

<p><b>EYFS</b></p> <p>Children in Reception learn through adult directed 'enhanced' provisions as a whole class facilitated by Munchkins sports coaches or the class teacher. This includes twice weekly PE lessons. Continuous provision allows children to follow their interests, developing their gross and fine motor skills in a variety of ways, through a variety of contexts.</p>	<p>Through continuous and enhanced provision Children in Reception will:</p> <p>PD - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 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, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 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 outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</p> <p>PSED - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating.</p>	<p>Continuous provision areas and activities that support learning and skill development that relate to physical development are:</p> <p>Indoors – home corner, art area, math area, malleable area, small world, message centre, snack area, construction area, cooking</p> <p>Outdoors – mark making cupboard, large construction, mud kitchen, sports cupboard, scooters,</p> <p>Routines – changing for PE, lunch time, daily fine motor early work, daily mile/daily fitness, phonics warm up, large playground apparatus, lining up</p>
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Year Group	Autumn Term		Spring Term		Summer Term	
<p><b>EYFS</b></p> <p>Sports coach Enhancements</p>	<p><b>Fundamental Movement 1</b></p> <p>To introduce and develop the pupils' FMS, exploring a range of different movements.</p> <p>To introduce the pupils to movement to music and begin to explore elements of dance.</p> <p>"To develop the pupils Gross Motor Skills through a range of simple, random movements &amp; patterns and to introduce the pupils to the concept of 'copy and repeat.'"</p> <p>To introduce the pupils to basic gymnastics techniques and linking movements to feelings and emotions.</p> <p>To be able to use previously taught FMS to successfully avoid static obstacles.</p> <p>To introduce pupils to an obstacle course and how to balance and climb on various pieces of apparatus.</p>	<p><b>Fundamental Movement 2</b></p> <p>To develop the pupils' FMS using just their bodies to explore a range of movements.</p> <p>To develop the pupils' balance and co-ordination whilst climbing up and down apparatus and equipment.</p> <p>To enhance the pupils' core stability and strength through basic gymnastic movements.</p> <p>To develop the pupil's movement to music, allowing exploration of movement.</p> <p>To be able to use previously taught FMS to successfully avoid obstacles both static and moving.</p> <p>To continue to develop the pupils' FMS, using a modified Athletics approach, incorporating elements of running, jumping and throwing.</p>	<p><b>Fundamental Movement 3</b></p> <p>To be able to use FMS to successfully avoid obstacles that are moving in various directions.</p> <p>To explore different ways of moving on balancing and climbing equipment and be able to jump and land appropriately.</p> <p>To apply newly taught dance movements and link them to expressions and feelings.</p> <p>To be able to use FMS to successfully avoid other people and obstacles.</p> <p>To continue to develop the pupils' FMS and GMS using a modified Athletics approach, incorporating elements of running, jumping and throwing.</p> <p>To continue to develop the pupils' FMS through a "Tougher Munchkins" application.</p>	<p><b>Throwing, Catching, Rolling + Kicking</b></p> <p>To be able to throw, catch and roll a large ball individually.</p> <p>To be able to throw, catch and roll a large ball with a partner.</p> <p>To be able to throw and roll a large ball towards a target.</p> <p>To be able to successfully throw and catch a smaller ball as an individual and with a partner.</p> <p>To be able to move with and strike a ball towards a target using feet.</p> <p>To be able to apply all previously taught skills into throwing, catching and kicking tasks and games.</p>	<p><b>Stick, Racket and Bat Sports</b></p> <p>To be able to use a hockey stick to manipulate a hockey ball on the move.</p> <p>To be able to use a hockey stick to manipulate a hockey ball on the move and strike a hockey ball statically and on the ball.</p> <p>To be able to use a tennis racket to "dribble" and balance a tennis ball.</p> <p>To be able to strike a tennis ball with a tennis racket towards a target.</p> <p>To continue to develop throwing techniques and throw a ball towards a target.</p> <p>To be able to strike a ball using a cricket bat.</p>	<p><b>Consolidation</b></p> <p>To be able to move freely in a variety of different ways during various movement-based tasks and games.</p> <p>To be able to complete a balance and climbing circuit whilst carrying and delivering objects and be able to successfully perform gymnastics exercises.</p> <p>To be able to successfully evade objects, both static and moving, as well as people during various movement-based tasks and games.</p> <p>To be able to successfully throw, catch and strike a ball (with the foot) during various tasks and games.</p> <p>To be able to create and perform a sequence of movement to music in a group, with an adult group leader.</p> <p>To be able to successfully use rackets, sticks and bats to manipulate and strike a variety of</p>

						sporting balls.
