

Broad range of physical activities

Every year group undertakes a dance and gymnastics unit in addition they learn invasion, net and wall and striking and fielding games.

Outdoor and adventurous activities are taught both at school and on residential visits. These vary from orienteering, team building activities at school and outside agencies offering opportunities for climbing, forest schools and high ropes courses.

Swimming is undertaken in Key Stage 2 to ensure that our children are water confident and can swim 25m competently.



Active for sustained periods

Every week, the children receive 2 hours of quality PE. In addition, Cranmere encourages its pupils to have active playtimes and lunchtimes with an enthusiastic Year 5 Sports Crew and lunchtimes supervisors.



PE (Physical Education) 2020-2021

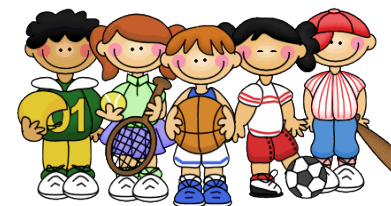
We aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aspire to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We give our pupils opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Competitive sports and activities

Every term all children participate in inter-house competitions these vary each year to cover games as well as performing arts.

We are members of the EDPSSA (Esher District Primary School Sports Association) which provides opportunities for the children to compete in a range of inter-school competitions that both enable the most able to compete at a higher level as well as 'aspire' events that ignite the passions of less able pupils into competitive sports.



Lead healthy and active lifestyles

Our PE curriculum has strong links with Life Skills (PSHE) and science to ensure that the children have an understanding of how to lead a balanced and healthy lifestyle. Cranmere fosters healthy mental attitudes and growth mind-sets across its curriculum.

We encourage our children to challenge themselves to achieve a mini mile several times a week in order to increase their stamina and levels of fitness.



| | Autumn Term | Spring Term | Summer Term |
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| Nursery P,E | <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Fit themselves into spaces like tunnels, dens and large boxes, and move around in them • Enjoy starting to kick, throw and catch balls • Walks runs, jumps, climbs and starts to use the stairs independently • • Spin, roll and independently use ropes and swings. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • explore movement freely outside • build, climb and balance on a variety of obstacle courses and the trim trail • join in simple circle games • play football Using trikes, scooters and balance bikes | <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding. • Go up steps or stairs or climb up apparatus using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game of musical statues • Use large muscle movements to wave flags and streamers, paint and make marks <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Experiment moving in different ways • Finding a space • balancing • catching games • moving to music • Using trikes, scooters and balance bikes • Learn about Health and Bodily awareness. • Talk about what happens to their body after exercise • Learn how to use equipment safely | <p>EYFS Curriculum Coverage:</p> <ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves or in teams • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing skills to tasks and activities in the setting .e.g.They decide whether to walk, crawl or run across a plank depending on its length and width • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Make healthy choices about food, drink, activity and toothbrushing <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> • Develop ball skills and hand-eye coordination • Extend learning moving in a variety of ways • Develop spacial awareness • Team games • Learning how to jump and land correctly • Using trikes, scooters and balance bikes |

