

Panshanger School

PE Curriculum Progression

Map

At Panshanger we use the Cambridge Scheme of work. The unit order throughout the year is subject to change depending on the cohort and external factors such as the weather. Greater depth can be achieved by dipping into relevant areas in the year above, using the progression map to ensure all children are challenged. PE begins in the Foundation Stage through the teaching of discreet PE lessons, as well as through continuous provision in Child Initiated Learning (Chil). The Curriculum is enhanced through Enrichment Days and participation in competitions and festivals linked to School Games. All children from Nursery to Year 6 swim at least twice a week during the second half on the summer term.

Early Years Foundation Stage

Early Learning Goals

Physical Development-

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Personal, Social, Emotional Development

Managing self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Building relationships

- Work and play cooperatively and take turns with others.

Expressive Arts and Design

Being imaginative and expressive

- Try to move in time with music.

Subject content	Coverage through Cambridge Scheme Reception
<ul style="list-style-type: none"> • Explore basic movements including running, jumping, throwing and catching. • Move about in space and change direction with control • Create, remember and repeat shapes • Explore travelling and link movement phrases • Create, perform and share short dances 	Fundamental skills unit 1 &2 Gymnastics- Fun Gym Shapes Gymnastics- Move and Hold Dance- On Parade Dance- Toys
Swimming <ul style="list-style-type: none"> • To be able to enter and leave a pool safely • To be able to swim a width with a float • To gain water confidence. 	Swimming

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fundamental skills	Dance	Gymnastics	Fundamental skills	Fundamental Skills	Swimming
Reception	Fundamental skills & Gymnastics	Dance	Fundamental skills & Gymnastics	Dance & Ball Skills	Team Games	Swimming

Gross Motor skills						
<p>Three- Four Years (Nursery)</p> <p>. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • 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. <p>. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>DANCE- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>. 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.</p> <p>. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 			<p>Reception</p> <p>. Revise and refine the fundamental movement skills they have already acquired: - rolling- crawling - walking - jumping - running - hopping - skipping – climbing.</p> <p>. Progress towards a more fluent style of moving, with developing control and grace. (balance, stillness, climb higher, fun further)</p> <p>. 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. (slide, bounce, rock, spin, tilt, fall, wheeled toys and bikes)</p> <p>. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>. Combine different movements with ease and fluency. (obstacle courses- change speed/ direction)</p> <p>. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>. Develop overall body-strength, balance, co-ordination, and agility.</p> <p>GAMES. Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting, and aiming.</p> <p>GAMES• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>			<p>Gross Motor skills- ELG .</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>ELG</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. ELG • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG
Running. Jogging and skip	Jog with knees up on the spot.	Jog in a straight line and change direction. Hold good posture and balance.	Run/sprint in a given direction for different purposes E.g., chasing or retrieval. (Not straight line)	Run in a straight line. Skip with alternate feet.	Run/Sprint in a straight line and change direction. Shuttle Run.	Travel at differing speeds on command or need. Select the appropriate speed, pace and distance for running.
Throwing	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls.	Throw large balls and beanbags overarm.	Throw large balls to a partner with a short distance and to large targets.	Throw smaller balls and bean bags overarm.	Throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Increase the distance for throwing to a person/ target. Increase the speed that the balls travels when throwing to others. Travel/ move and throw the ball.