<b>EYFS</b> Teacher taught Enhancements	<b>Dance 1/Write Dance/ Large apparatus skills</b> To use counts of 8 to know when to change action. To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions.	<b>Dance 2</b> To use counting to help to stay in time with the music when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To move with control and coordination, copying, linking and repeating actions. To remember and repeat actions, exploring pathways and shapes.	<b>Gymnastics 1</b> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together.	<b>Gymnastics 2</b> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus.	<b>Ball Skills</b> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball.	<b>Games 1</b> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games.

Year Group	Autumn Term		Spring Term		Summer Term	
1	<b>Passing &amp; Receiving</b> To be able to use previously taught passing and receiving techniques to successfully pass and receive a ball, using only the hands To be able to use previously taught passing and receiving techniques to pass a ball into and towards targets To be able to use previously taught passing and receiving techniques, within a pair, to pass a ball and move into space to receive a pass To be able to use previously taught passing and receiving techniques, within a small group, to pass a ball and move into space to receive a pass To be able to use previously taught passing and receiving techniques to successfully evade a defender To be able to use previously	<b>Health &amp; Fitness</b> To develop the pupils' Fundamental Movement Skills (FMS) of locomotion, exploring different ways to move, relevant to sports and physical activities and understand how movement is important when living a healthy lifestyle. To develop the pupils' Fundamental Movement Skills (FMS) of stabilisation, developing balance, relevant to sports and physical activities and understand how stabilisation and balance is important when living a healthy lifestyle. To develop the pupils' agility, relevant to sports and physical activities and understand how movement and agility is important when living a healthy lifestyle. To develop the pupils' strength, relevant to sports and physical	<b>Individual and Team Skills</b> To be able to successfully navigate between various points, in sequence, working as an individual and as part of a team To be able to successfully participate in a variety of activities and challenges, related to "being healthy" and "living a healthy lifestyle", both as an individual within a team. To develop the pupil's communication skills within a small group (2 people) across a variety of activities and challenges, related to "being healthy" and "living a healthy lifestyle" To be able to successfully solve a variety of problems, related to "being healthy" and "living a healthy lifestyle", as an individual. To be able to successfully solve a variety of	<b>Evasive Running</b> To be able to successfully evade obstacles, both static and moving, whilst carrying a Rugby ball, across a range of activities and games To be able to successfully evade obstacles, both static and moving, whilst controlling a Handball To be able to successfully evade obstacles, both static and moving, whilst controlling a Basketball To be able to successfully evade people and evade defenders by whilst carrying a Rugby ball To be able to successfully evade people and evade defenders by whilst controlling a Handball, across a range of activities and games To be able to successfully	<b>Ball Delivery, Retrieval and Striking</b> To be able to throw and retrieve a cricket style ball using the correct technique, across a range of activities and games To be able to deliver and strike, using a cricket bat, a cricket style ball, using the correct technique, across a range of activities and games To be able to use a Tennis racket to control a tennis ball, both on the ground and aerially, across a range of activities and games To be able to deliver a tennis ball, using previously taught throwing techniques and strike a tennis ball using a tennis racket, across a range of activities and games To be able to set up and play a modified version of Tri Golf, within small groups, and explore striking a Tri Golf ball with a Tri Golf club, across a range of	<b>Invasion Game Introduction</b> To be able to begin to understand basic attacking techniques and tactics across a range of Rugby activities and games To be able to begin to understand basic defending techniques and tactics across a range of Rugby activities and games To be able to begin to understand basic attacking techniques and tactics across a range of Hockey activities and games To be able to begin to understand basic defending techniques and tactics across a range of Hockey activities and games

	<p>taught passing and receiving techniques and apply them within a modified attacking and defending game</p>	<p>activities and understand how relates to living a healthy lifestyle. To develop the pupils' speed, relevant to sports and physical activities, and understand how speed relates to living a healthy lifestyle. To develop the pupils' power (strength + speed), relevant to sports and physical activities and understand how power relates to living a healthy lifestyle.</p>	<p>problems, related to "being healthy" and "living a healthy lifestyle", as part of a team. To be able to use all of the previously taught skills to create and develop a game, as a team, working within a given framework related to "being healthy" and "living a healthy lifestyle".</p>	<p>evade people and evade defenders by whilst controlling a Basketball, across a range of activities and games, involving elements of attacking and defending.</p>	<p>activities and games To be able to strike a Tri Golf ball using the correct taught Tri Golf club technique, across a range of activities and games</p>	<p>range of Football activities and games To be able to begin to understand basic defending techniques and tactics across a range of Football activities and games</p>						
