

**PE
WHOLE SCHOOL
OVERVIEW**

Colton Primary School



YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>Gross Motor Skills To engage in activities that support the development of the fundamental movement skills such as running, crawling, climbing, rolling.</p> <p>Fine Motor Skills To explore a range of tools and resources such as tweezers, scissors and playdough tools to develop fine motor skills. To begin to eat independently using a fork. To begin exploring looped handled scissors to make snips in paper.</p>	<p>Gross Motor Skills To continue to engage in activities that support the development of the fundamental movement skills such as running, crawling, climbing, rolling. To continue to develop large motor skills by using resources such as bean bags and scarves to support large muscle movements.</p> <p>Fine Motor Skills To continue to explore a range of tools and resources such as tweezers, scissors and playdough tools to develop fine motor skills. To continue eating independently using a fork. To continue exploring using looped scissors to snip paper.</p>	<p>Gross Motor Skills To listen and begin to use the apparatus safely in the hall. To begin to balance along and jump off various apparatus safely. To continue to develop the fundamental movement skills. To begin to develop the skills needed to throw, kick and catch balls.</p> <p>Fine Motor Skills To begin to independently start using a knife and fork together to cut food. To begin to use scissors to cut paper in a continuous line.</p>	<p>Gross Motor Skills To continue to use the apparatus and equipment safely in the hall. To continue to balance along and jump off various apparatus safely. To continue to develop the fundamental movement skills. To continue to develop the skills needed to throw, kick and catch balls.</p> <p>Fine Motor Skills To continue to independently use a knife and fork together to cut food. To continue to use scissors to cut paper and cut around shapes.</p>	<p>Gross Motor Skills To continue to independently use a knife and fork together to cut food. To continue to use scissors to cut paper and cut around shapes. To revise fine motor skills by continuing to explore with various tools and resources.</p> <p>Fine Motor Skills To use scissors effectively and safely for a purpose. To continue to use a knife and fork.</p>	<p>Gross Motor Skills To be able to confidently, and safely, use a range of large and small apparatus indoors. To be independent at putting on own coat and changing into outdoor shoes when needed.</p> <p>Fine Motor Skills To continue to use scissors effectively for a purpose. To continue to use a knife and fork.</p>

				To revise fine motor skills by continuing to explore with various tools and resources.		
R	<p>Gross Motor Skills</p> <p>To be able to further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>To be able to use core muscles to sit on the carpet during focus sessions.</p> <p>To show an awareness of space and speed when moving.</p> <p>To begin to show confidence and access the adventure trail.</p> <p>Fine Motor Skills</p> <p>To begin to use a knife and fork together to cut food.</p> <p>To be able to peel own fruit.</p> <p>Show preference for a dominant hand.</p> <p>To begin to use a pincer grip.</p>	<p>Gross Motor Skills</p> <p>To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to use digging tools for a purpose.</p> <p>Fine Motor Skills</p> <p>To begin to explore small scale resources.</p> <p>To be able to open packets and cartons independently.</p> <p>To be able to use scissors correctly to cut through a piece of paper.</p>	<p>Gross Motor Skills</p> <p>To develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>To be able to access the adventure link confidently and independently.</p> <p>Fine Motor Skills</p> <p>To independently use a knife and fork together to cut food.</p> <p>To begin to use a static tripod grip.</p>	<p>Gross Motor Skills</p> <p>To refine ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To continue developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Skills</p> <p>To be able to use scissors correctly to cut out shapes.</p> <p>To become more confident to use a static tripod grip.</p>	<p>Gross Motor Skills</p> <p>To be able to combine different movements with ease and fluency.</p> <p>To be able to use core muscles to sit on the carpet for extended periods of time.</p> <p>To be able to use the adventure link, exploring a variety of ways to use each piece of equipment.</p> <p>Fine Motor Skills</p> <p>To use a dynamic tripod grip.</p> <p>To use scissors effectively for a purpose.</p> <p>To be able to fasten and unfasten buttons on clothing.</p>	<p>Gross Motor Skills</p> <p>To be able to confidently, and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To be able to dress and undress independently.</p> <p>To be secure with a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Fine Motor Skills</p> <p>To develop their own handwriting style which is fast, accurate and efficient.</p>

