



All Saints CE Primary School & Nursery

Subject: PE

Core Subject Overview

**HOW DOES THIS SUBJECT FIT IN?**

**EYFS Framework: Physical Development**

**KS1 National Curriculum:**

**KS2 National Curriculum:**

**Aims of PE (from National Curriculum)**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

**What this looks like in EYFS:**

**Nursery**

- Develop their movement: balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

**Reception**

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- 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 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

**What this looks like in KS1:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### **What this looks like in KS2:**

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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

## **EYFS/KS1**

### **Hands 1**

#### **Reception**

- The focus of learning is to explore different ways of using our hands to move with a ball.
- Pupils will explore different ways of pushing a ball.
- Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.
- The focus of learning is to explore different ways of using our hands to move with a ball.
- Pupils will explore different ways of bouncing a ball
- Pupils will continue to explore and develop different ways of bouncing a ball whilst moving into space.
- Pupils will continue to explore different ways of rolling and pushing a ball.
- Pupils will work with a partner and begin to understand why it is important to be part of a team.
- Pupils will learn the meaning of the word defender and what this means when playing games.

#### **Year 1**

- The focus of learning is to develop bouncing (dribbling).
- Pupils will understand why we need to keep the ball away from the defender.
- Pupils will explore different ways of sending (passing) the ball to their partner.
- The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.
- Pupils will learn and understand why we need to be accurate when sending the ball.
- Pupils will learn why and how we aim when sending a ball.
- The focus of learning is to develop different ways of sending a ball using our hands.
- Pupils will continue to develop their understanding of why we aim when sending a ball.
- Pupils will learn why we need to send a ball using different force and speeds.
- The focus of learning is to explore different ways of stopping a ball with our hands.
- The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.
- Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.
- The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.

#### **Year 2**

	<ul style="list-style-type: none"> <li>• The focus of learning is to develop dribbling in order to keep control and possession of the ball.</li> <li>• The focus of learning is to combine dribbling, passing and receiving in order to keep possession of the ball.</li> <li>• The focus of the learning is to develop passing and receiving in order to keep possession and score a point.</li> </ul>
<b>Feet 1</b>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to explore different ways of using our feet to move with a ball.</li> <li>• Pupils will explore what happens when they kick a ball using different parts of their feet.</li> <li>• Pupils will begin to understand how we control a ball.</li> <li>• Pupils will learn the meaning of the word control and start to understand why it is important to keep the ball close to them.</li> <li>• Pupils will develop their technique of dribbling the ball and understand why this is the most effective way to dribble, keeping control.</li> <li>• The focus of learning is to teach pupils to understand where to dribble and why.</li> <li>• Pupils will continue to develop their technique of dribbling the ball.</li> <li>• The focus of learning is to continue to explore moving with a ball.</li> <li>• Pupils will continue to develop dribbling skills and their understanding of dribbling a ball.</li> <li>• The focus of learning is to develop pupils' kicking and dribbling skills during competitions.</li> <li>• Pupils will learn how to collaborate and work together with their partner and in small groups.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to recap the different ways of using our feet to move with a ball.</li> <li>• Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</li> <li>• The focus of learning is to develop using our feet to move with a ball.</li> <li>• Pupils will develop using the inside and outside of their feet to dribble the ball.</li> <li>• The focus of learning is to apply dribbling with our feet into games.</li> <li>• Pupils will apply their dribbling technique, keeping the ball away from their opponents.</li> <li>• The focus of learning is to consolidate pupils understanding of where to dribble and why.</li> <li>• Pupils will develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.</li> <li>• Pupils will work with a partner and begin to understand how to kick a ball towards a target.</li> <li>• Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.</li> <li>• The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points.</li> <li>• Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball.</li> <li>• Pupils will be able to collaborate and work together in a team</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.</li> <li>• The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.</li> <li>• The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</li> <li>• The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</li> </ul>
<b>Jumping</b>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to explore jumping in a variety of ways.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will explore jumping, in different directions, at different speeds and different levels.</li> <li>• The focus of learning is for pupils to begin to jump efficiently.</li> <li>• Pupils will explore how and why we jump, using our head, arms and feet, applying the basic jumping technique.</li> <li>• The focus of learning is for pupils to develop their jumping technique applying it into a game.</li> <li>• The focus of learning is for pupils to explore jumping for distance.</li> <li>• The focus of learning is for pupils to explore jumping for height.</li> <li>• The focus of learning is to explore hopping in a variety of ways; in different directions, at different speeds and different levels.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to recap jumping, in different directions, at different speeds and different levels.</li> <li>• Pupils will begin to understand the different reasons when, where and why we jump in different ways.</li> <li>• The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</li> <li>• Pupils will recap how we jump applying the most effective technique using our head, arms and feet.</li> <li>• The focus of learning is to explore how jumping affects our bodies.</li> <li>• Pupils will apply their jumping skills during a circuit.</li> <li>• The focus of learning is to explore skipping.</li> <li>• The focus of learning is to apply our understanding of jumping and skipping into a game.</li> <li>• The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</li> <li>• Pupils will apply their knowledge of jumping into competitions.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate pupils jumping and to apply an effective jumping technique.</li> <li>• The focus of learning is to consolidate pupils knowledge of how, where and why we jump in a game.</li> <li>• The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.</li> <li>• The focus of the learning is to develop pupils' application of linking jumps together.</li> <li>• Pupils will develop jumping using different combinations, jumping for distance.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</li> <li>• Pupils will apply their knowledge of jumping into competitions.</li> </ul> <p><b>Year 2 (dodging)</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to explore dodging and learn how to dodge effectively.</li> <li>• The focus of the learning is to develop pupils' dodging technique applying this into games.</li> <li>• Pupils will develop an understanding of why it is important in to dodge in games.</li> <li>• The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations.</li> <li>• Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend.</li> <li>• The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team.</li> <li>• The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</li> </ul>
<b>Gymnastics</b>	<p><b>Reception (high, low, over and under)</b></p> <ul style="list-style-type: none"> <li>• The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</li> </ul>