	<p><b>Dance</b> To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape.</p>		<p><b>Gymnastics</b> To explore travelling movements using the space around you. To develop quality when performing gymnastic 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 link gymnastic actions to create a sequence.</p>		<p><b>Yoga</b> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner.</p>		<p><b>Athletics</b> To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.</p>		<p><b>Team Building</b> To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges.</p>			
2	<p><b>Passing &amp; Receiving</b> To be able to use previously taught passing and receiving techniques across a range of activities and games, involving elements of attacking and defending. To be able to use space to effectively pass and move a ball aerially, using previously taught passing and receiving skills To be able to successfully pass a ball, using previously taught passing techniques, into and towards varying targets at different distances and heights To be able to apply previously taught passing and receiving techniques and ball skills within a multi- directional game, using simple attacking and defending tactics. To be able to apply previously taught passing and receiving techniques and ball skills within an invasion game To be able to apply previously</p>		<p><b>Health &amp; Fitness</b> To develop the pupils' Fundamental Movement Skills (FMS) of locomotion, exploring different ways to move, relevant to sports and physical activities To develop the pupils' Fundamental Movement Skills (FMS) of stabilisation, developing balance, relevant to sports and physical activities, and understand how stabilisation and balance is important when living a healthy lifestyle. To develop the pupils' agility, relevant to sports and physical activities To develop the pupils' strength, relevant to sports and physical activities To develop the pupils' speed, relevant to sports and physical activities To develop the pupils' power (strength + speed), relevant to sports and physical activities, involving elements of attacking</p>		<p><b>Individual and Team Skills</b> To be able to successfully navigate between various points, in sequence, working as an individual and as part of a team To be able to successfully participate in a variety of activities and challenges, related to "being healthy" and "living a healthy lifestyle" To develop the pupil's communication skills within a small group (3+ people) across a variety of activities and challenges To be able to successfully solve a variety of problems, related to "being healthy" and "living a healthy lifestyle", as an individual, further developing individual problem-solving skills. To be able to successfully solve a variety of problems, related to "being healthy" and "living a healthy lifestyle", as part of a team, further developing team problem-solving skills. To be able to use all of the</p>		<p><b>Evasive Running</b> To be able to use previously taught evasive running techniques and be able to understand the application of evasive running within a sporting context. To be able to use previously taught passing, receiving and evasive running techniques and begin to understand elements of attacking principles and spatial awareness. To be able to use previously taught evasive running techniques and develop new evasive running techniques To be able to use previously taught evasive running techniques and tactics and apply them in a multi-directional game scenario To be able to use previously taught evasive running techniques and apply them in an invasion game scenario,</p>		<p><b>Stick, Racket and Bat Sports</b> To progress and develop the pupil's ability to use sticks and rackets across a range of activities and games To be able to effectively use a hockey stick to control and strike a hockey ball individually, as a pair and within a group To be able to effectively use a tennis racket to control a ball individually, control, strike, throw and catch a ball as a pair and control, strike and rally a ball within a group To be able to effectively throw a cricket ball and be able to use a cricket bat to strike a cricket ball as an individual, in a pair and within a group To be able to effectively throw a rounders/ baseball and be able to use a rounders/baseball bat to strike a rounders/ baseball ball as an individual, in a pair and within a group To be able to apply previously</p>		<p><b>Invasion Games and Tactics</b> To be able to apply a range of previously taught skills and techniques, understand basic game rules and tactics and compete within a modified Handball game To be able to apply a range of previously taught skills and techniques, understand basic game rules and tactics and compete within a modified Football game To be able to apply a range of previously taught skills and techniques, understand basic game rules and tactics and compete within a modified Rugby game To be able to apply a range of previously taught skills and techniques, understand basic game rules and tactics and compete within a modified Hockey game To be able to apply a range of previously taught skills and</p>	

	taught passing and receiving techniques and ball skills, and understand simple game rules and tactics, within a game of “Bucketball”, involving attacking and defending.	and defending and understand how power relates to living a healthy lifestyle.	previously taught skills to create and develop a game, as a team, working within a given framework related to “being healthy” and “living a healthy lifestyle”.	involving elements of attacking and defending.	taught stick skills in a modified game situation, involving elements attacking and defending.	techniques, understand basic game rules and tactics and compete within a modified Basketball game To be able to apply a range of previously taught skills and techniques, understand basic game rules and tactics and compete within a modified Invasion game tournament, involving elements of attacking and defending.