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| <p>Reception P.E</p> | <p>PE Lesson focus : Exploring movement and space</p> <ul style="list-style-type: none"> Balancing and floor work Finding and using space. Moving and balancing. Combine movements in simple sequences. <p>EYFS Curriculum Coverage: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> Rolling, crawling, walking, jumping,, running, hopping , skipping, climbing. <ul style="list-style-type: none"> 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. 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. <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> Explore movement freely outdoors Play simple collaborative circle games. | <p>PE Lesson focus: Dance, movement to music</p> <ul style="list-style-type: none"> Finding and using personal dance space Coordination. Gross motor movement vocabulary and function Rhythm & phrasing Simple collaborative dances and games <p>EYFS Curriculum Coverage: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> Rolling, crawling, walking, jumping,, running, hopping , skipping, climbing. <ul style="list-style-type: none"> 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. 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. <p>Enhanced and continuous provision will provide opportunities to:</p> | <p>PE Lesson focus: Hand - eye coordination and ball skills , Team games working as a part of a team.</p> <p>Superheroes – Activities and games based around children’s favourite superheroes.</p> <p>Sports day practise – working collaboratively as a team.</p> <p>EYFS Curriculum Coverage: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> Rolling, crawling, walking, jumping,, running, hopping , skipping, climbing. <ul style="list-style-type: none"> 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. 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. <p>Enhanced and continuous provision will provide opportunities to:</p> <ul style="list-style-type: none"> Work collaboratively as part of a team understanding and following the rules for taking part in sports day activities. Show good control and coordination in large and small movements. |
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| | <ul style="list-style-type: none"> Learn about Health and Bodily awareness. Talk about what happens to their body after exercise Develop an Understanding of the need to maintain health through exercise and good hygiene practises. | <ul style="list-style-type: none"> Develop Ball skills and hand eye coordination. Develop Fine motor movement, vocabulary and function Respond to and move to music. Develop increasing control over an object in pushing, patting, throwing, catching or kicking it. Play Collaborative games – introducing working as a team. | <ul style="list-style-type: none"> Move confidently in a range of ways, safely negotiating space. Experiment with different ways of moving. Jump off an object and land appropriately. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment. |
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| Year 1 P.E | <p><u>OAA Team Building Games- Teacher Led</u> National Curriculum Coverage To participate in team games. The sequence of Lessons will focus on:</p> <ul style="list-style-type: none"> To participate in team games. To catch a beanbag. Demonstrate basic control of equipment. Send and receive a ball as part of an activity. Participate in group activities To identify that exercise is good for our minds. To begin to set realistic goals to achieve. To identify whether a target has been met. To understand the importance of having friends. <p><u>Toys Dance - Teacher led</u> National Curriculum Coverage To develop balance, agility and coordination, and begin to apply these in a range of activities. To perform dances using simple movement patterns. The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> To develop balance, agility and coordination. | <p><u>Gymnastics - Teacher led</u> National Curriculum Coverage To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> To establish sequences of actions and skills which have a clear beginning, middle and end. To describe and comment on performance. To link skills and actions in different ways. To jump for a height. To hop on the spot using the same foot. To manoeuvre successfully around obstacles. To hold a balance while walking along a straight line. To share a view or opinion. To begin to understand how the body heals itself. To copy basic actions with control and coordination, including taking off and landing, balance and rolling. | <p><u>Animals Dance - Teacher led</u> National Curriculum Coverage To perform dances using simple movement patterns. The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> To share a view or opinion. To listen to advice. To establish sequences of actions and skills which have a clear beginning, middle and end. To copy simple movement patterns. Choose simple actions to match sounds and music. Learn simple sequences. Perform movements in order I can do movements in the order I have been shown. Work together successfully with others to perform a modelled group sequence <p><u>Bat and Ball games & Athletics (Sports Day Practice)</u> National Curriculum Coverage To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games. The sequence of lessons will focus on:</p> |
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- To Perform dances using simple movement patterns through a puppet/toy dance.
- To share a view or opinion.
- To begin to understand basic emotions.
- Copy simple movement patterns.
- Choose simple actions to match sounds and music.
- Learn simple sequences.
- Perform movements in order.
- Work together successfully with others to perform a modelled group sequence.

Touch Rugby - Coach Led

National Curriculum Coverage

To participate in team games, developing simple tactics for attacking and defending.

The sequence of lessons will focus on:

- To participate in team games.
- To throw a ball underarm, using the correct technique.
- To listen to advice.
- To understand the importance of having friends.
- Demonstrate basic control of equipment.
- Send and receive a ball as part of an activity.

Ball Skills - Coach Led

National Curriculum Coverage

To participate in team games, developing simple tactics for attacking and defending.

The sequence of lessons will focus on:

- To listen to advice.
- To throw a ball underarm, using the correct technique.
- To participate in team games.
- To understand the importance of having friends.
- Demonstrate basic control of equipment.
- Send and receive a ball as part of an activity.

- To recognise and use space around them.
- Choose and link skills and actions in short movement phrases.
- Explore variations in direction, level and speed of movement.
- Work together successfully with others to perform a modelled group sequence.

3 Hoop Ball Coach Led

National Curriculum Coverage

To participate in team games.

The sequence of lessons will focus on:

- To participate in team games.
- To throw a ball underarm, using the correct technique.
- Demonstrate basic control of equipment.
- Send and receive a ball as part of an activity.

Cricket - Coach Led

National Curriculum Coverage

To participate in team games.

To engage in competitive sports and activities.

