

Beaconhill Community Primary School

PE at Beaconhill



A physically active child at Beaconhill should have:

- The ability to acquire new knowledge and skills in PE.
- The willingness to practice skills in a wide range of different activities alone, in small groups and in teams.
- The ability to remain active for sustained periods of time
- An understanding of the importance of long term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- An understanding of how to improve their own and others' performances.
- A highly positive attitude towards PE and the ability to engage fully in extra-curricular sport.





Physical Education Overview

	Autumn		Spring		Summer	
Reception	Introduction to PE Unit 1	Ball Skills : Unit 1	Dance : Unit 1	Fundamentals : Unit 1	Games : Unit 1	Gymnastics : Unit 1
	Introduction to PE Unit 2	Ball Skills : Unit 2	Dance : Unit 2	Fundamentals : Unit 2	Games : Unit 2	Gymnastics : Unit 2
Year 1	Yoga	Drumba	Gymnastics	Gymnastics	Dance	Invasion Games
	Fundamentals	Ball Skills	Sending and Receiving	Target Games	Striking and Fielding Games	Athletics
Year 2	Yoga	Drumba	Gymnastics	Dance	Sending and receiving	Invasion Games
	Fundamentals	Fitness	Ball Skills	Target Games	Striking and Fielding Games	Athletics
Year 3	Fundamentals	Drumba	Gymnastics	Gymnastics	Fitness	Rounders
	Netball	Basketball	Dodgeball	Tennis	Athletics	Newcastle United Foundation (Football)
Year 4	Fundamentals	Drumba	Gymnastics	Gymnastics	Athletics	Golf
	Tag Rugby	OAA	Hockey	Tennis	Rounders	Newcastle United Foundation (Football)

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Year 5	Gymnastics	Drumba	Skipping	Badminton	Swimming	Swimming
	Fitness	Basketball	Hockey	Football	Volleyball	Athletics
Year 6	Dance	Drumba	Badminton	Gymnastics	Gymnastics	Cricket
	Basketball	Outdoor Adventurous Activities	Handball	Tag Rugby	Athletics	Athletics



<p>Nursery</p>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters and trikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
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<p>Reception</p>	<p>*The relevant Early Learning Goals for Reception are outlined below and the outcomes are delivered through the teaching of the scheme GetSet4PE in line with KS1 and KS2.</p>		
	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> - Manage their own needs - personal hygiene. - Know and talk about the different factors that support overall health and wellbeing: regular physical activity <p>ELG</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing. - Work and play cooperatively and take turns with others. 	<p>Physical Development</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> -rolling - running -crawling - hopping -walking - skipping -jumping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outdoors, 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. <p>ELG</p> <ul style="list-style-type: none"> - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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		<p>alone and in a group.</p> <ul style="list-style-type: none"> - Develop overall body strength, balance, coordination and agility. <p>ELG.</p> <ul style="list-style-type: none"> - 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. 	