- The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.
- The focus of learning is to apply, 'champion gymnastics' while exploring how to move safely using apparatus.
- The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.
- The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.
- The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus
- Pupils will self-select where to work, exploring what movements and shapes to make and starting to identify features of other pupils work when questioned.

### **Year 1 (wide, narrow, curled)**

- The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.
- The focus of learning is to apply 'champion gymnastics' to everything pupils do.
- The class will explore movements and balances in a narrow way on the floor and on apparatus.
- The class will explore movements and balances in a curled way on the floor and on apparatus.
- The focus of learning is to allow pupils to continue to explore the three theme words: narrow, wide and curled.
- Pupils will explore different ways of transitioning between each shape using apparatus.
- The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'
- The focus of learning is to link two movements together.
- Pupils will explore the concept of 'linking.'

### **Year 1 (Body Parts)**

- What do pupils remember from the wide, narrow, curled sequence of learning?
- The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.
- The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.
- The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'
- The focus of the learning is to explore adding movement combinations together to create mini sequences.
- The focus of the learning is to adapt our mini sequences, exploring how we can make them more creative.

### **Year 2 (linking)**

- The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together.
- The focus of the learning is to apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.
- The focus of the learning is to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.
- The focus of the learning is to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.
- The focus of the learning is for pupils to apply 'champion gymnastics' to create their own sequences.
- The focus of the learning is for pupils to perform their completed sequences.

## Dance

### Reception

- The focus of the learning is to explore different movements using different parts of the body.
- The focus of learning is to create their own movement ideas relating to specific words.
- Pupils will start to add movements together to form a sequence.
- The focus of learning is to create simple movement sequences that relate to specific words.
- Pupils will add their movements together to form a sequence.
- The focus of learning is to explore larger scale travelling movements, responding to words or music.
- The focus of learning is for pupils to respond to words and music using their bodies.
- The focus of learning is to explore character movements with a partner.

### Year 1 (growing)

- The focus of learning is for pupils to respond to rhythm and patterns through their movement.
- Pupils will learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme.
- Pupils will learn how to control and co-ordinate their bodies to perform a motif.
- The focus of learning is to use improvisation to explore various dynamics and movement qualities.
- The focus of learning is to explore the relationship between two living things, creating movement patterns.