The sequence of lessons will focus on:

- To participate in team games.
- To throw a ball underarm, using the correct technique.
- To describe and comment on performance.
- To maneuver successfully around obstacles.
- Demonstrate basic control of equipment.
- Send and receive a ball as part of an activity.

- To throw a ball underarm, using the correct technique.
- To listen to advice.
- To understand the term 'determination'.
- To understand the importance of having friends.
- To jump for a distance.
- To understand why the brain, heart and lungs are important body parts.
- To identify where a target has been met.
- To explain how to stay safe in the sun.
- Copy basic movements including running, jumping, throwing and catching.
- Perform basic techniques for running, jumping, throwing and catching.

Rounders - Coach Led

National Curriculum Coverage

To participate in team games.

To engage in competitive sports and activities.

The sequence of lessons will focus on:

- To throw a ball underarm, using the correct technique.
- To listen to advice.
- To understand the term 'determination'.
- Send and receive a ball as part of an activity.

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| <p>Year 2</p> | <p>Dance - An Autumn Walk through London <u>National Curriculum Coverage</u> I can copy movements then change them in a way I have made up I can use my imagination to think of new movements to match what I hear I can move in time to sounds and music I can make up a dance and perform it in the order I thought of I can make up a dance sequence and perform it in a group I can select the most appropriate skills and actions to perform at my best The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • listening to An Autumn Walk through London and developing movements to match the music and landmarks individually, in pairs and in groups. • moving in time to the music. • putting sequences of movements and balances together. • performing as part of a group. <p>Gym/Dance - Great Fire of London <u>National Curriculum Coverage</u> I can move in time to sounds and music I can use the space around me in the best way possible I can put together a sequence with a beginning, middle and an end I can demonstrate movements using different directions, levels and speeds I can make up a dance and perform it in the order I thought of The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing balances and movements at different levels and speed. • listening to Ritual Fire Dance and developing movements to match the | <p>Gym - Travelling and Jumping <u>National Curriculum Coverage</u> I can carry out different movements with great organisation and control I can use the space around me in the best way possible I can put together a sequence with a beginning, middle and an end I can demonstrate movements using different directions, levels and speeds The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing the range of balances that can be performed on different parts of the body (patches & points). • developing the range of ways we can move in response to a stimulus at different levels, speeds and in different directions. • developing a sequence of balances, linked with different movements in response to pictures. <p>Net & Wall Games <u>National Curriculum Coverage</u> I can take part in games in a team or on my own I can think of ways to score and ways to stop my opponent scoring I can think of ways to play a game successfully I can explain how to improve and how I know I have improved in challenging activities The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing coordination and throwing and catching skills. • playing small sided games to develop simple attacking and defending tactics. <p>African Dance</p> | <p>Sports Day Practise <u>National Curriculum Coverage</u> I can run in between posts placed in a long line bending my legs and body to help me change direction I can hop on one leg from one place to another, using my arms to help me balance, without putting my other foot down I can jump a long distance using my arms and legs to help push me forward and landing safely with my knees bent and my feet together I can jump high, bending my knees and swinging my arms to help move me higher and land with knees and ankles bent The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing running, throwing and jumping technique. • working as part of a team. • developing simple tactics in small sided team activities. <p>Athletics <u>National Curriculum Coverage</u> I can run, jump, throw and catch using the best ways I have been shown I can run, jump, throw and catch in the best way to take part in an activity I can explain how to improve and how I know I have improved in challenging activities Linked with Science I can say why vitamins A, B and C are important and give examples of foods that contain them I know about the 5 main food groups and can give examples of these I can describe the main functions of the heart I can name some of the bones and muscles in my body and say why they are important The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing running, throwing and jumping technique. |

