

PE Curriculum and Personal Development Overview

	Autumn 1 VALUE FOCUS: CURIOSITY	Autumn 2 VALUE FOCUS: CURIOSITY	Spring 1 VALUE FOCUS: FAIRNESS	Spring 2 VALUE FOCUS: FAIRNESS	Summer 1 VALUE FOCUS: HONESTY	Summer 2 VALUE FOCUS: HONESTY
FS	Locomotion Jumping	Gymnastics High Low, Over, under	Ball Skills Hands 1	Dance Nursery Rhymes	Ball Skills Feet	Games For Understanding
	<p>(P) Can pupils adjust their speed and change direction to avoid other pupils and the markers? (C) Can pupils travel with confidence? (S) Can pupils follow the rules of games? (W) Can pupils travel with confidence?</p> <ul style="list-style-type: none"> Explore jumping Develop jumping Apply jumping into a game Jumping for distance Explore jumping high <p>Explore hopping</p>	<p>(P) Can pupils make their movement champion? (C) Are pupils creative on the apparatus, moving over, under, through, along, across etc? (S) Can pupils collaborate with other pupils by working around each other and taking turns, 'sharing'? (W) Can pupils travel with confidence over, under and through equipment?</p> <ul style="list-style-type: none"> Introduction to high Introduction to low Introduction to the apparatus High and low on apparatus High, low, over and under <p>High, low, over and under extended</p>	<p>(P) Can pupils roll and bounce the ball with control? (C) Do pupils understand the meaning of the word control? (S) Can pupils follow instructions and rules of the game (W) Do pupils stop and pass if they enter a marked area?</p> <ul style="list-style-type: none"> Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing 	<p>(P) Can pupils move like champions? (C) Do pupils understand what a champion is? (S) Are pupils able to make up a short sequence in pairs? (W) Can pupils travel with confidence?</p> <ul style="list-style-type: none"> Humpty Dumpty: Moving in sequence Jack and Jill: Creating our own movements Hickory, dickory, dock: Creating simple movement sequences Three little pigs: Responding in movement to words and music The big bad wolf: Exploring contrasting tempos Little Miss Muffet: 	<p>(P) Can pupils move the ball with control? (C) Do pupils understand the meaning of, 'control'? (S) Do pupils understand and follow the rules of a game? (W) Can pupils keep the score?</p> <ul style="list-style-type: none"> Explore moving with a ball using our feet Develop moving with a ball using our feet Develop dribbling Understand dribbling Develop dribbling against an opponent <p>Dribbling competitions</p>	<p>(P) Can pupils move out of the space avoiding being tagged by the sharks? (C) Do pupils understand the consequence of breaking the rules of a game? (S) Can pupils play fairly in their teams? (W) Can pupils travel with confidence?</p> <ul style="list-style-type: none"> Taking Turns Keeping the Score Understanding rules: Playing by the rules Avoiding a defender Preventing an attacker from scoring Applying attacking and defending into a game
	Locomotion Walking	Gymnastics Moving	Dance Ourselves	Ball Skills Hands 2	Locomotion Running	Wellbeing
	<p>(P) Do pupils walk with their heads focused straight ahead looking where they are going? (C) Can pupils travel with confidence? (S) Are pupils able to follow the rules of games (W) Can pupils travel with confidence?</p> <ul style="list-style-type: none"> Explore walking Develop walking Explore walking in different pathways Sustain walking Explore marching <p>Apply walking into a game</p>	<p>(P) Can pupils apply their movement ideas on the apparatus moving in high, low, big and small ways? (C) Do pupils understand what a champion is? (S) Can pupils collaborate with others by moving around and 'sharing'? (W) Can pupils travel with confidence over, under and through equipment?</p> <ul style="list-style-type: none"> Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes Moving in pairs 	<p>(P) Can pupils make their movements big? (C) Do pupils know what a champion is? (S) Can pupils work in pairs? (W) Can pupils travel with confidence?</p> <ul style="list-style-type: none"> Ourselves: Moving in sequence Ourselves: Responding in movement to words and music Ourselves: Moving with props and contrasting tempos Ourselves: Creating their own movements Ourselves: Exploring opposites and creating simple movement sequence 	<p>(P) Can pupils throw a beanbag with big? (C) Do pupils understand the meaning of, 'control'? (S) Can pupil follow the rules of the game? (W) Can pupils keep the score?</p> <ul style="list-style-type: none"> Explore throwing Explore throwing (underarm) Explore throwing (overarm) Explore rolling Explore stopping a ball (small ball) Explore catching 	<p>(P) Can pupils run and stay in a space? (C) Do pupils understand the consequence in a game of moving to close to the mud monsters (defenders)? (S) Can pupils play fairly in their teams? (W) Can pupils be brave and think of their own ways of walking?</p> <ul style="list-style-type: none"> Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration 	<p>(P) Can pupil move showing good coordination and agility? (C) Do pupils understand why it is important to be healthy? (S) Can pupils collaborate and take turns? (W) Can pupils count their own score?</p>

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	Autumn 1 VALUE FOCUS: COURAGE	Autumn 2 VALUE FOCUS: COURAGE	Spring 1 VALUE FOCUS: IMAGINATION	Spring 2 VALUE FOCUS: IMAGINATION	Summer 1 VALUE FOCUS: GRATITUDE	Summer 2 VALUE FOCUS: GRATITUDE
	Locomotion Running	Gymnastics Wide, Narrow and Curled	Dance Growing	Dance The Zoo	Team Building	Games For Understanding
	<p>(P) Can pupils apply the correct technique (feet, arms and Head) when running)</p> <p>(C) Do pupils understand the consequence in a game of moving to close to the mud monsters (defenders)?</p> <p>(S) Can pupils play fairly in their teams?</p> <p>(W) Are pupils stopping when they are tagged?</p> <ul style="list-style-type: none"> Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team <p>Consolidate running: Apply running into a competitive game</p>	<p>(P) Can pupils make their movements and shapes 'champion'?</p> <p>(C) Do pupils understand what being a champion is?</p> <p>(S) Are pupils safe on the apparatus collaborating and sharing?</p> <p>(W) Can pupils be brave and try their own ideas for combining two themes?</p> <ul style="list-style-type: none"> Introduction to 'Wide' Introduction to 'Narrow' Introduction to 'Curled' Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together 	<p>(P) Can pupils move like champion dancers?</p> <p>(C) Do pupils understand what a champion dancer is?</p> <p>(S) Do the bee and the flower move in relation to each other?</p> <p>(W) Can pupils make accurate descriptions about others performances?</p> <ul style="list-style-type: none"> Growing: Responding to rhythm Developing the growing plant 'dance' Introduction to motifs Creating motifs Creating movement sequences <p>Relationships and performance</p>	<p>(P) Can pupils move like champion dancers?