### Year 1 (The zoo)

- The focus of the learning is to respond to the stimulus (big animals) using a range of different, controlled movements showing character expression.
- Pupils will learn how to control and co-ordinate their bodies to perform movements that represent big animals.
- Pupils will learn how to control and co-ordinate their bodies adding movements together which represent the actions of a small animal.
- The focus of the learning is for pupils to respond to rhythm using a range of controlled movements.
- Pupils will learn how to control and co-ordinate their bodies to perform a motif.
- The focus of the learning is for pupils to respond to rhythm using a range of controlled movements that represent arctic animals.
- Pupils will learn how to control and co-ordinate their bodies to perform a sequence with a partner.
- The focus of learning is for pupils to respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.
- Pupils will create and perform a motif.
- The focus of the learning is to explore the relationship between a zookeeper and a big cat, creating movement patterns.
- Pupils will create and perform a motif to an audience.

### Year 2 (explorers)

- The focus of the learning is to respond to the stimulus using a range of different, controlled movements.
- Pupils will show how to control and co-ordinate their bodies to perform movements that represent an explorer preparing for an expedition.
- The focus of the learning is to develop our character work, adding movements, expression and emotion to our motif.
- Pupils will create a 'frozen' position showing a reaction creating an emotion.
- Pupils will develop motifs with a partner including some different elements of choreography.
- The focus of the learning is to explore a variety of movements in a character (explorer and jungle animal) with a partner.
- Pupils will extend their sequences developing their characters to add drama and emotion to their dance performance.
- The focus of the learning is to extend our sequences as our characters (explorer and jungle animal).

	<ul style="list-style-type: none"> <li>• Pupils will bring together their sequences exploring the relationship between the explorer and wild animal.</li> <li>• Pupils will develop their characters to add drama and emotion to their dance performance.</li> <li>• The focus of the learning is to consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.</li> </ul>
<p><b>Games for understanding</b></p>	<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to understand why it is important to take turns when playing a game.</li> <li>• The focus of the learning is to understand why we need to keep the score during a game.</li> <li>• The focus of the learning is to understand why we need to follow the rules during a game.</li> <li>• Pupils will understand why games have rules and understand the consequences if the rules of the game are not followed.</li> <li>• The focus of the learning is explore different ways of avoiding a defender.</li> <li>• Pupils will explore simple principles (evasive skills) to avoid being tagged.</li> <li>• Pupils will start to understand what the consequences are if they are tagged in a game.</li> <li>• The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.</li> <li>• Pupils will explore simple principles to prevent the attackers from scoring.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning into mini games.</li> <li>• Pupils will apply their understanding of attacking (fish) and defending (sharks), applying it into a competitive game.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to understand the basic principles of attack.</li> <li>• Pupils will learn what 'attacking' means and why we attack during a game.</li> <li>• The focus of the learning is to apply simple attacking principles into a game situation.</li> <li>• The focus of the learning is to understand the basic principles of defence.</li> <li>• Pupils will learn what 'defending' means and why we defend during a game.</li> <li>• Pupils will understand why we need to prevent the attackers from scoring.</li> <li>• The focus of the learning is to apply simple defending principles into a game situation.</li> <li>• The focus of the learning is to consolidate pupils' knowledge of how, where and why to attack in a game.</li> <li>• The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to create and understand simple attacking principles, applying them as a team into a game.