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| | <p>music and landmarks individually, in pairs and in groups.</p> <ul style="list-style-type: none"> • moving in time to the music. • putting sequences of movements and balances together. • performing as part of a group. <p>Tag Rugby <u>National Curriculum Coverage</u> I can take part in games in a team I can think of ways to score and ways to stop my opponent scoring I can think of ways to play a game successfully I can explain how to improve and how I know I have improved in challenging activities I can select the most appropriate skills and actions to perform at my best The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing passing and catching skills. • developing tagging and avoiding skills. • playing small sided games to develop simple attacking and defending tactics. | <p><u>National Curriculum Coverage</u> I can copy movements then change them in a way I have made up I can use my imagination to think of new movements to match what I hear I can move in time to sounds and music I can make up a dance and perform it in the order I thought of I can make up a dance sequence and perform it in a group The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing movements to match the music and landmarks individually, in pairs and in groups. • moving in time to the music. • putting sequences of movements and balances together. • performing as part of a group. <p>Non-stop Cricket <u>National Curriculum Coverage</u> I can take part in games in a team I can think of ways to score and ways to stop my opponent scoring I can think of ways to play a game successfully I can explain how to improve and how I know I have improved in challenging activities I can catch a tennis ball by placing my body in line to meet the flight of the ball and I cup my hands so the ball cannot bounce out I can throw a small ball overarm, over a longer distance, using my arms and body, to accurately reach a target The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing coordination, hitting and throwing and catching skills. • playing small sided games to develop simple attacking and defending tactics. | <ul style="list-style-type: none"> • working as part of a team. • developing simple tactics in small sided team activities. <p>Orienteering <u>National Curriculum Coverage</u> Take part in outdoor and adventurous activity challenges both individually and within a team. I know when someone is being treated fairly or unfairly I can say how well I have done compared to others I can think of ways to play a game successfully The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • working individually, in pairs and as part of a team. • using a simple map to travel between different points of interest. <p>Tennis <u>National Curriculum Coverage</u> I can select the most appropriate skills and actions to perform at my best I can say how well I have done compared to others I can think of ways to play a game successfully I can think of ways to score and ways to stop my opponent scoring The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • developing coordination and throwing and catching skills. • playing small sided games to develop simple attacking and defending tactics. |
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| Year 3 | <u>Autumn 1</u> <u>Stone Age Dance</u> | <u>Spring 1</u> <u>Orienteering</u> | <u>Summer 1</u> <u>Athletics</u> |
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National Curriculum Coverage:

Perform dances using a range of movement patterns.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Explore movements in response to a stimulus (Stone Age animals).
- Create a sequence of movements.
- Perform imaginative movements with control (including moving in time and with coordination)
- Create and perform simple movement patterns
- Create dances in pairs
- Compare dance sequences and make improvements,
- Evaluate his/her performance with others.

Rugby**National Curriculum Coverage:**

Play competitive games and apply basic principles suitable for attacking and defending.

Use running, jumping, throwing and catching in isolation and in combination.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Demonstrate confident control of throwing and catching a rugby ball.
- Evade and tag opponents.
- Evade opponents while keeping control of the rugby ball.
- Pass the ball accurately and receive the ball safely.
- Pass the ball accurately and receive the ball safely in a game situation.

National Curriculum Coverage:

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Take part in team games.
- Embed their knowledge of maps through practical application.
- Develop skills and solve problems.
- Share his/her own considered point of view and listen to, and consider, other peoples' opinions.
- Create a 'steps to success' approach to achieving success.
- Understand that determination and perseverance are needed to overcome a challenge.

Netball**National Curriculum Coverage:**

Play competitive games and apply basic principles suitable for attacking and defending.

Use running, jumping, throwing and catching in isolation and in combination.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Demonstrate confident control of equipment.
- Develop catching techniques.
- Develop passing techniques.
- Understand footwork rule (pivot).
- Develop dodging technique.
- Understand how to mark correctly.
- Develop shooting technique.

National Curriculum Coverage:

Use running, jumping, throwing and catching in isolation and in combination.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Develop flexibility, strength, technique, control and balance.

The sequence of lessons will focus on:

- Run at speed over a distance.
- Demonstrate control when running, sprinting, throwing and jumping.
- Vary technique following instruction to improve performance

Cricket**National Curriculum Coverage:**

Play competitive games and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Demonstrate confident control of the cricket bat.
- Catch with accuracy.
- Practise over arm throw.
- Copy skills and techniques and use them within the context of a game.
- Apply the basic principles of attacking and defending to fulfil a role within a game.
- Participate in team games using tactics.

Summer 2**Tudor Dance****National Curriculum Coverage:**

- Copy skills and techniques and use them within the context of a game.
- Apply the basic principles of attacking and defending to fulfil a role within a game.
- Participate in team games using tactics.

Autumn 2
Gymnastics (symmetry)

National Curriculum Coverage:

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Balance on one foot.
- Climb a set of wall bars (or similar)
- Perform a side stepping gallop.
- Copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.
- Perform modelled sequences on the floor and using apparatus which are designed to develop balance and flexibility.
- Control basic variations in level, speed and direction.
- Create sequences in pairs.