</p> <p>(C) Do pupils understand what a champion dancer is?</p> <p>(S) Can pupils move in relation to each other?</p> <p>(W) Can pupils be brave and think of their own ways of moving?</p> <ul style="list-style-type: none"> Creating movements as 'big' animals: Exploring expression Developing our movements as 'small' animals: Adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence: Motifs 	<p>(P) Can pupils work together to be successful?</p> <p>(C) Do pupils understand why we need to work together to be successful?</p> <p>(S) Can pupils help each other?</p> <p>(W) Can pupils try there hardest?</p>	<p>(P) Are pupils able to change direction (dodge) and catch an attacker?</p> <p>(C) Do pupils understand the consequence in a game of not tagging an attacker or being tagged by a defender?</p> <p>(S) Can pupils collaborate and take turns?</p> <p>(W) Are pupils stopping when they are tagged?</p> <ul style="list-style-type: none"> Understanding the principles of attack Applying attacking principles into a game Understand the principles of defence
Year 1	Ball Skills Hands 1	Ball Skills Feet	Gymnastics Body Parts	Ball Skills Hands 2	Locomotion Jumping	Wellbeing
	<p>(P) Can pupils pass a ball towards a target using their hands?</p> <p>(C) Do pupils concentrate on the ball?</p> <p>(S) Can pupils take turns to be the defender when playing games?</p> <p>(W) Do pupils always stop and pass if they are tagged?</p> <ul style="list-style-type: none"> Develop bouncing: Introduce sending with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce stopping a ball Develop stopping, combining sending skills 	<p>(P) Can pupils move the ball using the insides and outsides of their feet?</p> <p>(C) Do pupils understand why we do not use our hands to stop the ball?</p> <p>(S) Can pupils count their own score or team score honestly?</p> <p>(W) Can pupils count their own score?</p> <ul style="list-style-type: none"> Recap moving with a ball using our feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) <p>Apply kicking (passing) to score a point</p>	<p>(P) Can pupils move using different body parts?</p> <p>(C) Do pupils understand what the 'big' and 'small' parts of their bodies are?</p> <p>(S) Can pupils take turn on apparatus</p> <p>(W) Are pupils able to make the decision themselves as to which way they will move and then change as they progress through the apparatus?</p> <ul style="list-style-type: none"> Introduction to 'big' body parts Introduction to 'small' body parts Combining big and small with wide, narrow and curled movements together 	<p>(P) Can pupils roll a ball towards a target using their Physical?</p> <p>(C) Do pupils understand the meaning of, 'aiming'?</p> <p>(S) Can pupils keep the score honestly?</p> <p>(W) Can pupils keep the score?</p> <ul style="list-style-type: none"> Introduce throwing with accuracy (beanbags) Apply throwing with accuracy in a team (beanbags) Extend throwing with accuracy Introduce stopping a ball (small ball) Develop sending (rolling) skills to score a point 	<p>(P) Can pupils use the correct technique (arms, Cognitive and knees)</p> <p>(C) Do pupils understand why we may need to jump quickly in a game?</p> <p>(S) Can pupils support others when there is a competitive element?</p> <p>(W) Do pupils freeze and stop when they are caught?</p> <ul style="list-style-type: none"> Recap jumping Developing jumping Jumping circuits: Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game 	<p>(P) Can pupil move showing good coordination and agility?</p> <p>(C) Do pupils understand why it is important to be healthy?</p> <p>(S) Can pupils collaborate and take turns?</p> <p>(W) Can pupils count their own score?</p>

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	Autumn 1 VALUE FOCUS: CONCENTRATION	Autumn 2 VALUE FOCUS: CONCENTRATION	Spring 1 VALUE FOCUS: EMPATHY	Spring 2 VALUE FOCUS: EMPATHY	Summer 1 VALUE FOCUS: SELF BELIEF	Summer 2 VALUE FOCUS: SELF BELIEF
	Ball Skills Hands 1	Dance Explorers	Dance Water	Ball Skills Feet	Ball Skills Hands 2	Team Building
	(P) Can pupils dribble (bounce) the ball with control? (C) Do pupils understand the consequence in a game of moving the ball close to the defenders? (S) Can pupils take turns to be the defender when playing games? (W) Can pupils keep the score? <ul style="list-style-type: none"> Develop dribbling: Keeping possession Develop passing and receiving: Keeping possession Combine dribbling, passing and receiving, keeping possession Develop dribbling to score a point Develop passing and receiving to score a point Combine dribbling, passing and receiving to score a point	(P) Can pupils use all of their bodies as they move? (C) Do pupils understand what a champion dancer is? (S) Can pupils perform the movement sequence in a pair? (W) Can pupils add movements together? <ul style="list-style-type: none"> Preparing for an expedition: Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Applying choreography in our motifs Extending our motifs Sequences, relationships and performance	(P) Can pupils make big, clear actions? (C) Can pupils listen to the music and respond? (S) Can pupils perform the movement sequence in a pair? (W) Can pupils be brave and perform in front of others? <ul style="list-style-type: none"> Water: Responding to stimuli Developing whole group movement Improvisation and physical descriptions Creating sequences Creating contrasting movement sequences Sequences, relationships and performance	(P) Can pupils pass a ball towards a target using their feet? (C) Do pupils understand the consequence in a game of moving the ball close to the defenders? (S) Can pupils work together in pairs? (W) Do pupils swap roles if the defender gains possession of the ball? <ul style="list-style-type: none"> Develop dribbling: Keeping possession Develop passing and receiving: Keeping possession Combine dribbling, passing and receiving, keeping possession Develop dribbling to score a point Combine dribbling, passing and receiving to score a point Apply dribbling, passing and receiving as a team to score a point	(P) Can pupils throw the ball with control? (C) Do pupils understand where to throw (hit) the ball? (S) Can pupils take turns in different roles? (Batting, bowling etc.) (W) Can pupils count their own score? <ul style="list-style-type: none"> Develop pupils application and understanding of underarm throwing Consolidate pupils application and understanding of underarm throwing Applying the underarm throw to win a game Applying the underarm throw to beat an opponent Introduce overarm throwing: Applying overarm throwing to win a game	(P) Can pupils work together to be successful? (C) Do pupils understand why we need to work together to be successful? (S) Can pupils help each other? (W) Can pupils try there hardest?