</li> <li>• Pupils will develop their understanding of what 'attacking' means and when and why we attack as a team during a game.</li> <li>• The focus of the learning is to understand the transition from defence into attack.</li> <li>• Pupils will learn that during a game their role will change (from defence to attack) and that they need to keep adapting their role to meet the needs of the game.</li> <li>• Pupils will develop their understanding of how their role changes from defence to attack.</li> <li>• The focus of the learning is to create and understand simple attacking tactics applying them as a team into a game.</li> <li>• Pupils will refine their understanding of what 'attacking' means and when, where and why we attack as a team during a game.</li> <li>• The focus of the learning is to create and understand simple defending tactics applying them as a team into a game.</li> <li>• Pupils will refine their understanding of what 'defending' means and when, where and why we defend as a team during a game.</li> <li>• The focus of the learning is to apply pupils' knowledge and understanding of attacking and defending, into mini games (level 1 competition).</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will create simple defending and attacking tactics (continuing to understand the transition from defence to attack) applying them as a team into a game.</li> </ul>
<b>Hands 2</b>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce throwing (underarm).</li> <li>• Pupils will understand how we throw a bean bag underarm and why.</li> <li>• The focus of learning is to develop throwing (underarm) a beanbag.</li> <li>• Pupils will understand how we throw a bean bag underarm and why, applying this into a game situation.</li> <li>• The focus of learning is to work in a team and apply the underarm throw in a competitive situation.</li> <li>• The focus of learning is to explore different ways of stopping a ball using our hands.</li> <li>• Pupils will apply their learning of stopping a ball into a game.</li> <li>• The focus of the learning is to develop pupils' ability to accurately roll a ball towards a target.</li> <li>• Pupils will apply their prior knowledge of where we send a ball and why, in order to score points to beat an opponent.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</li> <li>• The focus of the learning is to consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.</li> <li>• Pupils will experience a competition against other pupils, developing their ability to collaborate.</li> <li>• The focus of the learning is for pupils to work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</li> <li>• The focus of the learning is for pupils to apply their understanding of underarm throwing to beat their opponent.</li> <li>• The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game.</li> </ul>
<b>Team Building</b>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce teamwork.</li> <li>• Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</li> <li>• Pupils will start to learn and understand what makes an effective team.</li> <li>• Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge.</li> <li>• The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</li> <li>• Pupils will develop their communication skills to enable them to successfully complete a challenge.</li> <li>• The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</li> <li>• The focus of the learning is to explore simple strategies as a team.</li> <li>• The focus of the learning is to explore simple strategies as a team to help us solve a problem.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce teamwork.</li> <li>• Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils will start to learn and understand what makes an effective team.</li> <li>• The focus of the learning is to develop the skills required to make an effective team.</li> <li>• Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge</li> <li>• The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</li> <li>• Pupils will develop their communication skills to enable them to successfully complete a challenge.</li> <li>• The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.</li> <li>• The focus of the learning is to explore simple strategies as a team to help us solve a problem.</li> </ul>
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**KS2**