Catching	Explore throwing different objects and items. Light items fall more slowly e.g. scarves, bubbles, beach balls - Use these first.	Catch a large soft ball in two hands. Cradle ball into chest.	Catch a large soft ball in the palms of hands and fingers Cradle into chest.	Catch larger balls when throwing and catching with a partner from short distances.	Catch smaller balls, beanbags and equipment in two hands. Cradle to the chest.	Drop catch smaller balls after bouncing on the floor. Catch with one hand.	Increase the distance for catching and speed ball is travelling. Increase accuracy.
Rolling	Roll balls and equipment over and around body without dropping.	Roll large balls and equipment e.g. tyres to large targets.	Roll large balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	Roll small balls to a friend / cones/ skittles along the floor - short distance.	Increase the rolling distance to the target.	
Bat and striking	Hold a bat or racquet correctly.	Travel with an object balanced on a bat- one handed.	Swing a bat or racquet correctly and safely.	Use a bat or racket to hit a large target on a stand.	Use a bat or racket to hit a small ball on a stand.	Use a bat or racket to hit a slow, moving ball.	
Balance Bounce	Balance equipment on body parts e.g. palm of hand, back, shoulder, bent elbow.	Bounce a large ball off the floor and catch with two hands. Balance an egg on a spoon - Static-2 hands.	Bounce a small ball off the floor and catch with two hands. Balance an egg on a spoon - Two hands.	Bounce a large ball off the floor and catch with one hand. Egg on a spoon - one handed. Short distance.	Bounce a small ball off the floor and catch with one hand. Egg on a spoon - one handed. Longer distance.	Bounce a large ball against a wall and catch/ with a partner. Bounce in the middle. Egg on a spoon - one handed. Increase speed	Bounce a small ball against a wall and catch/ with a partner. Bounce in the middle.
Kicking	Use foot to tap a large static ball.	Explore kicking a static ball with both feet.	Determine which foot I will use for kicking,	Kick a ball to a large target/space goal.	Ball between two feet and squeeze ball. Knees together. Move with one foot forward and then the other.	Kick a ball to a smaller/narrower target/space goal.	Start exploring how to dribble a ball between wide obstacles/ markers.
Jumping and landing	Bend knees. Bob up and down and keep	Jump on the spot with two feet	Jump with two feet together and jump forwards	Jumping forwards on two feet, increasing control	Jump from two feet to one foot keeping my balance.	Hop one foot to the opposite foot and then to the	Combine a sequence of 2-3 jumps with

	my balance on the spot.	together and land safely.	and backwards. Sack Race.	over distance and height.	Hopscotch	same foot, landing safely.	fluency and control in taking off and landing.
Dancing-Movement	Move to music.	Copy basic actions.	Lean short routines, beginning to match pace.	Learn longer routines, beginning to match pace.	Put a sequence of actions together.		
Dancing-Interpretation	Begin to watch the dances of others for short periods of time.	Watch dances and performances.	Say what they like and dislike about dances/ performances.	Replicate parts of a dance or performance.	Begin to improvise independently to create a simple dance.		
Managing Self							
Three- Four Years			Reception	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG			
<p>. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>. Develop their sense of responsibility and membership of a community.</p> <p>. Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>			<p>. Show resilience and perseverance in the face of challenge.</p> <p>. Manage their own needs.</p>	<p>• Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG</p> <p>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG</p>			
Understanding myself, my preferences and emotions.	I can say what I want e.g. asking for a toy.	I can make simple decisions for myself	I have a preference when playing e.g. small world or outdoors.	I am showing resilience in the face of challenges	I am confident when trying new activities. ELG	I show perseverance in the face of challenge. ELG	

<p>Gymnastics – Travelling at different levels</p>	<p>Explore sliding, crawling, walking, running, jumping and skipping on the floor.</p>	<p>Explore sliding, crawling and crawling along low gymnastic equipment such as benches.</p>	<p>Safely walk, crawl, slide climb up and jump over gymnastic equipment such as PE table tops and benches.</p>	<p>Explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment.</p>	<p>Safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames.</p>	<p><u>ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when working on the floor and gymnastic equipment. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
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Key Stage 1

National Curriculum aims

The National Curriculum for Physical Education (PE) 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.

Subject content

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Subject content	Coverage through Cambridge Scheme Year One
<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, • Develop balance, agility and co-ordination, • Begin to apply these in a range of activities • Participate in team games. • Develop simple tactics for attacking and defending • Perform dances using simple movement patterns. 	Fundamental skills unit 1 &2 Gymnastics- Jumping Jacks Gymnastics- Rock and roll Dance- Weather Dance- Moving words
Swimming- (by the end of key stage 2) <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. 	Swimming

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamental skills 1	Fundamental skills 2	Dance	Dance	Athletics	Ball games
Outdoor games	Outdoor games	Gymnastics	Gymnastics	Ball games	Swimming