	<p style="text-align: center;"><b>Dance</b></p> <p>To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed.</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus</p>	<p style="text-align: center;"><b>Yoga</b></p> <p>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 a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow.</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel.</p>	<p style="text-align: center;"><b>Team Building</b></p> <p>To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map.</p>	
<b>3</b>	<p style="text-align: center;"><b>Evasive Running</b></p> <p>To develop the pupils’ evasive running technique in order to be able to successfully evade being tagged To develop the pupils’ evasive movement technique in order to be able to successfully avoid being struck by a moving obstacle To develop the pupils’ hand-eye / eye-hand co- ordination (using an implement) ball skills, dribbling technique and evasion skills To develop the pupils’ hand-eye / eye-hand co- ordination, ball skills, dribbling technique and evasion skills To develop the pupils’ foot-eye / eye-foot co- ordination, ball skills, dribbling technique and evasion skills To develop the pupils’ evasive running technique and ball skills</p>	<p style="text-align: center;"><b>Foot Skills</b></p> <p>To develop the pupils’ foot-eye / eye-foot and hand- eye / eye-hand co-ordination, ball skills and ball striking technique in a modified, competitive To develop the pupils’ foot-eye / eye-foot co- ordination, ball skills and ball striking technique in a modified, competitive gatorball game format To develop the pupils’ ball skills and ball striking (passing) technique, allowing them to pass the ball on the move within a modified competitive football and rugby game format To develop the pupils’ foot-eye / eye-foot co- ordination, ball skills, dribbling and ball mastery technique in a modified, competitive football game format To develop the pupils foot-eye / eye-foot co- ordination, ball</p>	<p style="text-align: center;"><b>Throwing &amp; Catching</b></p> <p>To develop the pupils’ throwing and catching techniques using a variety of different modified games To develop the pupils’ rugby passing technique and applying them within a modified rugby game To develop the pupils’ throwing and catching techniques and apply them within a modified game of handball To develop the pupils’ throwing and catching techniques and apply them within a modified game of netball To develop the pupils’ shooting techniques at varying heights and distances, using a variety of different balls across a variety of different modified games To be able to apply all previously taught skills across a variety of</p>	<p style="text-align: center;"><b>Tougher Curriculum Objectives</b></p> <p>To develop the pupils’ Fundamental Movement Skills (FMS) of locomotion, exploring different ways to move, relevant to sports and physical activities To develop the pupils’ Fundamental Movement Skills (FMS) of stabilisation, developing balance, relevant to sports and physical activities To develop the pupils’ agility, relevant to sports and physical activities To develop the pupils’ strength, relevant to sports and physical activities To develop the pupils’ speed, relevant to sports and physical activities To develop the pupils’ power (Strength + Speed), relevant</p>	<p style="text-align: center;"><b>Movement Curriculum</b></p> <p>To develop the pupils’ understanding and use of Agility, across a wide range of activities, moving and changing direction and position of the body whilst maintaining control. To develop the pupil’s understanding and use of Balance, across a wide range of activities, controlling the body’s position, both stationary and whilst moving. To be able to understand what co- ordination is and use two or more body parts together effectively, across a range of activities. To develop the pupil’s understanding of speed, the ability to move all or part of the body as quickly as possible. To develop the pupil’s understanding of strength and begin to develop their overall muscular strength, across a wide</p>	<p style="text-align: center;"><b>Fielding &amp; Striking</b></p> <p>To be able to apply all previously taught skills within a modified, competitive cricket game format and understand basic cricket game rules To be able to apply all previously taught skills within a competitive rounders game and understand basic rounders game rules. To develop the pupils’ various ball striking techniques To develop the pupils’ various throwing techniques and apply them within a modified version of cricket/rounders To develop the pupils’ various catching techniques and apply them within a modified version of cricket/rounders To introduce the pupils to various fielding techniques and apply them within a modified version of cricket/rounders, applying basic attacking and</p>