Year 2	Locomotion: Dodging	Gymnastics Pathways	Gymnastics Linking	Wellbeing	Locomotion Jumping	Games For Understanding
	(P) Can pupils dodge with effective technique? (C) Do pupils understand the consequence in a game of not moving way from the balls being rolled? (S) Can pupils work against other teams collaboratively? (W) Can pupils score points by dodging the balls? <ul style="list-style-type: none"> Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams Consolidate dodging 	(P) Can pupils ensure their movements are 'Champion' movements? (C) Do pupils understand what a champion is? (S) Can pupils give purposeful feedback when they peer assess? (W) Are pupils confident on the apparatus? <ul style="list-style-type: none"> Developing 'Linking' Linking on apparatus Jump, roll, balance sequences Jump, roll, balance on apparatus Creation of sequences Completion of sequences and performance 	(P) When pupils make a shape or movement is it a, 'champion'? (C) Do pupils understand what linking is and how we link? (S) Can pupils suggest ways to improve another pupils' work? (W) Can pupils be brave and think of their own ideas for moving? <ul style="list-style-type: none"> Exploring zig-zag pathways Developing zig-zag pathways on apparatus Exploring curved pathways Developing curved pathways on apparatus Creation of pathway sequences Completion of pathways sequences and performance 	(P) Can pupil move showing good agility? (C) Do pupils understand why it is important to be healthy? (S) Can pupils collaborate and take turns? (W) Can pupils count their own score?	(P) Can pupils use the correct technique (arms, Cognitive and knees) (C) Do pupils understand why we may need to jump as far as possible? (S) Can pupils support others when there is a competitive element? (W) Can pupils count their own score? <ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations 	(P) Do pupils (defenders) understand the consequence in a game of not tagging an attacker? (C) Do pupils understand the difference between attack and defence? (S) Can pupils work against other teams collaboratively? (W) Can pupils collaborate and apply the rules of the game? <ul style="list-style-type: none"> Attacking as a team Defending as a team Understanding the transition between defence and attack Create and apply attacking tactics Create and apply defensive tactics

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	Autumn 1 VALUE FOCUS: ENCOURAGEMENT	Autumn 2 VALUE FOCUS: RESILIENCE	Spring 1 VALUE FOCUS: COOPERATION	Spring 2 VALUE FOCUS: ENCOURAGEMENT	Summer 1 VALUE FOCUS: RESILIENCE	Summer 2 VALUE FOCUS: PROBLEM SOLVING
Year 3	Invasion Netball or Football or Handball	Gymnastics Symmetry and Asymmetry	Dance Wild Animals	Net / Wall Tennis	Striking & Fielding Cricket	Outdoor Adventure Activities Problem Solving
	<p>(P) Can pupils apply an understanding of passing, receiving and moving to score points against another team? (C) Do pupils understand the difference between attack and defence? (S) Can pupils collaborate as a team? (W) Do pupils consistently try their best during a game?</p> <ul style="list-style-type: none"> Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Introduction to High Five Netball, consolidating learning Explore the function of other passing styles 	<p>(P) Can pupils make balances excellent (C) Do pupils understand why certain movements and balances are excellent? (S) Do pupils respect all pairs as they perform? (W) Can pupils adopt the role of a judge to ensure that the competition is run fairly?</p> <ul style="list-style-type: none"> Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion 	<p>(P) Can pupils move with expression? (C) Is there evidence of creativity? (S) Can pupils choreograph the entire piece including the end moves as part of a group? (W) Are pupils respectful when giving and receiving feedback?</p> <ul style="list-style-type: none"> Responding to stimuli Developing character dance into a motif Extending sequences with a partner in character Developing sequences with a partner in character that show relationships Extending dance skills in choreography 	<p>(P) Can pupils win a point? (C) Do pupils understand where we play the ball and why (S) Can pupils collaborate with each other and keep score? (W) Can pupils keep the score in their matches in order to take part in the tournament?</p> <ul style="list-style-type: none"> Introduction tennis; outwitting an opponent Creating space to win a point Consolidate how to win a game Introduce rackets Introduce the forehand 	<p>(P) Can pupils return the ball to a target? (C) Can pupils outwit their opponents when batting? (S) Can pupils organise themselves as a team fairly when batting or fielding? (W) Do pupils enjoy batting and/or fielding?</p> <ul style="list-style-type: none"> Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching <p>Striking with intent</p>	<p>(P) Can pupils locate points as a pair and return quickly? (C) Are pupils able to orientate the map correctly? (S) Can pupils cooperate with a partner? (W) Do pupils enjoy batting?</p> <ul style="list-style-type: none"> Benches and mats challenge Round the clock card challenge The pen challenges The river rope challenge <p>Caving challenges</p> <ul style="list-style-type: none"> Cone orienteering Point and return
	Invasion Tag Rugby or Basketball or Hockey	Gymnastics Linking	Dance Weather	Striking & Fielding Rounders	Athletics Throwing	Athletics Running
<p>(P) Are pupils able to pass the ball (backwards only) whilst moving forwards to score a try? (C) Do pupils understand when, where and why they need to tag? (S) Can pupils collaborate as a team? (W) Do pupils enjoy playing competitive games?</p> <ul style="list-style-type: none"> Recap and refine dribbling and passing to create attacking opportunities Develop defending; block and tacking Refine shooting Refine attacking skills, passing dribbling and shooting <p>Refine defending skills developing transition from defence to attack</p>	<p>(P) When pupils make a shape or movement is it 'champion'? (C) Do pupils understand what linking is and how we link? (S) Can pupils suggest ways to improve another pupils' work? (W) Are pupils confident on the apparatus?</p> <ul style="list-style-type: none"> Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion 	<p>(P) Can pupils add three movements together? (C) Do pupils understand what an excellent dancer is? (S) Can pupils choreograph the entire piece including the end moves as part of a group? (W) Do pupils keep practising their sequence?</p> <ul style="list-style-type: none"> Responding to stimuli Developing character dance into a motif Extending sequences with a partner in character Developing sequences with a partner in character that show relationships 	<p>(P) Can the fielding team get the batter out with accurate throwing and catching skills? (C) Do pupils understand the concept of batting and fielding? (S) Can pupils treat the other team with respect? (W) Do pupils enjoy batting and fielding?</p> <ul style="list-style-type: none"> Introduce to rounders Introduce overarm throwing Apply overarm and underarm throwing Introduce stopping the ball Application of stopping the ball in a game 	<p>(P) Can pupils use the correct technique to throw? (C) Do pupils understand why they need to release an object at the right time? (S) Are pupils able to evaluate their peers? (W) Do pupils continue to try and improve their own performance?</p> <ul style="list-style-type: none"> Explore throwing for distance Develop throwing for distance 	<p>(P) Can pupils make their bodies run as fast as possible? (C) Do pupils understand how to run faster? (S) Can pupils collaborate and run in a team? (W) Can pupils organise their team?</p> <ul style="list-style-type: none"> Explore running for speed Develop running for speed Introduction relay; running for speed in a team Develop relay running for speed in a team Explore running for distance 	

