jumping from a bench - To link jumps into sequences. - To work with a partner or a small group to create a sequence that develops jumping skills. - To use the skills learned to work as a group to create complex shapes at different levels. - To use a different stimulus to create a sequence. - To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. - To analyse own and others' performance. <p>Cool Core</p> <ul style="list-style-type: none"> - To be able to link agility and core strength activities together in an appropriate way. - To be able to perform core strength moves such as squat thrusts and burpees with accuracy. - To understand how hula hooping helps to improve core strength. - To develop activities into a circuit in order to improve fitness levels. - To build up fitness levels. - To develop accuracy when performing circuit moves such as crunch sit-up, step-ups, shuttle runs, seated dips, running cone touch, squats, burpees. 	<p>African Dance</p> <ul style="list-style-type: none"> - To count beats and change direction while dancing. - To keep count and tempo while dancing. - To maintain a consistent tempo throughout the dance, using counting. - To dance to the beat and keep time. - To explore African dance movements and create patterns of movement. - To learn new African steps and develop them. - To develop precision of movement. - To develop African dance steps with clarity and rhythm, using own ideas. - To learn how to tell a story using dance. - To use knowledge of African dance to create a story in small groups. - To tell a story using gestures and step patterns with fluency - To work co-operatively with others to create a new dance - To work with a partner to create African dance patterns. - To create a story of harvest using African dance steps. - To perform in front of others with confidence. - To perform a dance with rhythm and expression. <p>Gymfit</p> <ul style="list-style-type: none"> - To master basic movements, as well as developing balance, agility and coordination. - To perform using simple movement patterns. - To develop travelling, balancing and jumping, landing with two feet and arms outstretched in front of the body. - To develop leaping and rolling - finishing the roll on two feet, arms outstretched in front. - To create shapes with their body in the shape of letters and numbers. - To evaluate a performance of gymnastic moves within a circuit. 	<p>Boot Camp</p> <ul style="list-style-type: none"> - To understand how to prepare the body for exercise. - To understand what fitness means. - To experience some of the changes that occur during exercise including a raised heart rate. - To develop agility and coordination. - To perform simple patterns of movement. - To learn new moves such as jumping from side to side over a line, jumping jacks, running, ball pass, clap under knees and perform them with good technique and balance. - To increase fitness levels and recognise the impact on their bodies. <p>Throwing and Catching</p> <ul style="list-style-type: none"> - To know and develop techniques for accurate overarm and underarm throwing. - To throw accurately. - To catch with cushioned hands. - To know the batting technique for cricket by holding the bat vertically with two hands, the dominant hand at the bottom, and elbow up. -To retrieve the ball effectively by crouching on one knee, placing your knee and foot close together on the floor and positioning your legs so they make a long barrier. Hands should be between the gap so that the ball cannot get past. - To strike the ball for distance, the bat should start at the back, swing the bat out to the side and make contact with the ball in front and out at the side. 	<p>Active Athletics</p> <ul style="list-style-type: none"> - To look up when running. - To run at different speeds. - To change direction when running. - To run in different directions and at different speeds, using a good technique. - To know how to start a race correctly. - To understand the relay and passing the baton - To know how to receive the baton. - To know which techniques to use for long-distance running and which to use for short-distance running. - To choose and understand appropriate running techniques. - To use legs as well as arms when throwing - To know how to throw in a variety of ways. - To improve throwing technique. - To know how to perform a standing long jump, understanding the rules. - To compete in a mini-competition, recording scores - To know how to compete in a sporting way, showing an understanding of rules. <p>Mighty Movers</p> <ul style="list-style-type: none"> - To understand the reason for warming up. - To explore running at different speeds. - To demonstrate good use of arms when running at different speeds. - To learn how to hand over in an efficient manner. - To use the correct running technique to complete a circuit.- To work as a team in a running situation. - To complete a running circuit showing good balance, co-ordination and agility. - To understand the value of a running-based circuit and the impact it can have on health. - To analyse others' running technique and suggest ways of improving.