1	BALL GAMES	GYMNASTICS	DANCE	BALL GAMES	INVASION GAMES	ATHLETICS
	Describe how the body feels when still and when exercising.	Master basic movements including running, jumping, throwing and catching, Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.
	Master basic movements including running, jumping, throwing and catching, Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching Sports Day Practise
	SKILLS -Use different ways of travelling in different directions or pathways. - Run at different speeds. -Begin to use space in a game. -Tiptoe, step, jump and hop Hopscotch Skipping Galloping	SKILLS -Copy and repeat actions. -Put a sequence of actions together to create a motif. - Vary the speed of their actions. -Use simple choreographic devices such as unison, canon and mirroring. -Begin to improvise independently to create a simple dance. -Perform using a range of actions and body parts with some coordination. -Begin to perform learnt skills with some control. -Watch and describe performances. Begin to say how they could improve.	SKILLS -Create and perform a movement sequence. - Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise & copy contrasting actions (small/ tall, narrow/ wide) Travel in different ways, changing direction & speed. Hold still shapes & simple balances. -Carry out simple stretches. -Carry out a range of simple jumps, landing safely. Move around, under, over & through objects & equipment. -	SKILLS -Throw underarm and overarm. -Catch and bounce a ball. Use rolling skills in a game. -Practise accurate throwing and consistent catching. -Travel with a ball in different ways. -Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	SKILLS -Use hitting skills in a game. -Practise basic striking, sending and receiving. -Pass the ball to another player in a game. Use kicking skills in a game. -Begin to use the terms attacking and defending. -Use simple defensive skills such as marking a player or defending a space. -Use simple attacking skills such as dodging to get past a defender -Follow simple rules to play games, inc team games.	SKILLS Recap skills learnt in lessons.

			Begin to move with control & care. Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll Straight jump Tuck jump Jumping jack Half turn jump Cat spring Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes		-Use simple attacking skills such as dodging to get past a defender. -Use simple defensive skills such as marking a player or defending a space	
Year 2						
2	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 1</u>	<u>SPRING 2</u>	<u>SUMMER 1</u>	<u>SUMMER 2</u>
Describe how the body feels when still and when exercising.	INVASION GAMES	GYMNASTICS	DANCE	BALL GAMES	BALL GAMES	ATHLETICS
	Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including developing balance, agility and co-ordination, and begin to	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching	Master basic movements including running, jumping, throwing and catching,	Master basic movements including running, jumping, throwing and catching

		apply these in a range of activities.		Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.	Sports Day Practise
	<p>SKILLS</p> <ul style="list-style-type: none"> -Begin to use and understand the terms attacking and defending. -Use at least one technique to attack or defend to play a game successfully. -Bounce and kick a ball whilst moving. - Use kicking skills in a game. -Use dribbling skills in a game. -Know how to pass the ball in different ways. -Use different ways of travelling at different speeds & following different pathways, directions or courses. -Change speed & direction whilst running. -Begin to choose and use the best space in a game. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Copy, explore and remember actions and movements to create their own sequence. -Link actions to make a sequence. -Travel in a variety of ways, including rolling. -Hold a still shape whilst balancing on different points of the body. -Jump in a variety of ways and land with increasing control and balance. -Climb onto and jump off the equipment safely. -Move with increasing control and care. Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle 	<p>SKILLS</p> <ul style="list-style-type: none"> -Copy, remember and repeat actions. -Create a short motif inspired by a stimulus. -Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. -Use different transitions within a dance motif. -Move in time to music. Improve the timing of their actions. -Perform sequences of their own composition with coordination. -Perform learnt skills with increasing control. -Compete against self and others. Watch and describe performances, and use what they see to improve their own performance. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Throw different types of equipment in different ways, for accuracy and distance. -Throw, catch and bounce a ball with a partner. -Use throwing and catching skills in a game. -Throw a ball for distance. -Use hand-eye coordination to control a ball. -Vary types of throw used. -Strike or hit a ball with increasing control. -Learn skills for playing striking and fielding games. -Position the body to strike a ball. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Begin to use and understand the terms attacking and defending. -Use at least one technique to attack or defend to play a game successfully. -Strike or hit a ball with increasing control. -Learn skills for playing striking and fielding games. -Use dribbling skills in a game. -Know how to pass the ball in different ways. -Change speed & direction whilst running. -Begin to choose and use the best space in a game. 	Recap skills taught.