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	Autumn 1 VALUE FOCUS: DECISION MAKING	Autumn 2 VALUE FOCUS: TRUST	Spring 1 VALUE FOCUS: COMMUNICATION	Spring 2 VALUE FOCUS: DECISION MAKING	Summer 1 VALUE FOCUS: TRUST	Summer 2 VALUE FOCUS: COMMUNICATION
Year 4	Invasion Netball or Football or Handball	Gymnastics Bridges	Dance Cats	Outdoor Adventure Activities Tactics and Communication or Orienteering or Problem Solving	Swimming	Athletics Running
	<p>(P) Can pupils apply an understanding of passing, moving and dribbling to score points against another team?</p> <p>(C) Do pupils understand the difference between attack and defence?</p> <p>(S) Can pupils collaborate and apply the rules of the game?</p> <p>(W) Do pupils respect the rules?</p> <ul style="list-style-type: none"> Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space <p>Introduce shooting</p>	<p>(P) Is there evidence of interesting gymnastics?</p> <p>(C) Do pupils understand why certain movements and balances are excellent?</p> <p>(S) Are pupils collaborating effectively with their partners?</p> <p>(W) Do pupils enjoy performing their routines?</p> <ul style="list-style-type: none"> Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion 	<p>(P) Do pupils move staying in character?</p> <p>(C) Is there evidence of creativity?</p> <p>(S) Do pupils' movements interconnect with their partner's?</p> <p>(W) Do pupils enjoy performing their routines?</p> <ul style="list-style-type: none"> Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting Relationships and interlinking dance moves 	<p>(P) Working within a team, can pupils complete the challenge?</p> <p>(C) Can pupils identify the attributes of a successful team?</p> <p>(S) Can pupils include everyone and take responsibility for each other?</p> <p>(W) Can pupils consistently try there hardest?</p> <ul style="list-style-type: none"> Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge <p>Caving challenges</p>	<p>(P) Can pupils float for at least 30 seconds and then try to attract attention?</p> <p>(C) Do pupils understand why it is important to learn to float and why we might need to attract attention?</p> <p>(S) Can pupils discuss and come up with ideas about how we can attract attention?</p> <p>(W) Do pupils try their best?</p>	<p>(P) Do pupils successfully changeover the baton?</p> <p>(C) Can pupils collaborate as a team and organise their race tactics</p> <p>(S) Can pupils collaborate and run in a team?</p> <p>(W) Can pupils organise their team?</p> <ul style="list-style-type: none"> Explore running for speed Develop running for speed Introduction relay; running for speed in a team Develop relay running for speed in a team Explore running for distance <p>Understand and apply tactics when running for distance</p>
	Invasion Tag Rugby or Basketball or Hockey	Gymnastics Symmetry and Asymmetry	Dance Space	Net / Wall Tennis	Striking and Fielding Cricket or Rounders	Athletics Throwing
	<p>(P) Can the attacker with the ball keep in front of their team members when running with the ball?</p> <p>(C) Can pupils be tagged to gain a free pass as opposed to losing possession of the ball?</p> <p>(S) Can pupils collaborate as a team?</p> <p>(W) Do pupils enjoy playing competitive games?</p> <ul style="list-style-type: none"> Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending Develop defending in game situations <p>Combine passing and moving to create an attack and score</p>	<p>(P) Can pupils make balances excellent?</p> <p>(C) Do pupils understand why certain movements and balances are excellent?</p> <p>(S) Do pupils respect all pairs as they perform?</p> <p>(W) Can pupils adopt the role of a judge to ensure that the competition is run fairly?</p> <ul style="list-style-type: none"> Continuation of symmetry Continuation of asymmetry Application of learning onto apparatus Sequence formation Sequence completion 	<p>(P) Do pupils respond to the music with appropriate actions?</p> <p>(C) Can pupils stay in time with the music?</p> <p>(S) Can pupils perform as part of a group?</p> <p>(W) Do pupils respect other pupils when they are performing?</p> <ul style="list-style-type: none"> Responding to stimuli working together Extending sequences with a partner in character Developing character dance Developing sequences with a partner in character that show relationships and interlinking dance moves <p>Sequences, relationships, choreography and performance</p>	<p>(P) Are pupils able to make contact with the ball after one bounce?</p> <p>(C) Do pupils understand why we have to control the ball?</p> <p>(S) Can pupils collaborate with each other and keep score?</p> <p>(W) Can pupils continue to develop their technique even if they do not find success immediately?</p> <ul style="list-style-type: none"> Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations <p>Applying the forehand and backhand creating space to win a point</p>	<p>(P) Can pupils strike the ball with intent?</p> <p>(C) Can pupils outwit their opponents when batting?</p> <p>(S) Can pupils organise themselves as a team fairly when batting or fielding?</p> <p>(W) Can pupils keep trying their hardest even when learning new skills?</p> <ul style="list-style-type: none"> Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball <p>Striking the ball at different angles and speeds</p>	<p>(P) Can pupils execute a standing long jump?</p> <p>(C) Are pupils able to understand that with the right technique, they can jump further, compared to incorrect technique?</p> <p>(S) Are pupils able to evaluate their peers?</p> <p>(W) Do pupils continue to try and improve their own performance?</p> <p>Throwing</p> <ul style="list-style-type: none"> Throwing accuracy vs distance Throwing for distance; javelin Throwing for distance; shot put <p>Throwing for distance; discus</p>

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	Autumn 1 VALUE FOCUS: SELF DISCIPLINE	Autumn 2 VALUE FOCUS: REFLECTION	Spring 1 VALUE FOCUS: INTEGRITY	Spring 2 VALUE FOCUS: REFLECTION	Summer 1 VALUE FOCUS: SELF DISCIPLINE	Summer 2 VALUE FOCUS: RESOURCEFULNESS
	Invasion Netball or Football	Gymnastics Counter balance and counter tension	Net Wall or add. Invasion Badminton or Hockey or Tag Rugby	Health Related Exercise	Swimming or add. Striking & Fielding	Outdoor Adventure Activities Orienteering or Communication