Year One

Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Develop confidence and resilience. • Describe the differences in the way their body works and feels when playing different games. • Complete fairly showing good sportsmanship • 	<ul style="list-style-type: none"> • Develop simple tactics for attacking and defending and ways to score. • Describe some basic rules. • Show good awareness of space and the actions of others. • Watch describe and comment on what they have seen. • Develop ways to score. • 	<ul style="list-style-type: none"> • Identifies the heart as a muscle that grows stronger with exercise, play and physical activity. 	<ul style="list-style-type: none"> • Develop fundamental skills (including running, jumping, throwing and catching). • Improve running technique and run for longer distances. • Perform a run and jump sequence. • Develop an under and over arm throwing action. • Maintains stillness on different bases of support with different body shapes. • Develop basic strength, co-ordination and flexibility. • Perform basic actions using changes in speed and direction, including travelling, rolling, jumping, climbing and stay still when required. • Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end. • Participate in team games 	Forwards Backwards Sideways Roll Slow Shape Jump Travel Stretch Wide Narrow Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring Stillness Space Body parts Levels Speed

Subject content

Coverage through Cambridge Scheme Year Two

- Master basic movements including running, jumping, throwing and catching,
- Develop balance, agility and co-ordination,
- Begin to apply these in a range of activities
- Participate in team games.
- Develop simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Fundamental skills unit 1 &2
 Gymnastics- Ball, tall, wall
 Gymnastics- Points of contact
 Dance- Fire of London
 Dance- Magical Friendships

Swimming (by the end of key stage 2)

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Swimming

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gym- Ball, tall, wall	Gym- Points of contact	Gym- using skills on larger apparatus	Fundamentals 2	Fundamental 3- tennis	Athletics
Quik Cricket	Fundamentals 1- target	Dance- Fire of London	Dance- Under the sea	OAA	Swimming

Year Two

Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Work and compete individually and with others (House Teams). • Develop competence and confidence. • Know playing games is good for them and describe what it feels like. • Know running, jumping and throwing is good for them and describe what it feels like. • Compete fairly showing good sportsmanship. 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others during games. • Use a variety of simple tactics in small sided games. • Describe some basic rules. • Begin to watch others and focus on specific actions to improve own skills. • Handle apparatus safely and recognise risks involved. 	<ul style="list-style-type: none"> • Identify physical activities that contribute to fitness. • Recognise the “good health balance” of nutrition and physical activity. • Develop calming techniques and self-regulate emotions (Zones of Regulation) 	<ul style="list-style-type: none"> • Develop fundamental movement skills (specifically master basic movements including running, jumping, throwing and catching). • Show good awareness of space and the action of others, • Compete in small sided games fairly showing good sportsmanship. • Develop basic strength and flexibility. • Run with a good technique at different speeds. • Show a good throwing technique and extend accuracy and distance. • Perform basic gymnastic actions with control and coordination. 	<ul style="list-style-type: none"> • Forwards • Backwards • Sideways • Roll • Slow • Shape • Jump • Travel • Stretch • Wide • Narrow • Striking • Catching • Own space • Team • Speed • Direction • Passing • Controlling • Shooting • Scoring • Stillness • Space • Body parts • Levels • Speed

Key Stage Two

National Curriculum aims

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.

Subject Content

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 sports and learn how to evaluate and recognise their own success.

Swimming and Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2

Subject Content YEAR THREE	Coverage through Cambridge Scheme
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<ul style="list-style-type: none"> • 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. 	<p>Dance- Solar System Dance- Machines Gymnastics- Hand apparatus Gymnastics- Patterns and Pathways Games- Ball Handling Games- Striking and fielding Athletics skills OAA- co-operation, communication and consideration Curriculum enhancement Circuit training Tennis</p>
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<p><u>Swimming and Water safety</u> (by the end of key stage)</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 	<p>Swimming</p>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Games- ball handling	Gym- pathways	Dance- machines	Gym- hand apparatus	Athletics	Swimming
Dance- Solar system	OAA	Circuit training	Games- striking and fielding	Tennis	Swimming