<p style="text-align: center;">Year 4</p>	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> - To demonstrate the correct technique for activities. - To develop agility and coordination. - To perform more complex patterns of movement. - To understand the importance of a warm-up. - To practise and apply a sequence of step moves to the beat of the music. - To create and perform a sequence of step moves. - To motivate self and others to perform well. - To develop cool core moves using balance techniques. - To perform a sequence of moves with increased accuracy. <p>Mighty Movers</p> <ul style="list-style-type: none"> - To learn footwork movement patterns showing coordination. - To demonstrate correct technique for a jab. - To apply the correct technique for the cross jab. - To link skills with control and precision. - To develop personal fitness levels, particularly strength and stamina. - To refine the technique of moves learnt. 	<p>Nimble Nets</p> <ul style="list-style-type: none"> - To learn how the racket feels and the best methods of holding it. - To become familiar with balls and short tennis rackets. - To use the correct technique for holding the racket (forehand). - To practise backhand technique. - To learn how to drop and hit the ball. - To accurately serve underarm. - To practise the volley technique. - To improve hand-eye co-ordination by sending and receiving a ball with a hand and racket. - To build a rally, focusing on accuracy of strokes. - To be aware of the correct body position and contact point for an accurate shot. - To learn how to play collaborative games, demonstrating forehand and backhand strokes. - To learn when to play the correct shot in order to beat a partner. - To play a variety of shots in a game situation and to explore when different shots should be played. - To play a competitive tennis game. - To play a competitive game with point scoring. <p>Invaders</p> <ul style="list-style-type: none"> - To know how to dribble a ball, change direction and maintain control. - To be able to run with the ball, to turn with a ball, know how to pass a ball and to work as a team. - To improve accuracy of passing by using a target. - To learn how to receive a ball. - To dribble with control. - To learn how to support other players in a team. - To know how to communicate with team members. - To learn concepts of attack and defence. 	<p>Gym Sequences</p> <ul style="list-style-type: none"> - To use and refine the following skills: flexibility, strength, balance, power and mental focus. - To identify and practise body shapes. - To identify and practise symmetrical and asymmetrical body shapes. - To learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. - To use own and others' body weight to balance. - To use counterbalances and incorporate them into a sequence of movements. - To perform gymnastic moves using a piece of equipment. - To perform movements in canon and in unison. - To use linking moves to maintain the fluency of a sequence. - To construct sequences using balancing and linking movements. - To add interest to a sequence by varying movement or balance. - To make up longer sequences and perform them with fluency and clarity of movement. - To perform and evaluate own and others' sequences. - To develop the skill of critique, including the ability to identify strengths and areas for improvement. <p>Step to the Beat</p> <ul style="list-style-type: none"> - To understand the importance of a warm-up. - To improve fitness, particularly strength and stamina. - To develop co-ordination and balance. - To raise the heart rate and understand the importance of doing this. - To understand the value of step-type exercise. - To learn basic step moves, practise and perfect them. - To practise and apply a sequence of step moves to a beat. - To perform step moves in time to the music with co-ordination. - To complete a step routine to music to improve fitness. - To create and perform a sequence of step moves. 	<p>Dynamic Dance</p> <ul style="list-style-type: none"> - To develop dancing and performance skills. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To identify and practise the patterns and actions of line dancing. - To create an individual dance that reflects the line dancing style. - To create partnered dances that reflect the line dancing style and apply the key components of dance. - To develop an understanding of how to prepare for a dance performance. - To perform a line dance using a range of movement patterns. - To perform and evaluate own and others' work. - To identify the key skills needed to provide accurate and tactful evaluative feedback to peers. <p>Gym Fit</p> <ul style="list-style-type: none"> - To perform a simple ball-skill circuit with understanding and accuracy. - To self-motivate and motivate others during a sporting activity. - To work collaboratively with a partner in a skills-based situation. - To evaluate own and others' performance. - To perform indoor athletics events and understand their adaptations. 	<p>Swimming <i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To enter and exit pool safely. - To walk through water with shoulders under. - To walk, run, hop, jump, gallop through water. - To dip chin in water and blow bubbles with egg flip. - To put face in water and blow bubbles. - To collect item from bottom of shallow end at arm's length. - To collect item from bottom of pool with face under. - To step through large hoop. - To swim through large hoop (Kick legs or paddle). - To float on their back with aid and regain standing position. - To star float on back (unaided) and regain standing position. - To push and glide from wall and regain standing position. - To push and glide from wall (with face in) to streamlined position. - To push and glide onto back with arms by sides - To swim 5m kicking action with aid on front or back. - To show front crawl arm action while standing. - To swim 5m unaided on front or back. <p>Striking and Fielding</p> <ul style="list-style-type: none"> - To know how to use underarm and overarm throws and when to use them. - To develop receiving skills. - To be able to field a ball in a variety of ways in order to stop it travelling further. - To be able to return the ball accurately. - To be able to catch the ball in a variety of situations. - To develop a range of skills in striking and fielding. - To use the correct technique for batting and use it in a game situation. - To field an approaching ball. - To strike a stationary ball. 	<p>Swimming <i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To jump up and down then submerge underwater. - To show Front crawl breathing technique holding wall. - To collect item from bottom of pool while submerged. - To swim through large hoop. - To swim 10m kicking front crawl legs with float. - To swim 10m kicking back stroke legs with float. - To swim 10m on front unaided. - To swim 10m on back unaided. - To star float front and back. - To mushroom float. - To use push and glide technique with streamlined position. - To tread water for 15 seconds. - To swim breaststroke leg action with float on front or back. <p>Young Olympians</p> <ul style="list-style-type: none"> - To learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. - To develop throwing with power and accuracy. - To throw safely and with understanding by transferring body weight from the back to the front with their arm coming through fast and last. - To demonstrate good running technique when jumping over obstacles. - To explore different footwork patterns. - To understand which technique is most effective when jumping for distance. - To understand how to perform a standing broad jump – (two feet to two feet).