	<p>(P) Can pupils apply a refined understanding of passing, dribbling and moving to score points against another team?</p> <p>(C) Do pupils understand why the wrong pass will result in possession being lost?</p> <p>(S) Can pupils manage the games themselves?</p> <p>(W) Can pupils manage the games themselves?</p> <ul style="list-style-type: none"> Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Introduction to High Five Netball, consolidating learning 	<p>(P) Is there evidence of fluidity in pupils' performances?</p> <p>(C) Can pupils consider using cannon or unison?</p> <p>(S) Are pupils able to complete the assessment sheets accurately?</p> <p>(W) Can pupils manage their emotions when performing their routine?</p> <ul style="list-style-type: none"> Introduction to counter balance Application of counter balance learning onto apparatus Sequence formation Counter Tension Sequence completion 	<p>(P) Can pupils outwit their opponents and keep possession of the ball applying effective decision-making?</p> <p>(C) Do pupils understand their role and apply this role effectively within the game?</p> <p>(S) Can pupils collaborate and work together in their teams?</p> <p>(W) Can pupils encourage others even when they make a mistake?</p> <ul style="list-style-type: none"> Recap and refine dribbling and passing to create attacking opportunities Develop defending; block and tacking Refine shooting Refine attacking skills, passing dribbling and shooting <p>Refine defending skills developing transition from defence to attack</p>	<p>(P) Are pupils able to warm themselves up and cool themselves down?</p> <p>(C) Do pupils understand the impact of exercise on their body?</p> <p>(S) Are pupils able to encourage their partner as they work through the circuit?</p> <p>(W) Do pupils continue to try and improve their own performance?</p> <ul style="list-style-type: none"> Initial Fitness Assessment Cardio Fitness 1 Flexibility Strength Cardio Fitness 2 Fitness Assessment 	<p>(P) Can pupils Swim competently, confidently and proficiently over a distance of 25m?</p> <p>(C) Can pupils select the best stroke to use?</p> <p>(S) Can pupils identify strengths and weaknesses in others strokes?</p> <p>(W) Do pupils continuously try to improve their strokes?</p>	<p>(P) Can pupils locate points as a pair and return quickly?</p> <p>(C) Can pupils identify aspects on the map to help them use the map to navigate?</p> <p>(S) Can pupils explain how they feel when working as part of a team?</p> <p>(W) Do pupils keep trying there hardest even if they are not successful?</p> <ul style="list-style-type: none"> Creating and applying simple tactics Developing leadership Developing communication as a team Communicating as a team Communicating to collaborate effectively as a team
Year 5	Outdoor Adventure Activities Problem Solving	Invasion Basketball or Handball	Dance The Greeks	Net / Wall Tennis	Striking & Fielding Cricket or Rounders	Athletics Competitions
	<p>(P) Can pupils cave through the cave tunnels without breaking the caves?</p> <p>(C) Do pupils understand their role in the team?</p> <p>(S) Can pupils co-operate as part of a team?</p> <p>(W) Do pupils continue to try their best and control their emotions even when finding an activity challenging?</p> <ul style="list-style-type: none"> Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge <p>Caving challenges</p>	<p>(P) Do pupils reduce the space applying pressure to the attackers when they are defending?</p> <p>(C) Can pupils follow more complex rules?</p> <p>(S) Can the defenders work as a team to prevent the attackers from scoring a try?</p> <p>(W) When refereeing, can pupils implement the rules fairly?</p> <ul style="list-style-type: none"> Recap and refine dribbling and passing to create attacking opportunities Develop marking Refine shooting Refine attacking skills, passing, dribbling and shooting introduce officiating 	<p>(P) Are pupils able to add on clear, bold, start and finish positions?</p> <p>(C) Can pupils move convincingly as an Olympian and stay in character?</p> <p>(S) Can pupils perform as part of a big group?</p> <p>(W) Can pupils keep trying even when they make a mistake?</p> <ul style="list-style-type: none"> Exploring the Greeks using compositional principles Extending sequences with a partner using compositional principles Creating movement using improvisation where movement is reactive 	<p>(P) Can pupils hit the ball over the net and land the ball 'in' on the other side of the court consistently?</p> <p>(C) Do pupils understand why we have to control the ball using a volley?</p> <p>(S) Can pupils collaborate with their 'doubles' partner?</p> <p>(W) Can pupils strive to win matches by consistently trying there hardest?</p> <ul style="list-style-type: none"> Introduce the volley Develop the volley Controlling the game from the serve Doubles; understanding a applying tactics to win a pint 	<p>(P) Can pupils bowl accurately and consistently?</p> <p>(C) Can pupils vary the way they bowl depending on who is batting?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils keep a score of the game</p> <ul style="list-style-type: none"> Refine batting, understand and develop batting tactics Refine bowling, understand and develop bowling tactics Refine fielding stooping, catching and throwing <p>Combine bowling and fielding creating and applying tactics. Introduce umpiring and scoring</p>	<p>(P) Do pupils run jump and/or throw correctly</p> <p>(C) Are pupils able to identify who should compete in an event and explain why?</p> <p>(S) Are pupils enjoying the athletics competitions?</p> <p>(W) Do pupils try their best when involved with a team?</p> <ul style="list-style-type: none"> Throwing accuracy vs distance Throwing for distance; javelin Throwing for distance; shot put <p>Throwing for distance; discus</p>

PE Curriculum and Personal Development Overview

	Autumn 1 VALUE FOCUS: SELF MOTIVATION	Autumn 2 VALUE FOCUS: RESPECT	Spring 1 VALUE FOCUS: EVALUATION	Spring 2 VALUE FOCUS: SELF MOTIVATION	Summer 1 VALUE FOCUS: RESPECT	Summer 2 VALUE FOCUS: EVALUATION
Year 6	Invasion Netball or Football or Handball	Gymnastics Matching and Mirroring	Net / Wall or add. Invasion Badminton	Health Related Exercise	Swimming or add. Striking & Fielding	Outdoor Adventure Activities or add. Athletics Orienteering