		<p>Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p>-Watch & describe performances & use what they see to improve own performance.</p> <p>-Talk about the differences between their work and that of others.</p>	-Talk about the differences between their work and that of others.			
YEAR 3						
3 Describe how the body feels when still and when exercising.	AUTUMN 1 TEAM CHALLENGE MAP WORK	AUTUMN 2 GYMNASTICS	SPRING 1 DANCE	SPRING 2 FOOTBALL,BADMIN TON,HOCKEY	SUMMER 1 CRICKET, ROUNDERS, TENNIS	SUMMER 2 ATHLETICS
	Take part in outdoor and adventurous activity challenges both	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns.	Play competitive games, modified where appropriate. Apply basic	Play competitive games, modified where appropriate. Apply basic	Use running, jumping throwing and catching

	individually and within a team.			principles suitable for attacking and defending.	principles suitable for attacking and defending.	in isolation and in combination. Sports Day Practise
	<p>SKILLS</p> <ul style="list-style-type: none"> -Orientate themselves with increasing confidence and accuracy around a short trail. -Identify and use effective communication to begin to work as a team. -Identify symbols used on a key. -Begin to choose equipment that is appropriate for an activity. -Communicate with others. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Copy, explore and remember actions and movements to create their own sequence. -Link actions to make a sequence. -Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. -Jump in a variety of ways and land with increasing control and balance. -Climb onto and jump off the equipment safely. -- Move with increasing control and care. -Crouched forward roll Forward roll from standing Tucked backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap Hurdle Squat on vault Straddle on vault Star jump off Tuck jump off 	<p>SKILLS</p> <ul style="list-style-type: none"> -Begin to improvise with a partner to create a simple dance. - Create motifs from different stimuli. -Begin to compare and adapt movements and motifs to create a larger sequence. -Use simple dance vocabulary to compare and improve work. -Perform with some awareness of rhythm and expression. -Develop the quality of the actions in their performances. -Perform learnt skills & techniques with control & confidence. -Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Pass the ball in two different ways in a game situation with some success -Move with the ball in a variety of ways with some control. -Use two different ways of moving with a ball in a game. -Know how to keep and win back possession of the ball in a team game. -Find a useful space and get into it to support teammates. -Use simple attacking and defending skills in a game. -Use fielding skills to stop a ball from travelling past them. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Demonstrate successful hitting and striking skills. -Develop a range of skills in striking (and fielding where appropriate). -Practise the correct batting technique and use it in a game. -Strike the ball for distance -Throw underarm. Throw an object at a target. -Catch equipment using two hands. -Throw under & overarm. -Catch and bounce a ball. -Use rolling skills in a game. -Practise accurate throwing and consistent catching. -Throw different types of equipment in different ways, for accuracy and distance. 	Recap skills taught