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	Autumn term	Spring term	Summer term
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Year 1	Autumn 1	Spring 1	Summer 1
	<p>Yoga</p> <ul style="list-style-type: none"> - To explore yoga and mindfulness. - To be able to copy and remember poses. - To develop flexibility and balance when holding poses. - To create yoga poses using a hoop. - To create a yoga flow with a partner. <p>Fundamentals</p> <ul style="list-style-type: none"> - To explore balance, stability and landing safely. - To explore how the body moves differently when running at different speeds. - To explore changing directions and dodging. - To explore jumping, hopping and skipping actions. - To explore co-ordinations and combination jumps. - To explore combination jumping and skipping in an individual rope. <p style="text-align: center;">Autumn 2</p> <p>Drumba</p> <ul style="list-style-type: none"> - To develop bilateral movements and drumming rudiments as part of a routine. - To anticipate changes in music and how to move fluently between different sections. - To develop striking technique on the drum with power and accuracy differentiating between left and right hands. - To learn new Rudiments and the importance of 	<p>Gymnastics (12 weeks)</p> <ul style="list-style-type: none"> - To explore travelling movements. - To develop and combine travelling movements. - To develop quality when performing and linking shapes. - To develop quality when linking shapes. - To develop stability and control when performing balances. - To develop technique and control when performing shape jumps. - To develop technique in the barrel, straight and forward roll. - To develop rolls and use them in a sequence. - To link gymnastic actions to create a sequence. - To develop quality in gymnastic sequences. <p>Sending and receiving</p> <ul style="list-style-type: none"> - To develop rolling and throwing a ball towards a target. - To develop receiving a rolling ball and tracking skills. - To be able to send and receive a ball with your feet. - To develop throwing and catching skills over a short distance. - To develop throwing and catching skills over a longer distance. 	<p>Dance</p> <ul style="list-style-type: none"> - To use counts of 8 to move in time and make my dance look interesting. - To explore pathways in my dance. - To create my own dance using actions, pathways and counts. - To explore speeds and actions in our pirate inspired dance. - To copy, remember and repeat actions that represent the theme. - To explore speeds and actions. - To use expression and creation actions that relate to a theme/story. - To use a pathway when travelling individually and with a partner. <p>Striking and fielding games</p> <ul style="list-style-type: none"> - To develop underarm throwing and catching. - To develop overarm throwing. - To develop hitting a ball. - To develop collecting a ball. - To learn how to get a batter out. - To play games and understand how to score points. <p style="text-align: center;">Summer 2</p> <p>Invasion games</p> <ul style="list-style-type: none"> - To understand the role of defenders and attackers. - To recognise who to pass to and why.



