

# Botley C of E Primary School



Curriculum Subject Map: Years 1-6

Physical Education

## Year 1/2 Cycle A

<b>Autumn 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves. Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Cooperative Games</b></p> <ul style="list-style-type: none"> <li>Play simple versions of attacking and defending games, collaboratively; choose a small range of basic skills and ideas.</li> <li>Describe some basic rules and the way to score.</li> </ul>
<b>Autumn 2</b>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe how their body feels during games.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</li> <li>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</li> <li>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</li> </ul>
<b>Spring 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</li> <li>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe how their body feels during games.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>
<b>Spring 2</b>	<p><b>Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe how their body feels during games.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>	<p><b>Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>
<b>Summer 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</li> <li>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</li> <li>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</li> <li>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</li> </ul>
<b>Summer 2</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space.</li> <li>Describe basic body actions and simple expressive and dynamic qualities of movement.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Enter and exit the water safely without guidance.</li> <li>Move through the water for 5 metres using an alternating leg kick.</li> <li>Move through the water for 5 metres using a front paddle action.</li> <li>Move through the water for 5 metres using a back paddle action.</li> <li>Perform a star float on back, regain feet.</li> <li>Complete 360 turntable with feet off pool floor.</li> <li>Roll from front to back.</li> <li>Demonstrate treading leg actions using a woggle across chest.</li> </ul>

## Year 1/2 Cycle B

	<b>Year 1/2 Cycle B</b>	
<b>Autumn 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</li> <li>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Cooperative Games</b></p> <ul style="list-style-type: none"> <li>Respond to a challenge or problem they are set; begin to work and behave safely; work increasingly co-operatively with others, discussing how to follow trails and solve problems.</li> <li>Recognise that different tasks make their body work in different ways.</li> <li>Comment on how they went about tackling tasks.</li> </ul>
<b>Autumn 2</b>	<p><b>OAA - Orienteering</b></p> <ul style="list-style-type: none"> <li>Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another.</li> <li>Respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems.</li> <li>Recognise that different tasks make their body work in different ways.</li> <li>Comment on how they went about tackling tasks.</li> </ul>	<p><b>Indoor Athletics</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</li> <li>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</li> <li>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</li> </ul>
<b>Spring 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</li> <li>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe how their body feels during games.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>
<b>Spring 2</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.</li> <li>Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space.</li> </ul> <p>Describe basic body actions and simple expressive and dynamic qualities of movement.</p>	<p><b>Net/Wall Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>
<b>Summer 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Show basic balance, control and co-ordination when travelling and when remaining still.</li> <li>Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.</li> <li>Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</li> <li>Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency.</li> <li>Create and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; send a variety of objects, changing their action for accuracy and distance.</li> <li>Compare running, sending and jumping and understand how to measure and attempt to improve on previous performance.</li> </ul>
<b>Summer 2</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Enter and exit the water safely without guidance.</li> <li>Move through the water for 5 metres using an alternating leg kick.</li> <li>Move through the water for 5 metres using a front paddle action.</li> <li>Move through the water for 5 metres using a back paddle action.</li> <li>Perform a star float on back, regain feet.</li> <li>Complete 360 turntable with feet off pool floor.</li> <li>Roll from front to back.</li> <li>Demonstrate treading leg actions using a woggle across chest.</li> </ul>	<p><b>Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.</li> <li>Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.</li> <li>Describe how their body feels during games.</li> <li>Describe what they and others are doing through peer and self-assessment.</li> </ul>

## Year 3/4 Cycle A

	<b>Year 3/4 Cycle A</b>	
<b>Autumn 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform actions and movement with control, coordination and variety with a clear start and finish.</li> <li>Choose and plan sequences of contrasting actions</li> <li>Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance.</li> <li>Identify different muscle groups used in different moves and actions; suggest warm up activities.</li> <li>Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</li> <li>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</li> <li>Compare and contrast performances using appropriate language, through self and peer assessment.</li> </ul>
<b>Autumn 2</b>	<p><b>Games Invasion evasion</b></p> <ul style="list-style-type: none"> <li>Send and receive with control to keep possession and score goals.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.</li> <li>Explain why it is important to warm up and cool down.</li> <li>Say when a player has moved to help others; apply this knowledge to their own play.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>Respond to a challenge to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others discussing how to follow trails and solve problems.</li> <li>Recognize that different tasks make their body work in different ways.</li> <li>Comment on how they went about tackling tasks.</li> </ul>
<b>Spring 1</b>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform actions and movement with control, coordination and variety with a clear start and finish.</li> <li>Choose and plan sequences of contrasting actions</li> <li>Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance.</li> <li>Identify different muscle groups used in different moves and actions; suggest warm up activities.</li> <li>Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved.</li> </ul>	<p><b>Games Invasion balls</b></p> <ul style="list-style-type: none"> <li>Send and receive with control to keep possession and score goals.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.</li> <li>Explain why it is important to warm up and cool down.</li> <li>Say when a player has moved to help others; apply this knowledge to their own play.</li> </ul>
<b>Spring 2</b>	<p><b>Games- Striking and fielding</b></p> <ul style="list-style-type: none"> <li>Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy.</li> <li>Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going.</li> <li>Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies.</li> <li>Describe what they and others do that is successful; suggest what needs practicing.</li> </ul>	<p><b>Games- Net and wall</b></p> <ul style="list-style-type: none"> <li>Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills.</li> <li>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly.</li> <li>Recognize how net games make the body work.</li> <li>Talk about how net games make the body work.</li> </ul>
<b>Summer 1</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</li> <li>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</li> <li>Compare and contrast performances using appropriate language, through self and peer assessment.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Improve freely, translating ideas from a stimulus into movement.</li> <li>Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>Understand the importance of activity to their health and wellbeing.</li> <li>Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment.</li> </ul>
<b>Summer 2</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Push and glide on the front or back and hold for 5 seconds.</li> <li>Pick up an object, with both hands, in water approximately 1 metre deep.</li> <li>Hold a float and swim 5 metres, legs only, using; back stroke, breast stroke, front crawl.</li> <li>Swim 10 metres using a recognisable stroke; pupils choice.</li> <li>Perform a Push and Glide to the bottom of the pool, before floating to the top.</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>As previous in order to use the transferable skills in all 4 areas.</li> </ul>