<b>Football</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop an understanding of how to dribble the ball keeping possession to beat an opponent.</li> <li>• Pupils will develop the skills of passing, moving and dribbling a ball building up into mini game where pupils must keep possession in order to win.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to explore the purpose of turning in a game of football and understand why turns can help us to keep possession.</li> <li>• The focus of the learning is to develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.</li> <li>• Pupils should be able to apply their prior learning of passing, moving and dribbling to move the ball up the pitch creating an attack that results in a shot.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is for pupils to learn how to defend when they are not in possession.</li> <li>• The focus of the learning is to develop defending skills; tackling, pressuring and marking.</li> <li>• Pupils will apply prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.</li> <li>• Pupils should be able to apply their prior learning of passing and dribbling to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games.</li> <li>• Pupils will create, organise and apply formations when defending and attacking into game situations.</li> <li>• Pupils will learn how to manage their team, selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.</li> </ul>
<b>Tag Rugby</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball.</li> <li>• The focus of the learning is to introduce tagging.</li> <li>• The focus of the learning is to develop passing and moving forwards to score a try.</li> <li>• The focus of the learning is to combine passing and moving to create attacking opportunities to score a try.</li> </ul> <p><b>Year 4</b></p>

	<ul style="list-style-type: none"> <li>• The focus of learning is to develop passing and moving to create space to beat an opponent and score a try.</li> <li>• The focus of the learning is to develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</li> <li>• The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Pupils will learn how to execute a miss pass understanding where, when and why this pass is used in a game.</li> <li>• Pupils will learn how to execute a loop pass understanding where, when and why this pass is used in a game.</li> <li>• Pupils will learn why it is important to work as a team when tagging and why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</li> <li>• The focus of the learning is to develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate defending.</li> <li>• Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack. Pupils will develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.</li> <li>• The focus of the learning is to consolidate the pupils' understanding of defensive tactics, applying them into game situations.</li> <li>• The focus of the learning is to consolidate attacking and defending in games of tag rugby.</li> </ul>
<b>Hockey</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce dribbling in order to keep control and possession of the ball.</li> <li>• The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.</li> <li>• The focus of the learning is to use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</li> <li>• The focus of the learning is to introduce pupils to shooting. Pupils will understand when, where and why they shoot from in order to increase their chances of scoring.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.</li> <li>• Pupils will learn how they can apply their passing, (short and long) and moving skills to keep possession.</li> <li>• Pupils will understand not just how to shoot but where to shoot from and why.</li> <li>• The focus of the learning is to develop passing and dribbling to create space to create an attack that results in a shooting opportunity.</li> <li>• The focus of the learning is to introduce pupils to the concept of defending (intercepting, blocking and tackling) and how this can be applied during a game to prevent attacking opportunities.</li> <li>• Pupils will understand the difference between, intercepting, blocking and tackling and when, where and why these are used in a game.</li> <li>• Pupils will understand that their role changes (defender) as soon as they lose possession of the ball.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will refine their shooting technique when pressure is applied.</li> <li>• Pupils will develop their understanding of where, when and why we shoot.</li> <li>• Pupils should be able to apply their prior learning of passing and dribbling to create an attack that results in a successful shooting opportunity.</li> <li>• Pupils will begin to develop an understanding of the rules of hockey and will start to take responsibility for officiating their own games.</li> <li>• Pupils will refine their defending (marking, tackling and blocking) skills applying defending tactics during a game to prevent attacking opportunities.</li> <li>• Pupils will develop an understanding that once they regain possession of the ball they become attackers.</li> <li>• Pupils should then be able to apply prior learning of passing, dribbling and moving to create an attack that results in a shooting opportunity.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge in mini games.</li> <li>• The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball.</li> <li>• Pupils will develop their understanding of the terminology relating to defending.</li> <li>• The focus of the learning is to consolidate the pupils' understanding of attacking tactics, applying them into game situations.</li> <li>• The focus of the learning is to consolidate the pupils understanding of defensive tactics applying them to into game situations.</li> </ul>
<b>Tennis</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce how we win a game of tennis, thinking about where and why we throw the ball on the court.</li> <li>• Pupils will be introduced to how we can think one shot ahead to create space for winning shots.</li> <li>• The focus of the learning is to apply pupils' prior learning of the different ways we can win a point, into mini games.</li> <li>• Pupils will learn how to hold the racket safely and understand why it is important that they control the ball when playing a shot.</li> <li>• The focus of learning is to introduce the forehand shot.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop our understanding of how we can win a game of tennis.</li> <li>• Pupils will recap the forehand.</li> <li>• The focus of the learning is to develop racket control. Pupils will learn how to use their racket to direct the ball towards a space to win a point.</li> <li>• The focus of learning is to introduce the backhand shot. Pupils will understand when and where to play the backhand shot.</li> <li>• The focus of learning is to develop the use of forehand and backhand shots applying these in game situations.</li> <li>• The focus of learning is to develop pupil's ability to use a racket by considering tactical play (creating space) to win a point.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop our understanding of how we can win a game of tennis using a racket.</li> <li>• The focus of the learning is to continue to develop racket technique, exploring a new shot, the volley.</li> <li>• The focus of learning is to develop the volley thinking about where we hit the ball and why we are hitting it there.</li> <li>• The focus of the learning is to look at how players can control the game from the beginning (serve)by thinking about how and where to serve.</li> <li>• Pupils will apply their prior learning of how they can win a point whilst playing with a partner.</li> </ul>