- taking turns, listening and supporting each other.
- To improve accuracy and combine drumming skills with movements.
 - To develop how to sustain participation affects the body and reflect on what they have learned.

Ball Skills

- To develop dribbling a ball with your hands.
- To explore accuracy when rolling a ball.
- To explore throwing with accuracy towards a target.
- To explore catching with two hands.
- To explore dribbling a ball with your feet.
- To explore tracking a ball that is coming towards me.

- To apply sending and receiving skills to small games.

Spring 2

Target games

- To develop underarm throwing towards a target.
- To develop throwing for accuracy.
- To develop underarm and overarm throwing at a target.
- To develop throwing for accuracy and distance using underarm and overarm.
- To select the correct throw for the target.
- To develop throwing for accuracy and distance.

- To move towards the goal with the ball.
- To support a teammate when playing in attack.
- To move into space showing an awareness of defenders.
- To stay with a player when defending.

Athletics

- To move at different speeds over varying distances.
- To develop balance.
- To develop, changing direction quickly.
- To explore hopping, jumping and leaping for distance.
- To develop throwing for distance.
- To develop throwing for accuracy.



<p>Year 2</p>	<p style="text-align: center;">Autumn 1</p> <p>Yoga</p> <ul style="list-style-type: none"> - To copy and repeat yoga poses. - To develop an awareness of strength when completing yoga poses. - To develop an awareness of flexibility when completing yoga poses. - To copy and remember actions linking them into flow. - To create a flow, perform and teach it to a partner. - To explore poses and create a yoga flow. <p>Fundamentals</p> <ul style="list-style-type: none"> - To explore how the body moves when running at different speeds. - To develop changing direction and dodging. - To develop balance, stability and landing safely. - To explore and develop jumping, hopping and skipping actions. - To develop co-ordination and combining jumps. - To develop combination jumping and skipping in an individual rope. <p style="text-align: center;">Autumn 2</p> <p>Drumba</p> <ul style="list-style-type: none"> - To perform with increasing accuracy, including how to play paradiddle rudiments. - To explore why physical activity can make us feel happy. 	<p style="text-align: center;">Spring 1</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - To perform gymnastic shapes with control and link them together. - To use shapes to create balances. - To link and develop travelling actions and balances using apparatus. - To demonstrate different shapes, take off and landing when performing jumps. - To develop rolling and sequencing buildings. - To create a sequence using apparatus. <p>Ball skills</p> <ul style="list-style-type: none"> - To develop rolling to hit a target. - To develop stopping a rolling ball. - To develop dribbling a ball with your feet. - To develop kicking a ball. - To develop throwing and catching. - To develop dribbling with your hands. <p style="text-align: center;">Spring 2</p> <p>Dance</p> <ul style="list-style-type: none"> - To remember, repeat and link actions to tell a dance story. - To explore how different movements can show different ideas and feelings. - Use counts of 8 to help stay in time with the music. - To copy, remember and repeat actions 	<p style="text-align: center;">Summer 1</p> <p>Sending and receiving</p> <ul style="list-style-type: none"> - To roll a ball towards a target. - To track and receive a rolling ball. - To send and receive a ball with your feet. - To develop catching skills. - To develop throwing and catching skills. - To send and receive a ball using a racket. <p>Striking and Fielding Games</p> <ul style="list-style-type: none"> - To move fast and track and collect a ball. - To develop underarm throwing and catching to field a ball. - To develop overarm throwing to limit a batters score. - To develop hitting for distance to score more points. - To be able to get a batter out. - To understand the rules of the game and use these to play fairly. <p style="text-align: center;">Summer 2</p> <p>Invasion Games</p> <ul style="list-style-type: none"> - To understand what being in possession means and support a teammate to do this. - YTo understand that scoring goals is an attacking skill and to explore ways
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- To create repeatable sequences and the benefits of performing with others.
- To explore how physical activity and music can affect our feelings and emotions and how to play with power and speed.
- To develop drumming skills and movement such as lunges and squats.
- To create and perform a 20-minute routine.

Fitness

- To learn how to run for a long time.
- To develop jumping in a long rope using timing.
- To develop co-ordination in individual skipping.
- To develop stamina and change of direction.
- To explore exercises to develop strength.
- To develop agility, balance and co-ordination.

- to show different characters,
- To explore pathways and levels.
 - To remember and rehearse the circus dance, showing expression and character.

Target Games

- To consider how much power to apply when aiming at a target.
- To understand how to score using overarm and underarm throwing.
- To develop striking to a target.
- To develop hitting a moving target.
- To select and apply the appropriate skill to a target game.
- To show an improvement in my person best.

- to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
 - To explore how to gain possession.
 - To mark an opponent and understand that this is a defending skill.
 - To apply simple tactics for attacking and defending.

Athletics

- To run fast and develop sprinting.
- To develop jumping further.
- To develop jumping higher.
- To develop throwing for distance.
- To develop throwing for accuracy.
- To select and apply knowledge and technique in an athletics carousel.