Badminton

National Curriculum Coverage:

Play competitive games and apply basic principles suitable for attacking and defending.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Copy skills and techniques and use them within the context of a game.
- Apply the basic principles of attacking and defending to fulfil a role within a game.
- Participate in team games using tactics.

Spring 2

Gymnastics

National Curriculum Coverage:

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Balance on one foot.
- Climb a set of wall bars (or similar)
- Perform a side stepping gallop.
- Copy a variety of balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces.
- Perform modelled sequences on the floor and using apparatus which are designed to develop balance and flexibility.
- Control basic variations in level, speed and direction.
- Create sequences in pairs.

Hockey

National Curriculum Coverage:

Play competitive games and apply basic principles suitable for attacking and defending.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Perform dances using a range of movement patterns to create a Tudor dance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Explore and create characters and narratives with a partner in response to a tudor dance.
- Create and link dance phrases using simple dance structure or motif.
- Perform dances with an awareness of rhythmic and expressive qualities with a partner.
- Create motifs and develop them into simple dance phrases.
- Compare his/her own performance to others'.

Basketball/ volleyball

National Curriculum Coverage:

Play competitive games and apply basic principles suitable for attacking and defending. Use running, jumping, throwing and catching in isolation and in combination.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Demonstrate confident control of basketball.
- Perform dribbling skills with accuracy, confidence and control.
- Practise shooting skills.
- Practise pivoting.
- Copy skills and techniques and use them within the context of a game.
- Apply the basic principles of attacking and defending to fulfil a role within a game.

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| | <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Understand how to move round the badminton pitch. • Explore different grips. • Demonstrate confident control of different shots. • Learn how to serve with accuracy. • Copy skills and techniques and use them within the context of a game. • Apply the basic principles of attacking and defending to fulfil a role within a game. • Participate in team games using tactics. | <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Demonstrate confident control of hockey stick. • Develop their dribbling skills with a stick and ball. • Accurately pass a ball with a hockey stick. • Pass the ball whilst moving. • Practise shooting. • Understand how to attack, tackle and defend correctly. • Copy skills and techniques and use them within the context of a game. • Apply the basic principles of attacking and defending to fulfil a role within a game. • Participate in team games using tactics. | <ul style="list-style-type: none"> • Participate in team games using tactics. |
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| Year 4 | <p><u>Autumn 1</u></p> <p><u>How can we do a forward roll and land on our feet? gymnastics</u></p> <p>National curriculum Coverage Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in gymnastics through the theme balance and receiving body weight. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Complete a forward roll and land on the feet. • Show variety in balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces | <p><u>Spring 1</u></p> <p><u>Dance</u> How to use movement and dance to show how different people felt during World War 2? National curriculum Coverage perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns through the theme of WW2. • Perform a variety of dance styles • Use a component of dance in a composition | <p><u>Summer 1</u></p> <p><u>Orienteering</u> <u>Can I work as a team to solve a problem?</u></p> <p>National curriculum Coverage Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> • Identify key features of an area using a simple map to follow a route. • learn the basic orienteering symbols and colours • to follow routes set out on map • become familiar with orienteering equipment • Identify the roles of team members in executing tactics • Compare his/her own performance to others' and recognise success |
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- Create and perform sequences on the floor and using
- Control subtle variations in level, speed and direction
- Combine ideas with others to create a group sequence
- Compare his/her own performance to others' and recognise success

How do we work as a team? Hockey

National curriculum Coverage

Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination.
Play competitive games, modified where appropriate [for example, hockey and apply basic principles suitable for attacking and defending.

The sequence of lessons will focus on:

- Demonstrate confident control of the ball by dribbling and using a stick.
- Pass to the right and left whilst travelling.
- Shoot at the goal from different positions.
- Demonstrate relevant skills and techniques within the context of a competitive game.
- Apply the basic principles of attacking and defending to fulfil a role within a competitive game.
- Identify the roles of team members in executing tactics

Swimming

Can I swim 10 metres using a range of different swimming strokes?