<p style="text-align: center;">Year 5</p>	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> - To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). - To develop agility and co-ordination. - To identify techniques to improve balance and core strength. 	<p>Step to the beat</p> <ul style="list-style-type: none"> - To understand the importance of a warm-up. - To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina). 	<p>Swimming <i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To jump into water from poolside. - To jump up and down with head under. 	<p>Swimming <i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To show 1,2,3 breathing technique in Front Crawl over 10-15m. - To swim 10m breaststroke. - To swim 5m butterfly. 	<p>Nimble Nets</p> <ul style="list-style-type: none"> - To know the correct technique for forehand, backhand and volley. - To develop the techniques for ground strokes and volleys. - To develop a backhand technique and use it in a game. 	<p>Young Olympians</p> <ul style="list-style-type: none"> - To use the correct technique to run at speed. - To develop the ability to run for distance. - To know how to sustain running at a continuous pace.

	<ul style="list-style-type: none"> - To perform a sequence of steps in time with the music. - To learn how boxercise moves can be adapted and used in a different format. - To perform a fitness circuit incorporating boxercise moves. - To devise a sequence of yoga/Pilates moves with fluency and accuracy. - To devise own unique move and name it. - To perform more complex patterns of movement. - To complete a circuit that includes a range of activities. - Perform a fitness circuit that aims to improve strength and stamina - To perform a sequence of moves at each station within a circuit with increased accuracy. <p>Boot Camp</p> <ul style="list-style-type: none"> - To experience and understand some of the changes that occur to the body during exercise. - To understand how to raise the heart rate. - To complete a range of circuit-based activities and understand the reason for doing them. - To learn new moves and perform them with good technique and balance. - To develop agility and coordination. - To perform more complex patterns of movement. 	<ul style="list-style-type: none"> - To develop co-ordination and balance. - To improve timing and stepping to the beat. - To count moves and perform in repetitions of eight, four, two and singles. - To perform step moves in time with the music. - To perform a sequence of steps in time with the music. - To work with a partner to produce a sequence of moves. - To analyse and evaluate own and others' performance. - To understand the benefits of improving muscle tone in the abdominals and legs. - To learn new strength-based moves - To construct own strength-based moves from knowledge gained in the previous lessons. - To devise a routine using knowledge from the whole unit. <p>Invaders</p> <ul style="list-style-type: none"> - To demonstrate basic passing and receiving skills using a netball. - To develop an understanding and knowledge of the basic footwork rules of netball. - To use good hand/eye coordination to pass and receive a ball successfully. - To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. - To begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation. - To be able to demonstrate a range of defending skills and understand how to mark an opponent. - To understand how to intercept a pass. - To use the correct technique to successfully shoot a ball into a netball post from various points within the shooting circle. - To understand the different positions in a netball team (five-a-side). - To recognise which positions are attacking and which are defending. 	