Year 3	Autumn 1	Spring 1	Summer 1
	<p>Fundamentals</p> <ul style="list-style-type: none"> - To develop balance and apply it to other fundamental movement skills. - To understand how the body moved differently at different speeds - To develop technique when changing speeds. - To develop agility using a change of speed and direction. - To develop technique and control when jumping, hopping and landing. - To apply fundamental skills to a variety of games. <p>Netball</p> <ul style="list-style-type: none"> - To understand the role of an attacker when in possession. - To develop movement skills to lose a defender. - To understand the scoring goals is an attacking skill and learn how to do this. - To understand the role of a defender. - To remember that intercepting is a defending skill and explore ways to do this. - To apply skills and knowledge to apply games using netball rules. <p style="text-align: center;">Autumn 2</p> <p>Drumba (Dance objectives from the National curriculum have been covered within Drumba teaching for this year group)</p> <ul style="list-style-type: none"> - To develop musical skills, how to blend 	<p>Gymnastics (12 weeks)</p> <ul style="list-style-type: none"> - To be able to create interesting point and patch balances. - To develop point and patch balances on apparatus. - To develop stepping into shape jumps with control. - To develop stepping into shape jumps using apparatus. - To develop the straight, barrel and forward roll. - To include rolls in sequence work using apparatus. - To be able to transition smoothly into and out of balances. - To be able to transition smoothly in and out of balances using apparatus. - To create a sequence with matching and contrasting actions and shapes. - To create a sequence on apparatus using matching and contrasting. - To create a partner sequence using the skills I have learnt and include a hoop. - To create a partner sequence using the skills I have learnt and apparatus. <p>Dodgeball</p> <ul style="list-style-type: none"> - To develop throwing towards a moving target. - To develop throwing to get players out. 	<p>Fitness</p> <ul style="list-style-type: none"> - To understand how balance helps us in everyday life. - To understand how co-ordination helps us in everyday life. - To understand how strength helps us in everyday life. - To understand how speed helps us in everyday life. - To understand how agility helps us in everyday life. - To understand how stamina helps us in everyday life. <p>Athletics</p> <ul style="list-style-type: none"> - To develop the sprinting technique and improve on your personal best. - To develop changeover technique in relay events. - To develop jumping technique in a range of approaches and take off positions. - To develop throwing for distance and accuracy. - To develop throwing for distance in a pull throw. - To develop officiating and performing skills. <p style="text-align: center;">Summer 2</p> <p>Rounders</p>



- rudiments and rhythms together and how to move in time to the music.
- To learn the difference between bilateral and contralateral movements, what crossing the midline involves and combining with advanced rhythms.
 - To develop healthy habits and how to maintain a positive outlook towards physical activity.
 - To develop cardio movements and the importance of regular physical activity.
 - To create a short routine and how to assess and feedback to others effectively and supportively,
 - To learn the importance of challenging themselves to complete longer worked routines.

Basketball

- To understand the role of an attacker when in possession.
- To maintain possession whilst dribbling.
- To develop passing and moving to support my team.
- To understand the role of a defender and explore ways to gain possession.
- To understand that scoring goals is an attacking skill and learn how to do this.
- To apply skills and knowledge to compete in a tournament.

- To identify and develop the skills needed to avoid being hit.
- To develop and apply dodging skills within a game.
- To develop catching skills.
- To develop catching skills and be confident to attempt this within a game.

Spring 2

Tennis

- To develop racket and ball control.
- To explore rallying using a forehand.
- To explore returning the ball using a forehand.
- To explore returning the ball using a backhand.
- To learn how to score and use simple rules.
- To work cooperatively with others to begin to manage a game.

- To learn how to score points in a striking and fielding game.
- To develop batting to score points.
- To develop fielding skills to limit the batters score.
- To understand the role of a bowler in the fielding team.
- To develop an understanding of tactics and begin to use them in game situations.