		<p>Straddle jump off Pike jump off</p> <p>Large and small body part balances, including standing and kneeling balances. Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p> <p>-Watch, describe and evaluate the effectiveness of a performance.</p> <p>-Describe how their performance has improved over time.</p>	-Describe how their performance has improved over time.		<p>Throw, catch and bounce a ball with a partner.</p> <p>- Use throwing and catching skills in a game.</p> <p>-Throw a ball for distance.</p> <p>-Use hand-eye coordination to control a ball.</p> <p>-Vary types of throw used.</p> <p>-Use simple attacking and defending skills in a game.</p> <p>-Use fielding skills to stop a ball from travelling past them.</p>	
YEAR 4						
<p>4</p> <p>Describe how the body feels</p>	AUTUMN 1 GYMNASTICS	AUTUMN 2 MAP WORK TEAM CHALLENGES	SPRING 1 DANCE	SPRING 2 FOOTBALL, BADMINTON, HOCKEY	SUMMER 1 CRICKET, ROUNDERS, TENNIS	SUMMER 2 ATHLETICS

when still and when exercising.	Develop flexibility, strength, technique, control and balance. Swimming	Take part in outdoor and adventurous activity challenges both individually and within a team. Map reading/team challenge Swimming	Perform dances using a range of movement patterns. Swimming	Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending. Swimming	Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending. Swimming	Use running, jumping throwing and catching in isolation and in combination. Sports Day Swimming
	SKILLS -Use an increasing range of actions, directions and levels in their sequences. - Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. -Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. -Use equipment to vault in a variety of ways. -Carry out balances, recognising the position of their centre of gravity & how this affects the balance. -Begin to develop good technique when travelling, balancing & using equipment. -- Develop strength, techniques flexibility in performances. Forward roll from standing Straddle forward	SKILLS -Orientate themselves with accuracy around a short trail. -Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. -Communicate clearly with other people in a team, and with other teams. -Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. - Associate the meaning of a key in the context of the environment. -Try a range of equipment for creating and completing an activity. -Make an informed decision on the best equipment to use for an activity. -Plan and organise a trail that others can follow.	SKILLS -Identify and repeat the movement patterns and actions of a chosen dance style. - Compose a dance that reflects the chosen dance style. - Confidently improvise with a partner or on their own. -Compose longer dance sequences in a small group. -Demonstrate precision and some control in response to stimuli. -Begin to vary dynamics and develop actions and motifs in response to stimuli. - Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation.	SKILLS -Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy & control. -Accurately serve underarm. -Build a rally with a partner. -Use at least two different shots in a game situation -Use hand-eye coordination to strike a moving and a stationary ball. -Move with the ball using a range of techniques showing control and fluency. -Pass the ball with increasing speed, accuracy and success in a game situation. -Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	SKILLS -Develop different ways of throwing and catching (See Y3 in addition) -Throw and catch with greater control and accuracy. -Practise the correct technique for catching a ball and use it in a game. -Perform a range of catching and gathering skills with control. -Catch with increasing control & accuracy. - Throw a ball in different ways (e.g. high, low, fast or slow). -Develop a safe and effective overarm bowl. -Use a range of attacking and defending skills and techniques in a game. - Use fielding skills as an individual to prevent a player from scoring.	Recap skills taught

	roll Tucked backward roll Backward roll to straddle Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off 1, 2, 3 and 4- point balances. Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Communicate clearly with others. -Work as part of a team. - Begin to use a map to complete an orienteering course. -Complete an orienteering course more than once and begin to identify ways of improving completion time. -Offer an evaluation of both personal performances and activities. -Start to improve trails to increase the challenge of the course.	-Use simple dance vocabulary when comparing and improving work -Perform and create sequences with fluency and expression -Perform and apply skills and techniques with control and accuracy. -Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. -Modify their use of skills or techniques to achieve a better result.	-Make the best use of space to pass and receive the ball. -Use a range of attacking and defending skills and techniques in a game. - Use fielding skills as an individual to prevent a player from scoring.		
YEAR 5						
5 Know and understand the reasons	<u>AUTUMN 1</u> MAP WORK TEAM CHALLENGE	<u>AUTUMN 2</u> GYMNASTICS	<u>SPRING 1</u> DANCE	<u>SPRING 2</u> CRICKET, ROUNDERS, TENNIS	<u>SUMMER 1</u> FOOTBALL, BADMINTON, HOCKEY	<u>SUMMER 2</u> ATHLETICS