<ul style="list-style-type: none"> - To blow out (under) and breath in (up). - To show front crawl breathing technique with a float. - To swim underwater through hoop in deeper water. - To kick front crawl legs with float for 15m. - To kick backstroke legs with float for 15m. - To swim 15m unaided (any stroke). - To dolphin kick on back 2m with or without aid. - To push and glide into Star Float. - To tread water 30 seconds. - To swim basic breaststroke technique for 10m. <p>Gym Sequence</p> <ul style="list-style-type: none"> - To use and refine the following skills: flexibility, strength, balance, power and mental focus. - To perform new gymnastic moves with control and accuracy. - To identify and practise body shapes and balances. - To identify and practise symmetrical and asymmetrical body shapes. - To learn new counterbalance skills with a partner. - To use counterbalances and incorporate them into a sequence of movements. - To include counterbalance skills in a short sequence. - To perform movements in canon and in unison. - To develop skills for movement, including rolling, bridging and dynamic movement. - To recap on linking moves and understand how they will be used in developing sequences. - To link moves together with fluency and good body tension. - To complete a sequence of balances and moves at the same time as a partner, in unison. - To complete a sequence of balances and moves before or after a partner, in canon. - To make up longer sequences and perform them with fluency and clarity of movement. - To work co-operatively with a partner to produce a sequence. - To develop the skill of critique, including the ability to identify strengths and areas for improvement. - To perform and evaluate own and others' sequences. 	<ul style="list-style-type: none"> - To swim 25m front crawl with good technique. - To swim 25m backstroke with good technique. - To collect a brick from bottom of the pool. - To swim through large hoop underwater. - To push and glide racing start. - To forward or backward somersault blowing out through nose. - To swim 5m sculling headfirst and 5m foot first with figure of 8 scull. - To tread water for 1 min then H.E.L.P position for further minute. <p>Dynamic Dance</p> <ul style="list-style-type: none"> - To identify and practise the patterns and actions of the Bollywood dance style. - To develop dancing and performance skills. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To create and perform an individual and group dance that reflects the Bollywood dance style. - To perform and evaluate your own and others' work. 	<ul style="list-style-type: none"> - To accurately play shots on the move. - To choose the correct shot to play when trying to beat an opponent. <p>Striking and Fielding</p> <ul style="list-style-type: none"> - To hold the bat correctly(Hands correct way round when holding the bat, V shape) and place and return the ball accurately. - To choose the best fielding techniques. - To run between the wickets with accuracy. - To run, throw and catch and return the ball accurately to a teammate - To develop and use a technique for overarm and underarm throwing and know when to use it. - To learn and develop a cricket bowling action standing still/running. - To practise batting technique by being sideways on, with the bat back ready to swing, Have a basic understanding about footwork - To know how to direct the ball. 	<ul style="list-style-type: none"> - To throw with accuracy and power by standing side on, crouching down, placing all the weight on one leg and aiming with the free arm towards the sky. Transfer the weight to the other leg. - To know the position to stand in when receiving a baton. - To explore different footwork patterns. - To understand which technique is most effective when jumping for distance. - To know how to throw for accuracy and speed in a game. <p>Gymfit Circuits</p> <ul style="list-style-type: none"> - To understand why fitness is good for health and wellbeing. - To understand that circuits can take different forms and work on different fitness elements. - To use the correct technique for new stations that involve equipment. - To perform a fitness circuit that aims to improve strength and stamina. - To perform a fitness circuit with understanding, aiming to improve strength and stamina. - To develop personal fitness in an obstacle-style circuit. - To improve technique and performance. - To explore reasons for improvement or lack of improvement.
Year 6	Swimming	Swimming	Gym Fit Circuits	Dynamic Dance	Step to the Beat	Young Olympians - To run efficiently for speed.