Year Three

Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Begin to understand the importance of warming up. • Identify that playing extended games improves their stamina. • Compete fairly showing good sportsmanship individually and with others. • Develop competence and confidence. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. 	<ul style="list-style-type: none"> • Show good awareness of space and the actions of others. • Use simple rules fairly and extend them to devise their own games. • Recognise good performances in themselves and others and use what they have learned to improve their own work. 	<ul style="list-style-type: none"> • Recognise that strength and suppleness are important parts of fitness. • Develop calming techniques and self-regulate emotions (Zones of Regulation) 	<ul style="list-style-type: none"> • Master fundamental movement skills with a good level of consistency when moving and standing still (specifically master basic movements including running, jumping, throwing and catching). • Throw and catch with control when under limited pressure to keep possession and score goals. • Show awareness of opponents and teammates during games. • Select running speed for appropriate activity. • Make up and repeat a short sequence of linked jumps. • Adapt a gymnastic sequence to include different levels, speeds and directions. • Use more detailed plans and diagrams that take them from familiar to less familiar areas. • Develop gymnastic techniques and transitions. 	<ul style="list-style-type: none"> Space Repetition Action and reaction Pattern Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting Stretch push Pull step Spring crawl Still slowly Tall long Forwards high Low roll Copy jump Land balance Stretch crawl Tall long

Subject content	Coverage through Cambridge Scheme Year Four
<ul style="list-style-type: none"> •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. 	<p>Dance- Cold Places Dance- Haka Gymnastics- Principle of balance Gymnastics- Rotation Games- Invasion- dodgeball Games- Net games Athletics- Pentathlon <u>Curriculum enhancement</u> Yoga Circuit Training</p>
<p>Swimming and Water safety (by the end of key stage)</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres •Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] •Perform safe self-rescue in different water-based situations. 	<p>Swimming</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Net and Court Games	Net and Court Games	Dance – Cold Places	Dance – The Haka	Athletics	Swimming-skills development & water confidence
Gym - Balances	Gym - Balances	Yoga	Rounder	Dodgeball (poss. To be changed)	Swimming-skills development & water confidence

Year Four				
Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Work and compete individually and with others. • Develop confidence and competence. • Understand how strength, stamina and speed can be improved by playing games. • Compete in small sided games fairly showing good sportsmanship. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. • Recognise that strength and suppleness is an important part of fitness. 	<ul style="list-style-type: none"> • Describe their own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Work in cooperative groups to use different techniques, speed and effort to meet challenges. • Handle apparatus safely and recognise risks involved. 	<ul style="list-style-type: none"> • Examines the health benefits of participating in physical activity. • Develop calming techniques and self-regulate emotions 	<ul style="list-style-type: none"> • Throw and catch with control when under limited pressure to keep possession and score goals. • Change pace, length and direction to outwit their opponent. • Show some control when using a range of basic running, jumping and throwing actions with some accuracy and power to target the area. • Perform a range of gymnastic actions with increased consistency and fluency. • Perform a range of jumps showing contrasting actions on the floor and apparatus. • Combine actions and show clarity of shape in longer sequences, alone or with a partner. • Perform dances using a range of movement patterns. 	Space Repetition Action and reaction Pattern Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting Stretch push Pull step Spring crawl Still slowly Tall long Forwards high Low roll Copy jump Land balance Stretch crawl Tall long Forward high copy land balance

Subject content	YEAR FIVE	Coverage through Cambridge Scheme
	<ul style="list-style-type: none"> •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. 	<p>Dance- On the beach Dance-Dance Styles Gymnastics-Pair Composition Gymnastics- Press and go Games- Invasion- Handball Games- Tag rugby Athletics- Heptathlon OAA- co-operation, communication and consideration Curriculum enhancement Trampolining Dance- cats or highwayman poem</p>
	<p>Swimming and Water safety (by the end of key stage)</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres •Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] •Perform safe self-rescue in different water-based situations. 	<p>Swimming</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gym- press and go	Dance Styles	Handball	Dance – On the Beach	Athletics-Heptathlon	OAA
Tag Rugby	Gym- Composition	Trampolining	Trampolining	Dance- highwayman poem	Swimming