	<p>(P) Are pupils able to pass, move and shoot accurately and consistently?</p> <p>(C) Do pupils switch fluidly between attacking and defending as possession changes?</p> <p>(S) Can pupils officiate games?</p> <p>(W) Can pupils continue to follow the rules now that the games are competitive?</p> <ul style="list-style-type: none"> Consolidate keeping possession; possession scenarios Consolidation of possession skills, develop officiating Consolidate defending understand and apply defending tactics 1 game situations 	<p>(P) Can pupils create a pair matching and mirroring sequence on apparatus?</p> <p>(C) Do pupils understand the difference between matching and mirroring?</p> <p>(S) Are pupils collaborating effectively with their partners?</p> <p>(W) Can pupils manage their emotions when performing their routines?</p> <ul style="list-style-type: none"> Introduction to matching Application of matching learning onto apparatus Introducing mirroring Application of mirroring learning onto apparatus Sequence development 	<p>(P) Can pupils hit the shuttlecock over the net to the other side of the court consistently?</p> <p>(C) Are pupils able to identify strengths and weaknesses in their own performance?</p> <p>(S) Can pupils compete fairly within the games?</p> <p>(W) Do pupils continue to try and improve their own performance?</p> <ul style="list-style-type: none"> Exploring different forehand and backhand shots Applying different forehand and backhand shots during a game to win a point Consolidate outwitting an opponent Doubles: 	<p>(P) Are pupils able to warm themselves up and cool themselves down?</p> <p>(C) Do pupils understand the impact of exercise on their body?</p> <p>(S) Are pupils able to encourage their partner as they work through the circuit?</p> <p>(W) Do pupils continue to try and improve their own performance?</p> <ul style="list-style-type: none"> Initial Fitness Assessment Cardio Fitness 1 Flexibility Strength Cardio Fitness 2 Fitness Assessment 	<p>(P) Can pupils swim competitively in a race?</p> <p>(C) Can pupils select their strongest stroke to use?</p> <p>(S) As a team can pupils select the best strokes to use and best positions for everyone to race in?</p> <p>(W) Do pupils show encouragement and respect to their teammates?</p>	<p>(P) Can pupils locate points as a pair and return quickly?</p> <p>(C) Do pupils plan a route correctly?</p> <p>(S) Are pupils able to help their partner or another pair who find the task challenging?</p> <p>(W) Do pupils keep trying there hardest even if they are not successful?</p> <ul style="list-style-type: none"> Face orienteering Cone orienteering Point and return Point to point Timed course <p>Orienteering competition</p>
	Problem Solving Tactics and Communication	Invasion Tag Rugby or Basketball or Hockey	Dance Carnival	Net / Wall Tennis	Striking & Fielding Cricket or Rounders	Athletics Competitions
<p>(P) Do pupils physically help other pupils?</p> <p>(C) Do pupils understand why their role is important if their team is going to be successful?</p> <p>(S) Can pupils listen to each other's ideas and communicate throughout the challenge?</p> <p>(W) Do pupils show leadership attributes?</p> <ul style="list-style-type: none"> Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges 	<p>(P) Can pupils apply a refined understanding of passing, moving and creating space to score a try against another team?</p> <p>(C) Do pupils demonstrate a secure knowledge of the rules?</p> <p>(S) Can pupils officiate the games?</p> <p>(W) Can pupils take on the role of team captain, leading and organising their team?</p> <ul style="list-style-type: none"> Consolidate keeping possession Consolidation of possession skills, develop officiating Consolidate defending Create, understand and apply attacking tactics in game situations Create, understand and apply tactics 	<p>(P) Can pupils perform with high energy?</p> <p>(C) Do pupils know what makes an excellent dancer?</p> <p>(S) Can pupils make improvements to other pupils' work?</p> <p>(W) Can pupils work hard to keep improving their performance?</p> <ul style="list-style-type: none"> Performing with technical control and rhythm in a group Creating rhythmic patterns using the body Experiencing dance from a different culture <p>Chorographical elements including still imagery</p>	<p>(P) Can pupils hit the ball into space to win the rally and score a point?</p> <p>(C) Can pupils collaborate with their, 'doubles' partner?</p> <p>(S) Can pupils umpire their games?</p> <p>(W) Can pupils strive to win matches by consistently trying there hardest?</p> <ul style="list-style-type: none"> Game application; cone tennis Game application; round robin games Game application; mixed ability doubles, round robin games <p>Game application; tag team tennis</p>	<p>(P) Can pupils hit the ball on both sides of their bodies into space away from fielders?</p> <p>(C) Do pupils change the way they are batting, depending on the game situation?</p> <p>(S) Can pupils umpire the games fairly?</p> <p>(W) Can pupils confidently score and umpire a game of pairs/mini-cricket game?</p> <ul style="list-style-type: none"> Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics 	<p>(P) Do pupils run jump and/or throw correctly?</p> <p>(C) Are pupils able to identify who should compete in an event and explain why?</p> <p>(S) Are pupils able to evaluate their peers?</p> <p>(W) Do pupils continue to try hard even when they are challenged?</p> <ul style="list-style-type: none"> Level 1 Running Level 1 Throwing Level Jumping <p>Mini Olympics</p>	

PE Curriculum and Personal Development Overview

	Autumn 1 VALUE FOCUS: SET BY CAMPUS	Autumn 2 VALUE FOCUS: SET BY CAMPUS	Spring 1 VALUE FOCUS: SET BY CAMPUS	Spring 2 VALUE FOCUS: SET BY CAMPUS	Summer 1 VALUE FOCUS: SET BY CAMPUS	Summer 2 VALUE FOCUS: SET BY CAMPUS
Year 7	Invasion Football or Netball	Gymnastics	Net / Wall or add. Invasion Badminton / Basketball or Handball	Health Related Exercise	Athletics Run/Jump/Throw	Striking & Fielding Rounders
	(P) Can pupils demonstrate basic movement techniques? (C) Do pupils understand the concept of football and make effective evaluations of strengths and weaknesses? (S) Can pupils play a variety of roles within small groups will develop communication and decision? (W) Can pupils highlight the possible health benefits gained from taking part in Football based activities? - Movement with the ball – Dribbling, Receiving & - Turning - Passing and movement off the ball. - Passing Variations	(P) (C) (S) (W) -Locomotion – Partner work -Transference of Weight – Partner work -Balance – Individual/Partner work -Balance – Partner & -Group work -Balance – Development of group balances -Produce a final routine	(P) (C) (S) (W) -To be able to demonstrate & use the correct grip -To perform and replicate underarm clear with control and coordination -To perform and replicate overhead clear with control and fluency. -To be able to outwit opponents using simple drop shot -To accurately replicate a serving technique -To demonstrate the ability to outwit an opponent in a game situation.	(P) (C) (S) (W) - To be able to measure resting heart and understand significance. - To accurately replicate the basic technique at each circuit station. - To accurately replicate a sustained running technique for 12 minutes. - To accurately replicate skill related fitness tests To perform and accurately replicate basic boxercise punching technique. - To accurately replicate the football-based techniques at each station.	(P) (C) (S) (W) -To be able to perform the basic technique for an effective sprint race. -To accurately replicate basic technique for an effective paced race. -To accurately replicate the technique for an effective long jump. -To accurately replicate the technique for an effective shot putt. -To accurately replicate the technique for an effective javelin throw. -To perform the event and record time achieved.	(P) (C) (S) (W) -To develop an understanding and knowledge of the basic fundamentals of Rounders. -To use both underarm & over arm throws depending on game situations. -To accurately replicate the correct bowling technique. -To understand the importance of ball placement in relation to the fielders. -To understand the fielders' roles and base responsibilities.