<p><i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To jump into deep water, rise and swim 10m. - To show front crawl breathing technique-blow out under, breath in to side. - To swim 15m breaststroke showing symmetrical leg kick. - To swim 10m butterfly. - To swim 50m front crawl. - To swim 50m back stroke. - To collect a brick from bottom and hold for 5 seconds while treading water. - To push and glide racing start plus dolphin kick. - To create floatation sequence (3 positions). - To swim 10m sculling headfirst with back layout position at surface. - To tread water for 90 secs then H.E.L.P position for further minute. <p>Invaders</p> <ul style="list-style-type: none"> - To understand the basic rules of tag rugby. - To know how to tag. - To practise ball-handling skills. - To pass and carry a ball using balance and co-ordination. - To be able to place a ball down as if scoring a try. - To practise footwork and dodging skills while carrying the ball. - To work as a team, using ball-handling skills - To improve spatial awareness. - To practise moving into a space. - To use skills learned to play a game of tag rugby. - To reinforce catching and tagging skills and to apply them in a game. - To use skills and tactics when playing tag rugby. - To play in a mini tag rugby competition. 	<p><i>(adapted based on children's prior swimming knowledge)</i></p> <ul style="list-style-type: none"> - To straddle jump into deep water. - To demonstrate trickle and explosive breathing in front crawl. - To swim 25m breaststroke (Swim England standard). - To swim 15m butterfly. - To swim 25m front crawl sprint under 30 seconds. - To swim 25m back stroke with correct finish using flags. - To push and glide racing start into front crawl. - To back layout float with arms above head & feet at surface. - To swim 10m, head first surface dive, swim 5m underwater, then tread water for 1min, H.E.L.P Position for 20 seconds. - To swim 100m Individual Medley without stopping. <p>Nimble Nets</p> <ul style="list-style-type: none"> - To demonstrate and use the correct grip of the racket and understand how to get into the ready position. - To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. - To hit the shuttle with reasonable consistency and accuracy in a co-operative rally - To understand how to serve the shuttle in order to start the game. - To recognise the difference between the low serve and the high serve. - To demonstrate the correct technique when serving the shuttle to start a game. - To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. - To be able to explain and demonstrate the correct technique for the overhead clear shot. - To know the purpose and benefits of playing the overhead clear shot to outwit an opponent. - To understand that the drop shot is an attacking shot, and why. - To know where the drop should be aimed for, for it to be most productive, and why. - To understand how to use different shots to outwit an opponent in a game. - To be able to select and apply a range of shots in a game situation to win points. 	<ul style="list-style-type: none"> - To develop a personal programme that is suitable for each child, using the knowledge and understanding they have learned from previous fitness sessions. <p>Cool Core</p> <ul style="list-style-type: none"> - To devise a suitable warm-up activity for cool core. - To identify exercises that will improve core strength and stability. - To demonstrate good technique in moves already learned. - To learn new Pilates moves. - To apply balance techniques when performing cool core exercises. - To develop co-ordination and balance. - To improve balance and core strength. - To create original cool core moves. - To learn how to improve cool core, and how to create moves that need balance and strength. - To work with a partner to create new moves. - To link core strength activities together with fluency. - To link cool core moves together to teach to another pair. - To perform cool core exercises of increased difficulty with balance. - To perform sequences of strength and balance. - To complete a workout for personal improvement. - To evaluate others' creations. 	<ul style="list-style-type: none"> - To identify and use the patterns and actions in a street dance style. - To demonstrate an awareness of the music's rhythm and phrasing when improvising. - To explore dance patterns and moving to the beat. - To use expressive movements in dance. - To create a dance as a group, using known street dance moves. - To work cooperatively as a group. - To perform and analyse own and others' performance. - To dance as a group in time to music in a street dance style. <p>Mighty Movers</p> <ul style="list-style-type: none"> - To know and understand the basic principles of a good warm-up. - To compose an aerobic warm-up that raises the heart rate over a sustained time. - To demonstrate fluency of moves. - To perform complex moves to music. - To demonstrate an understanding of boxercise moves and how they can be linked together to make a routine. 	<ul style="list-style-type: none"> - To improve stamina, demonstrating correct technique. - To understand the value of aerobic exercise. - To understand the value of step-based exercise. - To learn how to measure heart rate and note any changes. - To practise and apply a sequence of step moves to the beat of the music. - To perform aerobic activity to music. - To devise a routine based on moves already learned. - To select and use a wide range of compositional ideas and skills to create a routine. - To analyse and evaluate others' performance and suggest areas of improvement. - To suggest ways to improve performance showing sound knowledge and understanding. <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> - To know how to react quickly. - To demonstrate good agility and balance in order to throw accurately. - To use fielding skills to stop the ball effectively. - To use the long barrier technique accurately. - To know how to direct the ball with a good batting technique. - To understand the role of a backstop in a game. - To work as a team, using tactics in order to beat another team. - To assess and analyse others' strengths. 	<ul style="list-style-type: none"> - To demonstrate good arm and leg technique. - To throw with power and accuracy. - To demonstrate the pull technique for throwing. - To understand and demonstrate different throwing positions. - To react quickly to a stimulus. - To demonstrate good running technique when jumping over obstacles. - To know how to perform a standing broad jump – (two feet to two feet). <p>Fitness Frenzy</p> <ul style="list-style-type: none"> - To demonstrate the correct technique for activities. - To develop and demonstrate improved agility and coordination. - To perform more complex patterns of movement. - To demonstrate an understanding of boxercise moves and how they can be linked together to make a routine. - To select and use a wide range of compositional ideas and skills to create a routine. - To suggest ways to improve performance showing sound knowledge and understanding. - To perform others' sequences with control and balance. - To perform sequences of strength and balance.
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