Newcastle United Foundation

- TBC



Year 4	Autumn 1	Spring 1	Summer 1
	<p>Fundamentals</p> <ul style="list-style-type: none"> - To develop balance and apply it to other fundamental movement skills. - To understand how the body moved differently at different speeds - To develop technique when changing speeds. - To develop agility using a change of speed and direction. - To develop technique and control when jumping, hopping and landing. - To apply fundamental skills to a variety of games. <p>Tag Rugby</p> <ul style="list-style-type: none"> - To develop throwing, catching and running with the ball. - To develop an understanding of how to defend using tagging rules. - To begin to use the 'forward pass' and 'offside' rule. - To develop movement skills to dodge a defender. - To track an opponent and begin to defend as a team. - To apply the rules and skills you have learnt and play in a tag rugby tournament. <p style="text-align: center;">Autumn 2</p> <p>Drumba (Dance objectives from the National curriculum have been covered within Drumba teaching for this year group)</p>	<p>Gymnastics (12 weeks)</p> <ul style="list-style-type: none"> - To develop individual and partner balances. - To develop individual and partner balances using apparatus. - To develop control in performing and landing rotation jumps. - To develop rotation jumps and sequence building using apparatus. - To develop the straight, barrel, and straddle roll. - To assess my straight, barrel, forwards and straddle roll. - To link actions that flow using the rolls I have learnt. - To link actions that flow in a partner sequence using rolls I have learnt. - To develop strength in inverted movements. - To create a great partner sequence to include the skills I have learnt and apparatus. <p>Hockey</p> <ul style="list-style-type: none"> - To develop sending and receiving that ball with accuracy and control. - To develop the attacking skill and dribbling. - To develop dribbling to beat a defender. - To use defending skills to delay and opponent and gain possession. 	<p>Athletics</p> <ul style="list-style-type: none"> - To develop stamina and understanding of speed and pace in relation to distance. - To develop power and speed in a sprinting technique. - To develop technique when jumping for distance. - To develop power and technique when throwing for distance. - To develop a pull throw for distance and accuracy. - To develop officiating and performing skills. <p>Rounders</p> <ul style="list-style-type: none"> - To develop throwing and catching with accuracy and apply these to striking and fielding games - To develop bowling and learn the rules of the skill within the game. - To develop batting technique and understand where to hit the ball. - To develop fielding techniques and apply them to game situations. - To play different roles in a game and begin to think tactically about each role. - To apply skills and knowledge to compete in a tournament. <p style="text-align: center;">Summer 2</p>



- Identify and demonstrate different aspects of exercising and develop knowledge of warming-up and advance drumming technique (speed and power)
- Develop knowledge of strength and power in physical activity and drumming and how we might benefit from strength exercises (plyometrics)
- Demonstrate and recognise the importance of resilience particularly in relation to performing cardio exercises
- Showcase various timings and rhythms in both the composition and execution of a sequence, ensuring it is played in a synchronised manner with fluidity.
- Awareness of an individual participants role and how everyone's contributions impact the whole group performance
- Play and perform a 30 - minute routine displaying determination and identify changes physically and mentally

Outdoor Adventurous Activities

- To develop co-operation and teamwork skills.
- To orientate a map and navigate around a grid.
- To develop observational skills, listening to others and following instructions.
- To develop trust whilst listening to others and following instructions.
- To be able to identify, draw and follow a simple map.
- To be able to orientate and navigate around a map and draw a route using directions.

- To apply attacking skills to move towards goal and find space.
- To apply skills and knowledge to compete in a tournament.

Spring 2

Tennis

- To develop racket and ball control.
- To develop returning the ball using a forehand and understand when to use it.
- To develop the backhand and understand when to use it.
- To keep a continuous rally going showing increased technique.
- To use and apply rules and simple tactics.
- To understand and use rules to manage a game.

Golf

- To explore hitting techniques and aiming towards a target.
- To develop hitting accuracy.
- To explore techniques for hitting over a short distance.
- To explore techniques for hitting over long distances.
- To apply skills and knowledge to compete in a tournament.