## Year 3/4 Cycle B

	<b>Year 3/4 Cycle B</b>	
<b>Autumn 1</b>	<b>Indoor Athletics</b> <ul style="list-style-type: none"> <li>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</li> <li>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</li> <li>Compare and contrast performances using appropriate language, through self and peer assessment.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>Perform actions and movement with control, coordination and variety with a clear start and finish.</li> <li>Choose and plan sequences of contrasting actions</li> <li>Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance.</li> <li>Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved.</li> </ul>
<b>Autumn 2</b>	<b>Invasion Games</b> <ul style="list-style-type: none"> <li>Send and receive with control to keep possession and score goals.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.</li> <li>Explain why it is important to warm up and cool down.</li> <li>Say when a player has moved to help others; apply this knowledge to their own play.</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>Improve freely, translating ideas from a stimulus into movement.</li> <li>Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control.</li> <li>Understand the importance of activity to their health and wellbeing</li> <li>Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment.</li> </ul>
<b>Spring 1</b>	<b>OAA - Orienteering</b> <ul style="list-style-type: none"> <li>Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another.</li> <li>Respond to a challenge to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others discussing how to follow trails and solve problems.</li> <li>Recognize that different tasks make their body work in different ways.</li> <li>Comment on how they went about tackling tasks.</li> </ul>	<b>Invasion Games</b> <ul style="list-style-type: none"> <li>Send and receive with control to keep possession and score goals.</li> <li>Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills.</li> <li>Explain why it is important to warm up and cool down.</li> <li>Say when a player has moved to help others; apply this knowledge to their own play.</li> </ul>
<b>Spring 2</b>	<b>Net Wall Games</b> <ul style="list-style-type: none"> <li>Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills.</li> <li>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly.</li> <li>Recognize how net games make the body work.</li> <li>Talk about how net games make the body work.</li> </ul>	<b>Striking Fielding Games</b> <ul style="list-style-type: none"> <li>Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy.</li> <li>Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going.</li> <li>Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies.</li> <li>Describe what they and others do that is successful; suggest what needs practicing.</li> </ul>
<b>Summer 1</b>	<b>Creative Gymnastics</b> <ul style="list-style-type: none"> <li>Perform actions and movement with control, coordination and variety with a clear start and finish.</li> <li>Choose and plan sequences of contrasting actions</li> <li>Adapt sequences to suit different types of apparatus and group work; explain how strength, suppleness, balance, coordination affect performance.</li> <li>Identify different muscle groups used in different moves and actions; suggest warm up activities.</li> <li>Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</li> <li>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</li> <li>Compare and contrast performances using appropriate language, through self and peer assessment.</li> </ul>
<b>Summer 2</b>	<b>Swimming</b> <ul style="list-style-type: none"> <li>Push and glide on the front or back and hold for 5 seconds.</li> <li>Pick up an object, with both hands, in water approximately 1 metre deep.</li> <li>Hold a float and swim 5 metres, legs only, using; back stroke, breast stroke, front crawl.</li> <li>Swim 10 metres using a recognisable stroke; pupils choice.</li> <li>Perform a Push and Glide to the bottom of the pool, before floating to the top.</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>As previous in order to use the transferable skills in all 4 areas.</li> </ul>