	Problem Solving Tactics and Communication	Invasion Rugby	Dance	Net / Wall Tennis	Striking & Fielding Cricket	Athletics Competitions
	(P) (C) (S) (W) To gain an understanding of the concept 'problem solving'. -To recognise potential hazards in a familiar environment. -To develop communication and teamwork skills when tackling problems as a group. -To become an independent enquirer. -To plan and explore group challenges combining a range of skills explored through unit. -Apply skills explored and developed throughout unit.	(P) (C) (S) (W) -To be able to perform fundamental rugby handling skills. -To replicate basic passing & receiving skills with the intention of outwitting opponents. -To understand the importance of width in order to attack. -To develop their understanding and knowledge of how to tackle safely. -To be able to outwit opponents using learnt skills and techniques. -To demonstrate knowledge and understanding of the rules related to rugby.	(P) (C) (S) (W) -To be able to accurately replicate the basic abstract movements created in time to the music. -To develop a 4 bar sequence of abstract movements based on a chosen sport. -To be able to replicating movements in a small sequence. -To understand the importance of timing and beat recognition. -To compose a 2 bar sequence expressing gestures and movements based on celebration. -To accurately replicate full dance sequence using style, fluency and control.	(P) (C) (S) (W) -To be able to demonstrate & use the correct grip and understand the ready position. -To accurately replicate the basic technique for a forehand. -To be able to outwit opponents using learnt strokes and techniques. -To accurately replicate the basic technique for a backhand. -To perform and replicate a legal tennis serve with -control and timing. -To develop the skill of outwitting an opponent using a combination of shots.	(P) (C) (S) (W) -To accurately replicate a basic throwing and receiving technique. -To accurately replicate the long barrier technique. . To understand the laws about bowling deliveries. -To accurately replicate the basic batting grip and drive technique. -To perform and replicate a combination of skills to outwit opponents in a match situation. . To demonstrate a variety of tactics as a bowler and batter.	(P) (C) (S) (W) -Pupils will use basic body movements with reasonable timing just with a reduced speed. Coordination and body management skills are evident for simple movements. <i>i.e. jumping, running, throwing.</i> - Pupils will describe parts of their performances which are effective and explain what they can improve with practice. Perform event techniques with control and will attempt to link coordination skills together resulting in improve outcomes.

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	Autumn 1 VALUE FOCUS: SET BY CAMPUS	Autumn 2 VALUE FOCUS: SET BY CAMPUS	Spring 1 VALUE FOCUS: SET BY CAMPUS	Spring 2 VALUE FOCUS: SET BY CAMPUS	Summer 1 VALUE FOCUS: SET BY CAMPUS	Summer 2 VALUE FOCUS: SET BY CAMPUS
Year 8	Invasion Football or Netball	Gymnastics	Net / Wall or add. Invasion Badminton / Basketball or Handball	Health Related Exercise	Athletics Run/Jump/Throw	Striking & Fielding Rounders
	(P) Can pupils use core techniques in a low pressured situation? (C) Do pupils develop observation skills on peer performances, skills and techniques? (S) Can pupils referee/coach pupils or small groups to develop? (W) Can pupils understand the skill related fitness components that football players need? -Developing Core Skills - Passing -Dribbling, Turns and –Outwitting a defender -Development of Shooting -Developing an Attack -Outwitting an opponent/Teamwork -Defensive strategies/tactics	(P) (C) (S) (W) -Recap rotation & jumps -Recap balance –Individual/Partner work Intro to basic vaulting -Vaulting - low level apparatus -Vaulting – apparatus Routine Development -	(P) (C) (S) (W) -To be able to demonstrate & use the ready position. -To replicate overhead clear with control and accuracy. -To be able to accurately replicate a smash shot. -To be able to outwit opponents using simple a disguise. -To understand and appreciate the need to make decisions about choice of strategy. -To demonstrate the ability to outwit an opponent in a game situation.	(P) (C) (S) (W) -To accurately replicate the general fitness techniques at each station. -To accurately replicate tests for health-related fitness. -To perform and accurately replicate combination punches with correct technique. -To accurately replicate the football based techniques at each station -To accurately replicate a sustained running technique for 12 minutes. -To accurately replicate interval training techniques.	(P) (C) (S) (W) . To adjust body movements to create more drive/speed/power. -To accurately replicate basic technique for an effective 800m race. -To accurately replicate the technique for an effective high jump. -To perform and accurately replicate the technique for an effective shot putt. -To perform and accurately replicate the technique for an effective javelin. -To accurately replicate sprinting technique and demonstrate knowledge of change over skills.	(P) (C) (S) (W) -To accurately replicate long barrier and use effectively in a game. -To accurately replicate a legal bowling technique. -To develop the ability to hit the ball into space in relation to fielders. -To develop knowledge of backstop to 1 st base tactics. -To perform and replicate a combination of skills to outwit opponents in a game situation. -To demonstrate the ability to outwit an opponent in a game situation use a range of batting,
	Problem Solving Tactics and Communication	Invasion Rugby	Dance	Net / Wall Tennis	Striking & Fielding Cricket	Athletics Competitions