Newcastle United Foundations

- TBC



<p>Year 5</p>	<p style="text-align: center;">Autumn 1</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - To perform interesting symmetrical and asymmetrical balances using apparatus. - To develop the straight, forward, straddle and backwards roll in a sequence. - To explore different travelling actions using both canon and synchronisation. - To perform progression of inverted movements. - To explore matching and mirroring in sequence on the floor and using apparatus. - To create a partner sequence using apparatus. <p>Fitness</p> <ul style="list-style-type: none"> - To understand how speed helps me in other activities and apply this. - To understand how strength helps me in other activities and apply this. - To understand how agility helps me in other activities and apply this. - To understand how balance helps me in other activities and apply this. - To understand how coordination helps me in other activities and apply this. - To understand how stamina helps me in other activities and apply this. <p style="text-align: center;">Autumn 2</p> <p>Drumba (Dance objectives from the National curriculum have been covered within Drumba teaching for this year group)</p> <ul style="list-style-type: none"> - To learn the benefits of good technique, 	<p style="text-align: center;">Spring 1</p> <p>Skipping</p> <ul style="list-style-type: none"> - To develop coordination and stamina for skipping individually. - To create a sequenced routine with a partner. - To develop a sequenced routine in time with music. - To develop coordination, timing and stamina for skipping using a long rope. <p>Hockey</p> <ul style="list-style-type: none"> - To use attacking skills to beat a defender - To send and receive under pressure. - To communicate with my team, move into space and take the ball towards goal. - To learn defensive techniques to gain possession. - To use defending tactics to gain possession. - To apply rules, skills and principles to play in a tournament. <p style="text-align: center;">Spring 2</p> <p>Badminton</p> <ul style="list-style-type: none"> - To use the serve with consideration of attacking principles. - To explore an underarm return with consideration of attacking principles. 	<p style="text-align: center;">Summer 1</p> <p>Swimming (12 weeks)</p> <ul style="list-style-type: none"> - To develop gliding, front crawl and back crawl. - To develop rotation, sculling and treading water. - To develop the front crawl stroke and breathing technique. - To develop the technique for backstroke arms and legs. - To develop breaststroke technique. - To develop breaststroke breathing technique. - To develop basic skills of water safety and floating/ - To develop the dolphin kick. - To learn techniques for personal survival. - To develop water safety skills and an understanding of personal survival. - To identify fastest strokes and personal bests. <p>Volleyball</p> <ul style="list-style-type: none"> - To use the serve with consideration of attacking principles. - To develop the fast catch volley with consideration of attacking principles. - To develop the set shot and use it to pass to a teammate. - To recap the set shot and develop the dig, identifying when to use each. - To use a variety of shots to keep a
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creating the right shapes and motions whilst developing more advanced, Rudiments and Drills

- To learn the difference between static and active stretching and develop the ability to play quietly and loudly (dynamics)
- To learn how to build healthy habits throughout life and how to increase the tempo across all Rudimental Drills and routines.
- To learn how to exercise safely in order to avoid injury and what a positive mindset is, and the impact on overall health
- To learn the importance of taking part in physical activity regularly, how to create extended compositions / routines / sequences in groups to music
- To master playing and performing a 40-minute routine, discovering the connection between staying active and maintaining fitness

Basketball

- To develop ways to move the ball and apply them to different situations.
- To develop movement skills to lose a defender in different situations.
- To communicate with my team, move into space and take the ball towards the goal.
- To defend an opponent and know when to try and intercept.
- To develop shooting and explore when to pass, dribble or shoot.
- To use and apply skills, principles and tactics to a game situation.

- To explore the overhead forehand with consideration of attacking principles.
- To select and apply skills and tactics to play competitively.
- To apply rules, skills and tactics to play in a tournament.

Football

- To develop ways to move the ball and apply them to different situations.
- To send and receive under pressure.
- To communicate with my team, move into space and take the ball towards the goal.
- To use defensive techniques to win possession.
- To apply defending tactics as a team.
- To use and apply skills, principles and tactics to a game situation.

continuous rally going.

- To apply rules, skills and principles to play against an opponent.

Summer 2

Athletics

- To understand pace and apply different speeds over varying distances.
- To develop fluency and coordination when running for speed.
- To develop technique in relay changeovers.
- To build momentum and power in the triple jump.
- To develop throwing with force for longer distances.
- To develop throwing with greater control and technique.