National curriculum Coverage

Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres

- Create a sequence of movement with a clear beginning, middle and ending
- Combine ideas with others to create a routine

Football sending and receiving by foot

National curriculum coverage

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different sports and learn how to evaluate and recognise their own success.
play competitive games, modified where appropriate [for example football], and apply basic principles suitable for attacking and defending

Sequence of lessons:

- To control the ball while travelling
- To pass and receive the ball accurately
- to turn accurately whilst in possession of the ball
- to tackle and keep possession of the ball.
- to shoot at a target
- to defend a goal

Spring 2

Multi-sports

National curriculum coverage:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different sports and learn

Team games- cricket

How do we throw and catch a ball over distance?

National curriculum Coverage

use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, cricket and apply basic principles suitable for attacking and defending

The sequence of lessons will focus on:

- Demonstrate confident control of equipment in opposed situations
- Learn to throw and catch balls using overarm technique.
- Demonstrate relevant skills and techniques within the context of a competitive game.
- Apply the basic principles of attacking and defending to fulfil a role within a competitive game.
- Identify the roles of team members in executing tactics

Summer 2

Running, jumping and throwing skills

National curriculum coverage

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.
Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination

Sequence of lessons:

Demonstrate the difference in sprinting and jogging

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| | <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> perform a sequence of shapes while floating on the surface. learn to swim using breaststroke, backstroke and front crawl. <p>Autumn 2</p> <p><u>How do I send and return the ball using forehand and backhand actions? Tennis</u></p> <p>National curriculum coverage: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different sports and learn how to evaluate and recognise their own success. play competitive games, modified where appropriate [for example tennis], and apply basic principles suitable for attacking and defending</p> <p>The sequence of lessons will focus on:</p> <ul style="list-style-type: none"> Develop agility, balance and coordination, recap how to hold racket, balance ball, bounce ball To understand where to stand and move on court To keep a rally going Practise sending a returning ball in small games Develop forehand and backhand technique <p><u>Rugby sending and receiving by hand</u></p> | <p>how to evaluate and recognise their own success. play competitive games, modified where appropriate [for example cricket], and apply basic principles suitable for attacking and defending</p> | <p>Identify what I need to do to improve my technique Jump from distance and height with balance and control Throw with accuracy and power to a target area Explain the benefits to the body of regular exercise. Identify the main features of respiration Understand that muscles work in pairs to protect, support and move the body.</p> <p><u>Athletics (sports day practise)</u></p> <p>National curriculum coverage: Demonstrate control and technique when running, Sprinting, throwing, and jumping. Select technique intended to improve performance when competing</p> <p>Sequence of lessons: Running for Distance developing awareness of speed & pace judgement developing fluency in running & walking activities understanding what happens to our bodies with exercise Throwing (Push & Pull Throws) learning how to send an object with force developing awareness of distance using different throwing techniques Throwing (Fling & Heave) learning how to send an object for accuracy developing awareness of distance using different throwing techniques Jumping for Distance learning to take off and land in a fluent & coordinated way developing body position in flight using a variety of jumps in different games & activities</p> |
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| | <p>National curriculum coverage: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different sports and learn how to evaluate and recognise their own success. play competitive games, modified where appropriate [for example rugby], and apply basic principles suitable for attacking and defending</p> <p>Sequence of lessons:</p> <ul style="list-style-type: none"> • To be able to pass a ball from chest height to a partner • Apply skills and tactics in combination with a partner or as part of a group/team. • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance • Explain the benefits to the body of regular exercise • Identify the main features of respiration • Understand that muscles work in pairs to protect, support and move the body. | | |
| Year 5 | <p><u>How can I create a Dance with Egyptian movements?</u> <u>Dance</u></p> <p><u>National Curriculum coverage</u> perform dances using a range of movement patterns</p> | <p>How do we perform different rolls with balances? Gymnastics</p> <p><u>National Curriculum coverage</u> develop flexibility, strength, technique, control and balance</p> | <p>How can we work collaboratively using orienteering? Orienteering</p> <p><u>National Curriculum coverage</u> Take part in outdoor and adventurous activity challenges both individually and within a</p> |

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sequence of lessons

- Create and perform dances using a variety of styles
- Link sequences together to create a routine
- Suggest and implement improvements to develop a group routine

- Perform dances using a range of movement patterns through the theme of Egyptians
- Use more than one dance component in a composition

How can I develop my strokes and water safety skills?