	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop our understanding of how we can win a game of doubles tennis.</li> <li>• The focus of learning is to develop pupils ability to think tactically about which shot to play, during a game.</li> <li>• The focus of learning is to refine pupils ability to think tactically in game, considering which shot to play.</li> <li>• Pupils will refine their understanding of when, where and why they are selecting to play that shot to win a point.</li> <li>• Pupils will continue to refine their understanding of when, where and why they are playing a shot to win a point</li> <li>• Pupils organise, umpire and manage round robin games with HA pupils acting as coaches providing constructive feedback to their partners.</li> <li>• The focus of learning is to consolidate game play considering when, where and why pupils are playing a shot to win a point.</li> </ul>
<p><b>Basketball</b></p>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce dribbling in order to keep control and possession of the ball.</li> <li>• Concentrate on attackers when they are dribbling focus on ball control and changing direction when dribbling.</li> <li>• The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.</li> <li>• Concentrate on the attacking players using a range of passes (chest and bounce) to keep possession.</li> <li>• The focus of the learning is to use pupils prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</li> <li>• The focus of the learning is to develop passing, moving and dribbling building up into mini games where pupils explore the transition between attack and defence.</li> <li>• The focus of the learning is to introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the court in order to increase their chances of scoring.</li> <li>• Pupils should be able to apply their prior learning of passing, moving and dribbling to move the ball up the court, creating an attack that results in a shot.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent.</li> <li>• The focus of the learning is to see how effectively they can apply their passing (bounce and chest) and moving skills to keep possession, developing this concept into mini game situations.</li> <li>• The focus of the learning is to develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.</li> <li>• The focus of the learning is to apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity.</li> <li>• Pupils will understand not just how to shoot but where to shoot from and why.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</li> <li>• The focus of the learning is to develop pupils' knowledge and understanding of defending, (marking) and how this is applied during a game to prevent attacking opportunities.</li> <li>• Pupils will build upon their prior learning of marking to create and apply basic defensive tactics.</li> <li>• Pupils will learn terminology relating to defending.</li> <li>• The focus of the learning is to develop shooting, applying this into game situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will develop their shooting technique when pressure is applied.</li> <li>• Pupils will develop their understanding of where, when and why we shoot.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</li> <li>• The focus of the learning is to consolidate pupils' understanding of the rules of the game and how they can apply this knowledge to play in mini games.</li> <li>• Pupils should be able to use their prior learning of passing, dribbling and moving, to move the ball up the court, creating an attack that results in a successful shot.</li> <li>• The focus of the learning is to ensure pupils understand that they are defending as soon as they lose possession of the ball.</li> <li>• Pupils will refine their knowledge and understanding of defending (marking) and how this is applied during a game to prevent attacking opportunities.</li> <li>• Pupils will develop their understanding of the terminology relating to defending.</li> <li>• The focus of the learning is to consolidate the pupils understanding of attacking tactics applying them into game situations.</li> <li>• The focus of the learning is to consolidate the pupils understanding of defensive tactics, applying them to game situations.</li> <li>• Pupils should be able to apply their prior learning of defending to create effective tactics that will prevent attacking opportunities.</li> </ul>
Cricket	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to introduce the concept of batting and fielding.</li> <li>• Pupils will develop an understanding of how, when and why to throw a ball overarm with power and distance.</li> <li>• Pupils will develop an understanding of how to throw a ball accurately underarm.</li> <li>• The focus of the learning is to introduce catching.</li> <li>• The focus of the learning is to introduce striking the ball with intent away from fielders to score runs (points)</li> <li>• Pupils will start to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</li> <li>• This suggested sequence of learning focuses on the competition between the individual batter and the fielders.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop pupils understanding of batting and fielding.</li> <li>• Pupils will understand where, when and why they can apply different physical and cognitive skills when they are batting or fielding.</li> <li>• Pupils will explore different ways of bowling underarm applying them into mini games to prevent the batters from scoring runs</li> <li>• The focus of the learning is to develop ways of stopping and returning the ball.</li> <li>• Pupils will learn different ways of returning the ball to the bowler or wicketkeeper, developing an understanding of why they need to do this quickly and accurately to prevent the batters from scoring runs.</li> <li>• Pupils will learn how to stop the ball (barrier) when a batter strikes the ball towards them.</li> <li>• The focus of the learning is to develop ways of retrieving and returning the ball to prevent the batters from scoring runs.</li> <li>• The focus of the learning is to develop an understanding of how, where and why we need to strike the ball to score runs.</li> <li>• Pupils will continue to develop an understanding of how to outwit the fielding team by varying the speed and direction they strike the ball.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to refine pupils' understanding of batting, applying simple batting tactics into mini games.</li> <li>• Pupils will learn where, when and why they can apply different physical and cognitive skills when batting to score runs</li> </ul>