for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Take part in outdoor and adventurous activity challenges both individually and within a team.	Develop flexibility, strength, technique, control and balance.	Perform dances using a range of movement patterns.	Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.	Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.	Use running, jumping throwing and catching in isolation and in combination. Sports Day Practise
	SKILLS -Orienteate themselves with accuracy around a short trail. -Create a short trail for others with a physical challenge. -Start to recognise features of an orienteering course. -Start to orientate themselves with increasing confidence and accuracy around an orienteering course. -Design an orienteering course that can be followed and offers some challenge to others. -Begin to use navigation equipment to orientate around a trail. -Use clear communication to effectively complete a particular role in a team. - Complete orienteering activities both as part of a team and independently. - Identify a key on a map and begin to use the information in activities. -Make an informed decision on the best equipment to use for an activity.	SKILLS -Select ideas to compose specific sequences of movements, shapes and balances. -Adapt their sequences to fit new criteria or suggestions. -Perform jumps, shapes and balances fluently and with control. -Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. -Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. -Develop strength, technique and flexibility throughout performances. -Combine equipment with movement to create sequences. Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	SKILLS -Identify and repeat the movement patterns and actions of a chosen dance style. -Compose individual, partner and group dances that reflect the chosen dance style. -Show a change of pace and timing in their movements. - Develop an awareness of their use of space. -Demonstrate imagination and creativity in the movements they devise in response to stimuli. -Use transitions to link motifs smoothly together. -Improvise with confidence, still demonstrating fluency across the sequence.	SKILLS -Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. -Explore when different shots are best used. -Develop a backhand technique and use it in a game. -Practise techniques for all strokes. -Play a tennis game using an overhead serve. -Consolidate different ways of throwing and catching, and know when each is appropriate in a game -Demonstrate an increasing awareness of space. -Choose the best tactics for attacking and defending. -Shoot in a game.	SKILLS -Use a variety of ways to dribble in a game with success. -Use ball skills in various ways, and begin to link together. -Pass a ball with speed and accuracy using appropriate techniques in a game situation. -Keep and win back possession of the ball effectively in a team game. -Demonstrate an increasing awareness of space. -Choose the best tactics for attacking and defending. -Shoot in a game. -Use fielding skills as a team to prevent the opposition from scoring. -Know when to pass and when to dribble in a game.	Recap skills taught

	<ul style="list-style-type: none"> -Plan and organise a trail that others can follow. Choose the best equipment for an outdoor activity. -Create an outdoor activity that challenges others. -Create a simple plan of an activity for others to follow. -Identify the quickest route to accurately navigate an orienteering course. -Communicate clearly and effectively with others. -Work effectively as part of a team. -Successfully use a map to complete an orienteering course. -Begin to use a compass for navigation. -Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. -Offer a detailed and effective evaluation of both personal performances and activities. -Improve a trail to increase the challenge of the course. 	<p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault</p> <p>1, 2, 3 and 4- point balances. -Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p>	<ul style="list-style-type: none"> -Ensure their actions fit the rhythm of the music. -Modify parts of a sequence as a result of self and peer evaluation. -Use more complex dance vocabulary to compare and improve work. -Perform own longer, more complex sequences in time to music. -Consistently perform and apply skills and techniques with accuracy and control. -Choose and use criteria to evaluate own and others' performances. -Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> -Use fielding skills as a team to prevent the opposition from scoring. 	<ul style="list-style-type: none"> -Devise and adapt rules to create their own game. 	
YEAR 6						
6 Understand the	AUTUMN 1 GYMNASTICS	AUTUMN 2 MAP READING TEAM CHALLENGE	SPRING 1 DANCE	SPRING 2 FOOTBALL, BADMINTON, HOCKEY	SUMMER 1 CRICKET, ROUNDERS, TENNIS	SUMMER 2 ATHLETICS