(P) (C) (S) (W) -To demonstrate and refine individual and group skills. -To understand the best way to approach a task and solve problems. -To identify roles and responsibilities within teams. -To develop awareness and responsibility within the group. -To create a set of rules for the activity that others can follow. -To evaluate and improve own and others performance through reflective learning,	(P) (C) (S) (W) -To be able to perform these in a small sided game to maintain ball possession & outwit opponents. -To understand and accurately replicate the scissors & miss pass, and how to receive it. -To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. -To develop knowledge and understanding of strategic play used to outwit opponents.	(P) (C) (S) (W) -To investigate which sports to use and how to create a dance-based movement top represent them. -To develop the use of formations and levels along with compositional ideas of their own. -To develop the use of formations, levels, timing and compositional ideas. -To understand the importance of timing and beat recognition.	(P) (C) (S) (W) -To be able to demonstrate & use forehand and backhand shots in a rally. -To demonstrate effective positioning for and execution of return of serve. -To understand the effect slice has on the balls flight & bounce. -To understand when to use a volley and the advantages it provides. -To demonstrate an understanding of tennis doubles rules	(P) (C) (S) (W) -To use & perform a range of fielding technique depending on competitive situation. -To develop the basic stance and use the correctly perform the drive shot technique. -To understand & accurately replicate the correct pull shot technique. -To be able to accurately replicate full over arm bowling technique.	(P) (C) (S) (W) -Pupils will pace themselves to meet targets they have set. These will reflective a developing physical literacy and will find sustained physical exercise a challenge. -Pupils will push body to challenge physical capacity. Personal targets are continual set and achieved due to sustained attempts and motivation.	

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	Autumn 1 VALUE FOCUS: SET BY CAMPUS	Autumn 2 VALUE FOCUS: SET BY CAMPUS	Spring 1 VALUE FOCUS: SET BY CAMPUS	Spring 2 VALUE FOCUS: SET BY CAMPUS	Summer 1 VALUE FOCUS: SET BY CAMPUS	Summer 2 VALUE FOCUS: SET BY CAMPUS
Year 9	Invasion Football or Netball	Trampolining	Net / Wall Badminton	Invasion Handball	Athletics Run/Jump/Throw	Striking & Fielding Rounders
	(P) Can pupils Consistently use a range of specific techniques in competitive games played? (C) Do pupils understand the concept of attack and make effective evaluations of strengths? (S) Can pupils develop communication and decision-making skills? (W) Can pupils highlight the long term health benefits gained from taking part in Football? -Passing, Control & --Turning -Heading -Shooting -Attack/Beating an opponent -Defensive Tactics -Set Plays	(P) (C) (S) (W) -Trampoline safety/basic jumps/aerial shapes/turns -Seat drop + combination development -Swivel hips. -Front drop -Front drop development + Routine creation Routine Development	(P) (C) (S) (W) -To develop the ability to outwit opponents with movement of the shuttle. -To perform and replicate overhead clear with direction and intention to outwitting an opponent. -To be able to accurately replicate a smash shot with control and power. -To replicate simple and more complex drop shot variations. Develop Doubles and singles tactics -To develop their understanding and knowledge of basic outwitting strategies.	(P) (C) (S) (W) -To accurately replicate interval training techniques. -To accurately replicate fartlek training technique. -To accurately replicate tests for health/skill related fitness. -To accurately replicate the netball-based techniques at each station. -To accurately replicate the basketball-based techniques at each station. -To demonstrate accurate replication of circuit techniques at each station.	(P) (C) (S) (W) -To accurately replicate sprinting technique adjusting small elements to improve overall performance. -To understand how to pace a race reflecting on own ability. -To accurately replicate the technique for an effective triple jump, long and high. -To perform and accurately replicate the technique for javelin/shot putt and discus.	(P) (C) (S) (W) - To develop communication skills, teamwork through rounders game play. -To develop the ability to add disguise + power into bowling action. -To develop batting technique incorporating power and placement. -To develop an understanding of how pupils can outwit opponents. -To perform and replicate a combination of skills to implement tactics & to outwit opponents. -To demonstrate a variety of tactics based on the opposition.
	Problem Solving or Dance Tactics and Communication Orienteering	Invasion Rugby or Tag Rugby	Invasion Basketball or Hockey	Net / Wall Tennis	Striking & Fielding Cricket	Athletics Competitions
	(P) (C) (S) (W) -To become familiar with orienteering key terms. -To demonstrate competence using a map. -To describe the 16 points on the compass and use them during tasks. -To develop the ability to combine map skills with the use of a compass. -To be able to use a compass and to take a bearing using the correct terminology	(P) (C) (S) (W) -To accurately replicate prior learnt types of passes. -To develop knowledge and understanding of strategic play used to outwit opponents. -To develop an understanding and knowledge of how to perform a ruck and the roles of support players. -To be able to perform a small line out with the correct technique. . To accurately replicate actions and tactical sequences.	(P) Can pupils sustain physical movements? (C) Do pupils referee/coach pupils in small games? (S) Can pupils understand the concept of attack and make effective evaluations (W) Can pupils develop understanding of stretches specific to basketball. - Attacking/Outwitting an opponent. - Develop shooting – lay up - Defence – Zone - Strategies for attack/ 3 man weave - Game tactics -	(P) (C) (S) (W) -To be able to demonstrate & use forehand and backhand shots competently in a rally. -To accurately replicate the technique for a forehand/ backhand topspin. -To accurately replicate an over arm tennis serve increasing power and placement. -To understand when to use a lob and the advantages it provides.	(P) (C) (S) (W) -To make accurate decision about outwitting opponents as batsmen or fielders. -To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. -To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled. -To incorporate disguise into bowling.	(P) (C) (S) (W) -Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. -Pupils to evaluate the use of body parts to gain an improvement in replicated technique. -Adapt & refine these strategies to the need of an event. -To develop the skill of reflection and evaluation to improve own performances.