Year Five

Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Work and compete individually and with others. • Develop competence and confidence. • Compete in small sided games fairly showing good sportsmanship. • Recognise that strength and supplement are important parts of fitness. • Recognise when their body is warmer or cooler and when their heart beats faster and slower. 	<ul style="list-style-type: none"> • Know and apply the basic strategic and tactical principles of some games and adapt them to different situations. • Show good awareness of space and the actions of others. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Identify good performances and suggest ideas for practices that will improve their play. • Work in cooperatives groups to use different techniques, speeds and effort to meet challenges. • Predict how different activities will affect heart rate, temperature and performance. • Evaluate a sequence and suggest improvements to speed, direction and level, applying some basic criteria. 	<ul style="list-style-type: none"> • Understand why exercise is good for fitness, health and wellbeing. • Develop calming techniques and self-regulate emotions (Zones of Regulation). 	<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control. • Demonstrate a range of throwing actions using modified equipment with some accuracy and control. • Understand and demonstrate the difference between sprinting and distance running. • Show control in take-off activities. • Work cooperatively to put strategies and solutions into action. • Develop and refine orienteering and problem-solving skills when working in groups and on their own. • Perform dances using a range of movement patterns. • Perform combinations of gymnastics actions with different levels, speeds and directions 	<ul style="list-style-type: none"> Dance style Technique Rhythm Unison Action Passing Shooting Marking Attackers Marking Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand Muscles Joints Symmetrical/ asymmetrical Rotation Take-off Flight Performance/ evaluation <ul style="list-style-type: none"> Pattern Variation Canon Reaction Dribbling Support Defenders Team play

Subject content	YEAR SIX	Coverage through Cambridge Scheme
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- 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.

Dance- Football
 Dance- Why Bully me?
 Gymnastics-Body Symmetry
 Gymnastics- Group work
 Games- Invasion- Basketball/netball
 Games- Hockey
 Athletics- Decathlon
Curriculum enhancement
 Trampolining

- Swimming and Water safety (by the end of key stage)
- Swim competently, confidently and proficiently over a distance of at least 25 metres
 - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - Perform safe self-rescue in different water-based situations.

Swimming

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Basketball	Gym	Trampolining	Trampolining	Athletics	Swimming
Dance- Why Bully me?	Gym	Hockey	Dance- Football	Athletics	Swimming

Year Six

Personal Skills	Thinking Skills	Health Skills	Physical Skills	Vocabulary
<ul style="list-style-type: none"> • Work and compete individually and with others. • Develop competence. And confidence. • Compete in small sided games fairly showing good sportsmanship. • Compete in a range of team events. 	<ul style="list-style-type: none"> • Understand and choose a range of tactics and strategies for defence and attack. • With help, devise warm up and cool down activities and justify their choices. • Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. • Develop their ability to evaluate their own and others' work, and to suggest ways to improve it using appropriate terminology. 	<ul style="list-style-type: none"> • Organise and judge events and challenges well. • Know and apply strategic and tactical principles of various games and adapt them to different situations. 	<ul style="list-style-type: none"> • Use a large range of sending, receiving and travelling techniques in games, with varied control. • Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. • Choose the best pace for a running event, in order to sustain running and improve their personal target. • Show control and power in take-off and landing activities. • Show accuracy and good technique when throwing for distance. • Find appropriate solutions to problems and challenges. • Perform dances using a range of movement patterns. • Work with a partner or small group to practise and refine a sequence. 	<div style="display: flex; flex-direction: row;"> <div style="flex: 1;"> <ul style="list-style-type: none"> Dance style Technique Rhythm Unison Action Passing Shooting Marking Attackers Marking Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand Muscles Joints Symmetrical/ asymmetrical Rotation Take-off Flight Performance/ evaluation </div> <div style="flex: 1; padding-left: 20px;"> <ul style="list-style-type: none"> Pattern Variation Canon Reaction Dribbling Support Defenders Team play </div> </div>

Year 6 Greater Depth

- Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments.
- Combine and perform actions, shapes and balances with fluency increasing difficult combinations.
- Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.
- Organise and judge events and challenges well.
- Know and apply strategic and tactical principles of various games and adapt them to different situations.
- Analyses the impact of food choices relative to physical activity, youth sports and personal health.