<p>importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>	<p>Develop flexibility, strength, technique, control and balance.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Perform dances using a range of movement patterns.</p>	<p>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</p>	<p>Play competitive games, modified where appropriate. Apply basic principles suitable for attacking and defending.</p>	<p>Use running, jumping throwing and catching in isolation and in combination. Sports Day Practise</p>
	<p>SKILLS</p> <ul style="list-style-type: none"> -Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. -Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. - Confidently use equipment to vault and incorporate this into sequences. -Apply skills and techniques consistently, showing precision and control. -Develop strength, technique and flexibility throughout performances. Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump 	<p>SKILLS</p> <ul style="list-style-type: none"> -Orientate themselves with confidence and accuracy around an orienteering course when under pressure. -Design an orienteering course that is clear to follow and offers challenge to others. -Use navigation equipment (maps, compasses) to improve the trail. -Use clear communication to effectively complete a particular role in a team. -Compete in orienteering activities both as part of a team and independently. -Use a range of map styles and make an informed decision on the most effective. -Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. -Identify the quickest route to accurately navigate an orienteering course. -Manage an orienteering event for others to compete in. -Communicate clearly and effectively with others when under pressure. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Identify and repeat the movement patterns and actions of a chosen dance style. -Compose individual, partner and group dances that reflect the chosen dance style. -Use dramatic expression in dance movements and motifs. -Perform with confidence, using a range of movement patterns. -Demonstrate strong and controlled movements throughout a dance sequence. -Combine flexibility, techniques and movements to create a fluent sequence. -Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. -Show a change of pace and timing in their movements. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Use good hand-eye coordination to be able to direct a ball when striking or hitting. -Understand how to serve in order to start a game. -Show confidence in using ball skills in various ways in a game situation, and link these together effectively. -Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. -Keep and win back possession of the ball effectively and in a variety of ways in a team game. -Demonstrate a good awareness of space. -Think ahead and create a plan of attack or defence. - Apply knowledge of skills for attacking and defending. 	<p>SKILLS</p> <ul style="list-style-type: none"> -Hit a bowled ball over longer distances. -Use good hand-eye coordination to be able to direct a ball when striking or hitting. - Understand how to serve in order to start a game. -Throw and catch accurately and successfully under pressure in a game. -Show confidence in using ball skills in various ways in a game situation, and link these together effectively. -Demonstrate a good awareness of space -Work as a team to develop fielding strategies to prevent the opposition from scoring. -Follow and create complicated rules to play a game successfully. 	<p>SKILLS</p> <p>Recap skills taught</p>

	<p>half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault 1, 2, 3 and 4- point balances.</p> <p>-Balances on apparatus Full body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot</p>	<p>-Work effectively as part of a team, demonstrating leadership skills when necessary. - Successfully use a map to complete an orienteering course. -Use a compass for navigation. - Organise an event for others. -Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. -Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. -Listen to feedback and improve an orienteering course from it.</p>	<p>-Move rhythmically and accurately in dance sequences. -Improvise with confidence, still demonstrating fluency across their sequence. - Dance with fluency and control, linking all movements and ensuring that transitions flow. -Demonstrate consistent precision when performing dance sequences. -Modify some elements of a sequence as a result of self and peer evaluation. -- Use complex dance vocabulary to compare and improve work. -Link actions to create a complex sequence using a full range of movement. -Perform the sequence in time to music. -Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>-Follow and create complicated rules to play a game successfully. -Communicate plans to others during a game. Lead others during a game.</p>	<p>-Communicate plans to others during a game. Lead others during a game.</p>	
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