Year 6	Autumn 1	Spring 1	Summer 1
	<p>Dance</p> <ul style="list-style-type: none"> - To copy and repeat a dance phrase showing confidence in movements. - To work with others to explore and develop dance ideas. - To use changes in dynamics in response to the stimulus. - To demonstrate a sense of rhythm and energy when performing bhangra style motifs. - To perform a bhangra dance, showing an awareness of timing, formations and direction. - To select, order, structure and perform movements in bhangra style showing various group formations. - To develop a dance phrase using actions, dynamics, space and relationships. - To copy and create action with consideration to stimulus. - To use choreographic devices to improve the aesthetic of a performance. - To copy and repeat a phrase of movements in the 1970s disco style. - To choreograph a freeze frame montage in the 1970s style. - To use feedback to develop and refine a 1970s dance performance. <p>Basketball</p> <ul style="list-style-type: none"> - To dribble with control under pressure. - To move into and create space to support a teammate. - To choose when to pass and when to dribble. 	<p>Badminton</p> <ul style="list-style-type: none"> - To return the shuttlecock using an underarm clear. - To return the shuttlecock using the overhead clear. - To use a variety of shots to keep a continuous rally going. - To develop the serve and understand the rules of serving. - To employ tactics to play against an opponent and with a partner. - To apply rules, skills and principles to play against opponents. <p>Handball</p> <ul style="list-style-type: none"> - To use a variety of passes to maintain possession under pressure. - To select the appropriate skill to create space, move towards goal and away from defenders. - To select and apply the appropriate skills to score goals. - To use defending skills to prevent an opponent from scoring. - To use the appropriate defensive technique for the situation. - To apply rules, skills and principles to play in a tournament. <p style="text-align: center;">Spring 2</p> <p>Gymnastics (12 weeks)</p>	<p style="text-align: center;">Summer 1</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - To explore jump sequence work with consideration of performance tools. - To develop inverted movements with control. - To use flight from hands to travel over apparatus. - To create a group sequence using formations and apparatus. <p>Athletics (12 weeks)</p> <ul style="list-style-type: none"> - To develop my own and other sprinting techniques. - To identify a suitable pace for the event. - To develop power, control and technique for the triple jump. - To develop power, control and technique when throwing for distance. - To develop throwing with force and accuracy for longer distances. - To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p style="text-align: center;">Summer 2</p> <p>Cricket</p> <ul style="list-style-type: none"> - To develop throwing and catching under pressure and apply these to a striking and fielding game.



- To use the appropriate defensive techniques for the situation.
- To develop shooting techniques and make decisions about when to pass, dribble or shoot.
- To apply principles, rules and tactics to a tournament.

Autumn 2

Drumba

- To perform a workout with increasing accuracy and with consistent intensity, how to incorporate new Rudimental Drills into a routine and the benefits of participating in physical activity for life.
- To perform movements using power and speed (plyometric) and how to orchestrate rhythms.
- To improve physical and musical performance, give and receive sensitive feedback and how to set future ambitions related to physical activity and music.
- To perform abdominal exercises, the importance of strong core muscles in everyday life and how to play and perform accented notes and phrases during a routine.
- To create, collaborate with and perform to others, and learn how creativity can impact motivation.
- To identify improvement in performance over time, what they can do to challenge themselves and the importance of setting targets for improvement.

- To develop the straddle, forward and backwards roll.
- To develop rolling into sequence work and on apparatus.
- To develop counter balance and counter tension as well as apply on apparatus.
- To develop jumps and explore the effect of height.

Tag Rugby

- To select the appropriate skill, choosing when to run and when to pass.
- To move into space to support a teammate abiding by the rules.
- To use defending skills to gain possession.
- To work as a defending unit to prevent attackers from scoring.
- To use a variety of attacking skills to beat a defender.
- To apply rules, skills and tactics learnt to play in a tournament.

- To develop bowling under pressure whilst abiding by the rules of the game.
- To strike a bowled ball with increasing consistency.
- To develop fielding techniques and select the appropriate action for the situation.
- To understand and apply tactics in a game.
- To apply skills and knowledge to compete in a tournament.



Outdoor Adventurous Activity

- To build communication and trust whilst showing an awareness of safety.
- To collaborate as a team to solve problems.
- To develop tactical planning and problem solving.
- To work as a team and use critical thinking to determine the best approach.
- To develop navigational skills and map reading.
- To use a key to identify objects and locations.