	<p>in a modified, competitive tag rugby game format, applying basic attacking and defending principles and tactics.</p>	<p>skills, ball striking technique and shot selection in a modified, competitive kickball game format</p> <p>To be able to apply all previously taught skills across a variety of modified competitive game formats</p>	<p>modified competitive game formats, during a games week, applying basic attacking and defending principles and tactics.</p>	<p>to sports and physical activities, and apply it across a range of games and involving elements of attacking and defending.</p>	<p>range of activities.</p> <p>To develop the pupil's understanding and application of teamwork, working together and communicating across a wide range of activities.</p>	<p>defending principles and tactics</p>
	<p><b>Dance</b></p> <p>To create actions in response to a stimulus and move in unison with a partner.</p> <p>To create actions to move in contact with a partner or interact with a partner.</p> <p>To understand how dynamics affect the actions performed.</p> <p>To be able to select and use actions to represent an idea.</p> <p>To work with a partner to choose actions that relate to an idea.</p> <p>To remember and repeat actions, using dynamics to clearly show different phrases.</p> <p>To choose actions which relate to the idea, using space and timing to make my work look interesting.</p> <p>To understand and use formations, choosing poses which relate to the stimulus.</p> <p>To use transitions and changes of timing to move into and out of shapes.</p>	<p><b>Dodgeball</b></p> <p>To learn the rules of dodgeball and apply them to a game situation.</p> <p>To develop throwing at a moving target.</p> <p>To use jumps, dodges and ducks to avoid being hit.</p> <p>To develop catching a dodgeball at different heights.</p> <p>To learn how to block using the ball.</p> <p>To understand the rules of dodgeball and use them to play in a tournament.</p>	<p><b>Gymnastics</b></p> <p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p>	<p><b>Yoga</b></p> <p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p>	<p><b>Tennis</b></p> <p>To develop racket and ball control.</p> <p>To develop returning the ball using a forehand groundstroke.</p> <p>To be able to rally using a forehand.</p> <p>To develop the two handed backhand.</p> <p>To learn how to score.</p> <p>To develop playing against an opponent.</p> <p>To work collaboratively with a partner and compete against others.</p>	<p><b>OAA</b></p> <p>To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>
4	<p><b>Tag Rugby</b></p> <p>To introduce the pupils to the basic rules of tag rugby</p> <p>To introduce the pupils to defensive and offensive realignment</p> <p>To develop the pupils' evasive running technique, specific to rugby, in order to be able to successfully evade being tagged</p> <p>To introduce the pupils' to the correct rugby passing technique, whilst on the move</p> <p>To introduce the pupils' to the correct rugby passing technique, whilst on the move</p> <p>To develop the pupils' understanding of how to effectively use space to</p>	<p><b>Football</b></p> <p>To introduce the pupils to a modified small sided football game and allow the pupils to apply previously taught ball skills and tactics</p> <p>To develop the pupils' foot-eye / eye-foot coordination, ball skills and dribbling technique</p> <p>To introduce the pupils to shielding the football when in possession, using the 'Hide-Manoeuvre-Reveal' technique</p> <p>To develop the pupils' ball skills and ball mastery techniques; introducing how to change direction with the football</p> <p>To develop the pupils' ball skills and passing technique, allowing</p>	<p><b>Netball</b></p> <p>To recap previously taught netball game rules and introduce new netball game rules</p> <p>To introduce the pupils to correct defending technique and netball defending rules</p> <p>To introduce the pupils to further netball defending rules and develop the pupils intercepting technique</p> <p>To introduce the pupils to correct netball landing technique, in association with England Netball rules</p> <p>To introduce the pupils to the pivoting technique through 180 degrees, in association with England Netball rules</p>	<p><b>Hockey</b></p> <p>To introduce the pupils to a modified small sided hockey game and allow the pupils to apply previously taught ball skills and tactics</p> <p>To develop the pupils' hand-eye / eye-hand coordination, ball skills and correct hockey dribbling technique</p> <p>To develop the pupils' hockey ball skills and ball control, whilst static and on the move</p> <p>To develop the pupils' hockey ball skills and passing and receiving technique, whilst static and on the move</p> <p>To develop the pupils' hockey ball skills and shooting</p>	<p><b>Athletics</b></p> <p>To be able to compete across modified athletics events involving running, jumping and throwing as an individual</p> <p>To be able to react to a signal from a crouch start and maintain a sprint over 60m</p> <p>To be able to perform a controlled long jump using power, balance and co-ordination to leap and land safely.