	<ul style="list-style-type: none"> <li>• The focus of the learning is to refine pupils understanding of bowling, applying simple bowling tactics into mini games.</li> <li>• Pupils will learn where, when and why they can apply different physical and thinking skills when bowling to prevent the batters from scoring runs.</li> <li>• The focus of the learning is to refine pupils fielding skills; catching, stopping and throwing.</li> <li>• Pupils will develop fielding skills under pressure, applying their learning into mini games.</li> <li>• The focus of the learning is to apply pupils knowledge and understanding of fielding from suggested sequence of learning part 2 and 3 to create and apply tactics to prevent the batters from scoring runs</li> <li>• The focus of the learning is to refine batting creating and applying batting tactics into game scenarios</li> <li>• Pupils will understand how their role as a batter changes depending on the game situation.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to consolidate pupils' understanding of batting.</li> <li>• The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</li> <li>• The focus of the learning is to consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</li> <li>• The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</li> <li>• The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games.</li> <li>• The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of batting and fielding skills and tactics into mini games.</li> </ul>
<b>Athletics</b>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to explore how we can use our bodies to make us run as fast as possible.</li> <li>• Pupils will learn the correct technique used for sprinting.</li> <li>• The focus of learning is to develop an understanding of how and why we need to accelerate at the start of a race.</li> <li>• The focus of the learning is to apply pupils' understanding and application of running for speed, when running as part of a team.</li> <li>• Pupils will be introduced to a curved track and will start to understand simple changeover tactics.</li> <li>• The focus of the learning is to explore the differences between throwing for accuracy and throwing for distance.</li> <li>• The focus of the learning is to explore how we can use our bodies to jump as far as possible.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is for pupils to develop their own sprinting technique.</li> <li>• Pupils will learn to self-analyse their own performance to help to improve their own personal best.</li> <li>• Pupils will develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</li> <li>• The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</li> <li>• The focus of the learning is to continue to explore pacing and running for distance.</li> </ul>

	<ul style="list-style-type: none"> <li>• The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</li> <li>• Pupils will understand what the consequences are if they slow down before crossing the finish line.</li> <li>• The focus of the learning is to consolidate pupils' knowledge, understanding and ability to sprint effectively.</li> <li>• Pupils will evaluate their own and others sprinting technique making suggestions on how they can improve their performance on the three different phases of a sprinting race; start, middle and finish.</li> <li>• The focus of the learning is to consolidate running as part of a team.</li> <li>• Pupils will develop an understanding of when and where the changeovers take place on a curved track</li> <li>• Pupils will start to understand and apply changeover tactics.</li> <li>• The focus of the learning is to develop pupils' understanding of throwing for distance.</li> <li>• Pupils will learn how to throw a primary school shot put and how they can use their bodies to throw with greater distance.</li> <li>• The focus of the learning is to explore and develop an understanding of how to hurdle safely, applying the correct technique.</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning for throwing into a competition.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</li> <li>• The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</li> <li>• Pupils will be responsible for selecting which pupils compete in each event.</li> <li>•</li> </ul>
<b>Gymnastics</b>	<p><b>Year 3 (symmetry and asymmetry)</b></p> <ul style="list-style-type: none"> <li>• The focus of the learning is to apply the concept of 'excellent gymnastics'. (In KS1 we have used 'champion' gymnastics as the language for the success criteria depicting performance level. In KS2 we will refer to this as 'excellent' gymnastics.)</li> <li>• The class will focus on exploring movements and balances in a symmetrical way.</li> <li>• The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.</li> <li>• The focus of the learning is to re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</li> <li>• The focus of the learning is for pupils to start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</li> </ul>

- The focus of the learning is for pupils' to perform their completed sequences.
- Pupils will start with symmetrical balances on apparatus moving out of them, and travelling to a new piece of apparatus, creating their asymmetrical balances to end the sequence.
- One pair at a time will perform and their partner pair will complete the assessment sheet (see appendix).
- This is also time for teacher assessment and pupils to experience performing their work.