Swimming

National curriculum coverage

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

Sequence of lessons

- Perform a surface dive
- swim over 10m using accurate strokes.
- Perform a forward somersault

Fitness and Tennis

Can you sustain fitness over a long period of time?

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sequence of lessons

- To accurately perform balances, jumps, travelling and turns across a range of apparatus and in a variety of spaces

- To develop flexibility, strength, technique, control and balance
- To develop simple sequences that include performing shapes and balances accurately.
- To explore apparatus including the wall mounted apparatus.
- To develop simple sequence that include performing shapes and balances accurately
- To develop different methods of rolling and an understanding of what shapes are needed and what shapes can be explored.
- To develop basic methods of flight and understanding the principles behind effective jumping
- To develop a sequence that will include a range of gymnastics actions, balances and jumps that demonstrates changes in level and speed
- To demonstrate a sequence to a partner and complete peer assessment

Football Coach

How can I improve my attacking and defending skills?

Leadership

100

How do we work as a team?

team

Sequence of lessons

- Identify key features of an area using a simple map to follow a route.
- learn the basic orienteering symbols and colours
- to follow routes set out on map
- become familiar with orienteering equipment
- Identify the roles of team members in executing tactics
- Compare his/her own performance to others' and recognise success

How can I improve my athletic skills in running, jumping and throwing?

Athletics

National curriculum coverage

Develop flexibility, strength, technique, control and balance

Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in athletics.

Use running, jumping, throwing and catching in isolation and in combination

Sequence of lessons

- To Improve his/her own performance in different physical activities and sports to achieve his/her personal best

- Demonstrate strength, technique and control to maximise performance when running, sprinting, throwing and jumping
- Analyse and improve appropriate technique in order to maximise strength and agility when competing
- Successfully combine techniques athletic activities

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| | <p>Hand and eye co ordination Linking bodily parts together</p> <p>Tactical awareness (placing of shots)</p> | <p>Hockey National curriculum Coverage Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate for example, hockey and netball and apply basic principles suitable for attacking and defending.</p> <p><u>Sequence of lessons</u></p> <ul style="list-style-type: none"> • Demonstrate confident control of equipment in opposed situations whilst moving • Participate in team games, developing simple tactics for attacking and defending and begin to apply these in the game of Hockey. • Combine relevant skills and techniques within the context of a competitive game • Apply principles suitable for attacking and defending in the context of a competitive game • To collaborate as a team to execute tactics | |
| Year 6 | <p><u>Swimming - How can I develop and improve my water safety skills?</u></p> <p><u>National Curriculum Coverage</u></p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations</p> <p><u>The sequence of lessons will focus on</u></p> | <p><u>Gymnastics - How can I create a sequence using medium and low height balances?</u></p> <p><u>National Curriculum Coverage</u></p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>The sequence of lessons will focus on:</u></p> <ul style="list-style-type: none"> • Balance, jump, travel and turn with accuracy and consistency across a | <p><u>Athletics - How can I improve my athletic skills?</u></p> <p><u>National Curriculum Coverage</u></p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>The sequence of lessons will focus on:</u></p> |

Specialist instructors build on Year 5 targets depending on ability::

- Perform a surface dive, from standing position
- develop stroke technique and swim up to 25m using accurate strokes.
- Perform a forward somersault

Cricket - How can I learn to play a national sport?

National Curriculum Coverage

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Demonstrate confident control of equipment in opposed situations whilst moving at speed
- Combine relevant skills and techniques with accuracy within the context of a competitive game
- Successfully apply principles suitable for attacking and defending in the context of a competitive game
- Collaborate as a team to effectively

range of apparatus and in a variety of spaces

- Perform controlled and fluent sequences on the floor and using apparatus
- Employ sustained and complex balances and ambitious movements which increase challenge
- Effectively communicate improvements which add challenge to a sequence

Dance - Greek dancing - How can I create and perform an authentic Greek Dance?

National Curriculum Coverage

perform dances using a range of movement patterns

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

The sequence of lessons will focus on:

- Confidently and consistently create and perform dances which use a variety of styles
- Use a wide range of dance components in compositions
- Link sequences together to create an extended routine with a clear beginning, middle and ending
- Effectively communicate improvements which enhance the performance of a routine

- Demonstrate strength, technique and control to maximise performance when running, sprinting, throwing and jumping
- Analyse and improve appropriate technique in order to maximise strength and agility when competing
- Successfully combine techniques in athletic activities