</p> <p>To be able to throw a modified javelin from a dynamic position, using the correct taught techniques</p> <p>To be able to run consistently over 600m, demonstrating improvement to achieve personal</p>	<p><b>Cricket/Rounders</b></p> <p>To develop the pupils' ball striking technique, striking a static and bouncing ball</p> <p>To develop the pupils' bowling technique</p> <p>To be able to apply all previously taught skills within a modified, competitive cricket game format, during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p> <p>To develop the pupils' ball striking technique, striking varying deliveries and applying those techniques</p> <p>To develop the pupils' bowling technique</p>



	<p>successfully run and pass</p> <p>To be able to apply all previously taught skills within a modified, competitive tag rugby game, during a games week. To be able to analyse individual and team performances, through a set of modified games.</p>	<p>them to pass the ball aerially (with hands) and on the ground, whilst static and on the move</p> <p>To be able to apply all previously taught skills within a modified competitive football game format, during a games week. To be able to analyse individual and team performances, through a set of modified games.</p>	<p>To be able to apply all previously taught skills within a modified competitive netball game format, during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>technique, whilst on the move</p> <p>To be able to apply all previously taught skills within a modified competitive hockey game format, during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>bests</p> <p>To be able to compete across modified athletics events involving running, jumping and throwing as an individual, demonstrating improvement to achieve personal bests; comparing and improving recorded results</p>	<p>To be able to apply all previously taught skills within a modified, competitive rounders game format, during a games week. To be able to analyse individual and team performances, throughout a set of modified games</p>
	<p><b>Swimming</b></p> <p>National Curriculum requirements taught through by local swimming pool instructors</p> <p><b>Yoga</b></p> <p>To explore connecting breath and movement.</p> <p>To explore new yoga poses and begin to connect them.</p> <p>To explore gratitude when remembering and repeating a yoga flow.</p> <p>To develop flexibility and strength in a positive summer flow.</p> <p>To develop flexibility in an individual yoga flow.</p> <p>To develop confidence and strength in arm balances.</p>	<p><b>Dance</b></p> <p>To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To use actions, dynamics, spacing and timing to represent a state of matter.</p> <p>To remember and repeat actions and create dance ideas in response to a stimulus.</p> <p>To use action and reaction when creating ideas with a partner.</p> <p>To remember, repeat and create actions to represent an idea.</p> <p>To use choreographing ideas to change how actions are performed.</p>	<p><b>Gymnastics</b></p> <p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p>	<p><b>Handball</b></p> <p>To begin to throw and catch while on the move.</p> <p>To learn how to move towards goal or away from a defender.</p> <p>To develop accuracy when shooting.</p> <p>To be able to apply individual and team defending skills</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To maintain possession when in attack.</p>	<p><b>Tennis</b></p> <p>To develop hitting the ball using a forehand.</p> <p>To develop returning the ball using a forehand.</p> <p>To develop the backhand and understand when to use it.</p> <p>To work co-operatively with a partner to keep a continuous rally going.</p> <p>To use simple tactics in a game to outwit an opponent.</p> <p>To demonstrate honesty and fair play when competing against others.</p>	<p><b>OAA</b></p> <p>To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p>