#### **Year 4 (bridges)**

- The focus of the learning is to explore movements and balances creating bridges.
- The focus of the learning is to re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.
- The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences.
- The focus of the learning is to apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.
- The focus of the learning is for pupils to perform completed sequences.

#### **Year 5(counter balance and tension)**

- The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.
- The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.
- The focus of the learning is to apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.
- The focus of the learning is to apply "excellent gymnastics" to complete pupils sequences.
- Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence.
- The focus of the learning is to perform their completed sequences.

#### **Year 6 (matching and mirroring)**

- The focus of the learning is to apply "excellent gymnastics" to everything pupils do and explore the concept of matching.
- The focus of the learning is to transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.
- Pupils will explore how the apparatus can change and improve their movements.
- The focus of the learning is to apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.
- The focus of the learning is to transfer the mirroring sequences pupils created in sequence of learning part 3, onto apparatus.
- Pupils will explore how the apparatus can change and improve their movements.
- The focus of the learning is to apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence.
- Pupils should apply two matching and two mirroring movements in any order.
- The focus of the learning is for pupils to perform their completed sequences.



## Dance

### Year 3 (wild animals)

- The focus of the learning is to respond to different stimuli being able to sustain characters to add drama and emotion to the dance.
- The focus of the learning is to build on the character work adding drama and emotion to dance and to create motifs in pairs.
- The focus of the learning is to execute a wider variety of movements singly and in extended sequences, with a partner.
- Pupils will sustain their characters to add drama and emotion to their dance.
- The focus of the learning is to extend dance skills by using more complex actions.
- Pupils will develop movement vocabulary by introducing more advanced dance terms.
- The focus of the learning is to bring together the choreography from the suggested sequence of learning to create a final performance.

### Year 4 (Greeks)

- The focus of the learning is to use expressive vocabulary to enhance movement quality and dynamics during dance.
- Pupils will learn to interpret and respond to music creating dances using compositional principles.
- The focus of the learning is to work with a partner and continue to use expressive vocabulary to enhance movement quality and dynamics.
- Pupils will continue to learn to interpret and respond to music, creating dances using compositional principles.
- The focus of the learning is to create movement in pairs using improvisation, to select and choreograph ideas into a sequence.
- Pupils will be able to use their bodies to perform technical movements with control and balance and good dynamics.
- The focus of the learning is to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
- Pupils will sustain their characters to add drama and emotion to their dance.

### Year 5 (Space)

- The focus of the learning is to explore movement through improvisation, introducing unison and matching.
- Pupils will sustain their characters to add drama and emotion to the dance.
- The focus of the learning is apply a canon into our movements when performing as a character reacting to a discovery.
- Pupils will sustain their characters to add drama and emotion to the dance.
- The focus of the learning is to build on the character work from suggested sequence of learning part 2 adding drama and emotion to our dance.
- Pupils will create performances with two contrasting characters.
- The focus of the learning is to extend dance skills by using more complex interacting movements and actions and incorporate apparatus.
- Pupils will sustain their characters to add drama and emotion to their dance.
- The focus of the learning is to bring together pupils' choreography from suggested sequence of learning part 4.
- The focus of the learning is to bring the entire dance together and perform it.
- Pupils will create a performance, which will include stage presence, timing, rhythm and sustaining character.

### Year 6 (Tudor dance)

- To give your group a wide and varied exploration of different types of movement

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|  | <ul style="list-style-type: none"><li>• To foster creativity so that children can respond through movement to music, poetry, story or their own emotions, using their own ideas</li><li>• To introduce children to a wide diversity of music</li><li>• To encourage co-operation and group work within the class</li><li>• To develop an aesthetic appreciation of dance as an art form</li><li>• To encourage better co-ordination, control and balance and other movement skills</li><li>• To practise listening, sequencing and movement memory</li><li>• To perform dances using a range of movement patterns</li><li>• To develop flexibility, strength, technique, control and balance</li><li>• To compare their performances with previous ones.</li></ul> |
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