5	<p><b>Tag Rugby</b></p> <p>To recap all previously taught, tag rugby-specific ball skills, techniques and tactics</p> <p>To introduce the pupils to new, more complex tag rugby game rules</p> <p>To develop the pupils' understanding of their role when supporting the tackler in defence and ball carrier in offense</p> <p>To develop the pupils' understanding of tag rugby defending principles</p> <p>To develop the pupils' understanding of tag rugby attacking principles</p> <p>To be able to apply all previously taught skills within a modified, competitive tag rugby game,</p>	<p><b>Football</b></p> <p>To recap all previously taught, football-specific game rules, ball skills, techniques and tactics</p> <p>To develop the pupils' understanding of football defending principles</p> <p>To develop the pupils' understanding of football attacking principles</p> <p>To develop the pupils' understanding of football negative transition principles</p> <p>To develop the pupils' understanding of football positive transition principles</p> <p>To be able to apply all previously taught skills within a modified competitive football game, during a games week. To be able</p>	<p><b>Netball</b></p> <p>To recap previously taught netball game rules and apply them</p> <p>To introduce the pupils to the pivoting technique through 360 degrees, in association with England Netball rules</p> <p>To develop the pupils' understanding of netball defending principles</p> <p>To develop the pupils' understanding of netball attacking principles</p> <p>To introduce the pupils to shooting techniques, suitable for shooting at height</p> <p>To be able to apply all previously taught skills within a modified competitive netball game format during a games week. To be able</p>	<p><b>Hockey</b></p> <p>To recap all previously taught, hockey specific ball skills, techniques and tactics</p> <p>To develop the pupils' understanding of decision making in hockey; when to pass/shoot and when to dribble</p> <p>To develop the pupils' understanding of hockey defending principles</p> <p>To develop the pupils' understanding of hockey attacking principles</p> <p>To develop the pupils' understanding of hockey re-possession principles and introduce the pupils to correct tackling technique</p>	<p><b>Athletics</b></p> <p>To be able to compete across modified athletics events involving running, jumping and throwing as an individual</p> <p>To be able to react to a signal from a crouch start and maintain a sprint over 80m</p> <p>To be able to perform a controlled Triple Jump using power, balance and co-ordination to leap and land safely</p> <p>To be able to throw a modified javelin and shotput from a dynamic position, using the correct taught techniques</p> <p>To be able to run consistently over 800m, demonstrating improvement to achieve personal bests</p>	<p><b>Cricket/Rounders</b></p> <p>To develop the pupils' shot selection and positioning</p> <p>To be able to use previously taught ball skills (throwing and catching skills) to develop the pupils' understanding of cricket fielding</p> <p>To be able to apply all previously taught skills within a modified, competitive cricket game format during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p> <p>To develop the pupils' shot selection and positioning (Rounders)</p> <p>To be able to use previously taught ball skills (throwing and</p>

	during a games week. To be able to analyse individual and team performances, throughout a set of modified games.	to analyse individual and team performances, throughout a set of modified games.	to analyse individual and team performances, throughout a set of modified games.	To be able to apply all previously taught skills within a modified competitive hockey game format during a games week. To be able to analyse individual and team performances, throughout a set of modified games.	To be able to compete across modified athletics events involving running, jumping and throwing as an individual, demonstrating improvement to achieve personal bests; comparing and improving recorded results.	catching skills) to develop the pupils' understanding of rounders fielding To be able to apply all previously taught skills within a modified, competitive rounders game format during a games week. To be able to analyse individual and team performances, throughout a set of modified games.
	<b>Swimming</b> National Curriculum requirements taught through by local swimming pool instructors	<b>Basketball</b> To develop protective dribbling against an opponent. To be able to move into space to support a teammate. To be able to choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To be able to perform a set shot and a jump shot. To be able to apply the rules and tactics you have learnt to play in a basketball tournament.	<b>Gymnastics</b> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus.	<b>Dance</b> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.	<b>Yoga</b> To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows. To create your own flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.	<b>OAA</b> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.
<b>6</b>	<b>Tag Rugby</b> To recap all previously taught, tag rugby-specific ball skills, techniques and tactics To develop the pupils' understanding of the need to be physically conditioned to play rugby. To develop the pupils' understanding and application of restart positioning and rules both in attack and defence. To develop the pupils' understanding and application of	<b>Football</b> To recap all previously taught, football-specific ball skills, techniques and tactics To develop the pupils' understanding of different formations and position specific roles and responsibilities To develop the pupils' understanding and application of attacking and defending set pieces To develop the pupils' understanding and application of	<b>Netball</b> To recap all previously taught, netball specific ball skills, techniques and tactics To develop the pupils' understanding of different formations and position-specific roles and responsibilities To develop the pupils' understanding and application of attacking and defending tactics To develop the pupils' understanding and application of Netball gameplay including game	<b>Hockey</b> To recap all previously taught hockey-specific ball skills, techniques and tactics To develop the pupils' understanding of different formations and position-specific roles and responsibilities To develop the pupils' understanding and application of attacking and defending set pieces and apply them To develop the pupils'	<b>Athletics</b> To be able to compete across modified athletics events involving running, jumping and throwing To be able to react to a signal from a crouch start and maintain a sprint over 100m, To be able to perform a controlled High Jump using power, balance and co-ordination To be able to throw a modified javelin, shotput and discus from a dynamic position, using the	<b>Cricket/ Rounders</b> To develop the pupils' understanding and ability to bat as a pair and apply those techniques To be able to use previously taught ball skills (throwing and catching skills) and develop the pupils' understanding of cricket fielding. To be able to apply all previously taught skills within a modified, competitive cricket game format. To develop the pupils'

	<p>tag rugby defending tactics. To develop the pupils' understanding and application of tag rugby attacking. To be able to apply all previously taught skills within a modified, competitive tag rugby game, during games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>defending tactics To develop the pupils' understanding and application of attacking tactics To be able to apply all previously taught skills within a modified competitive football game, during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>rules, attacking and defending principles and tactics To develop the pupils' understanding and application of attacking and defending set pieces To be able to apply all previously taught skills within a modified, competitive netball match, during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>understanding and application of defending tactics To develop the pupils' understanding and application of attacking tactics To be able to apply all previously taught skills within a modified, competitive hockey match during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>	<p>correct taught techniques, To be able to run consistently over 1500m, demonstrating improvement To be able to compete across modified athletics events involving running, jumping and throwing as an individual, demonstrating improvement to achieve personal bests; comparing and improving recorded results.</p>	<p>understanding and ability to bat as an individual, a pair, a three and a four and apply those techniques within a game of rounders. To be able to use previously taught ball skills (throwing and catching skills) and develop the pupils' understanding of rounders fielding. To be able to apply all previously taught skills within a modified, competitive rounders game format during a games week. To be able to analyse individual and team performances, throughout a set of modified games.</p>
	<p><b>Play Leader Training</b> To identify what leadership is To show how to communicate clearly and concisely To create simple games for others to play To deliver my game to other year groups</p>	<p><b>Basketball</b> To develop protective dribbling against an opponent. To be able to move into space to support a teammate. To be able to choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To be able to perform a set shot and a jump shot. To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	<p><b>Dance</b> To copy and repeat a set dance phrase showing confidence in movements. To work collaboratively with a partner to explore and develop the dance idea. To use changes in level and speed when choreographing. To copy and create actions using a prop as a dance stimulus. To use choreographing devices to improve how the performance looks. To select actions and dynamics to convey different characters. To choreograph a dance that shows contrasting characters. To communicate a story through dance.</p>	<p><b>Gymnastics</b> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus</p>	<p><b>Golf</b> To develop putting technique and accuracy. To develop the technique for chipping. To develop technique for a short game. To develop the technique for a long game. To select the appropriate shot for the situation. To design a course and select the appropriate shot for the situation.</p>	<p><b>OAA</b> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To be able to use a key to identify objects and locations.</p>