## Year 5/6 Cycle A

<b>Autumn 1</b>	<p>Dance</p> <ul style="list-style-type: none"> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</li> <li>Organize their own safe activities to support class development in dance; show an understanding of the impact this has on their fitness, health and wellbeing.</li> <li>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer assessment ways to improve sequences.</li> </ul>	<p>Athletics (Circuits / Cross Country / Personal Challenge)</p> <ul style="list-style-type: none"> <li>Choose the best pace for running event, so they can sustain their running and improve on a personal target.</li> <li>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>
<b>Autumn 2</b>	<p>Problem solving</p> <ul style="list-style-type: none"> <li>Choose and perform skills and strategies effectively; find solutions to problems and challenges</li> <li>Prepare physically and organizationally for challenges they are set; taking into account the groups safety.</li> <li>Identify what they do well, as individuals and as a group; suggest ways to improve.</li> </ul>	<p>Invasion games (Tag rugby)</p> <ul style="list-style-type: none"> <li>Pass, dribble and shoot with control in games</li> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence.</li> <li>Know and carry out warm up activities that use exercises that relate to invasion games.</li> <li>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</li> </ul>
<b>Spring 1</b>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</li> <li>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</li> <li>Explain how using different parts of their impacts on balance, coordination and travel.</li> <li>Use basic set criteria to make simple judgments about performances and suggest ways they could be improved.</li> </ul>	<p>Invasion games (Netball)</p> <ul style="list-style-type: none"> <li>Pass, dribble and shoot with control in games</li> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence.</li> <li>Know and carry out warm up activities that use exercises that relate to invasion games.</li> <li>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</li> </ul>
<b>Spring 2</b>	<p>Games (Strike/field - cricket/rounders)</p> <ul style="list-style-type: none"> <li>Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency.</li> <li>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</li> <li>Recognise the activities and exercises that need including a warm up.</li> <li>Identify their own strengths and suggest practices to help them improve.</li> </ul>	<p>Games (Net/wall - tennis)</p> <ul style="list-style-type: none"> <li>Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important; use the skills they prefer with competence and consistency.</li> <li>Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly.</li> <li>Identify appropriate exercise and activities for warming up; recognize how these games make their bodies work.</li> <li>Pick out what and others do well and suggest ideas for practices.</li> </ul>
<b>Summer 1</b>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</li> <li>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</li> <li>Explain how using different parts of their impacts on balance, coordination and travel.</li> <li>Use basic set criteria to make simple judgments about performances and suggest ways they could be improved.</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Choose the best pace for running event, so they can sustain their running and improve on a personal target.</li> <li>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>
<b>Summer 2</b>	<p>Games (Net/wall, Strike/field, Invasion, Athletics)</p> <ul style="list-style-type: none"> <li>To use the transferable skills in all 4 areas.</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>Scull head first for 10 metres, then feet first for 10 metres</li> <li>Swim 30 metres back stroke</li> <li>Swim 30 metres front crawl</li> <li>Swim 10 metres using a dolphin leg kick</li> <li>Swim 20 metres breast stroke</li> <li>Swim 5 metres butterfly</li> <li>Swim 5 metres lifesaving sidestroke</li> </ul>

## Year 5/6 Cycle B

<b>Autumn 1</b>	<p><b>Athletics (Personal Challenge)</b></p> <ul style="list-style-type: none"> <li>Choose the best pace for running event, so they can sustain their running and improve on a personal target.</li> <li>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>	<p><b>Dance (Aerobics)</b></p> <ul style="list-style-type: none"> <li>Compose motifs and plan dances creatively and collaboratively in groups.</li> <li>Adapt and refine different techniques to express themselves in the style of dance they use; perform different styles of dance clearly and fluently.</li> <li>Organize their own safe</li> <li>activities to support class development in dance; show an understanding of the impact this has on their fitness, health and wellbeing.</li> <li>Recognise through peer assessment on dance performance, showing an understanding of style; collaborate and communicate through self and peer</li> <li>assessment ways to improve sequences.</li> </ul>
<b>Autumn 2</b>	<p><b>Invasion Games (Basketball)</b></p> <ul style="list-style-type: none"> <li>Pass, dribble and shoot with control in games</li> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence.</li> <li>Know and carry out warm up activities that use exercises that relate to invasion games.</li> <li>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</li> </ul>	<p><b>OAA - Orienteering</b></p> <ul style="list-style-type: none"> <li>Choose and perform skills and strategies effectively; find solutions to problems and challenges</li> <li>Prepare physically and organizationally for challenges they are set; taking into account the groups safety.</li> <li>Identify what they do well, as individuals and as a group; suggest ways to improve.</li> </ul>
<b>Spring 1</b>	<p><b>Invasion Games (Hockey)</b></p> <ul style="list-style-type: none"> <li>Pass, dribble and shoot with control in games</li> <li>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense.</li> <li>Know and carry out warm up activities that use exercises that relate to invasion games.</li> <li>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</li> <li>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</li> <li>Explain how using different parts of their impacts on balance, coordination and travel.</li> <li>Use basic set criteria to make simple judgments about performances and suggest ways they could be improved.</li> </ul>
<b>Spring 2</b>	<p><b>Striking and Fielding Games (cricket)</b></p> <ul style="list-style-type: none"> <li>Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency.</li> <li>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</li> <li>Recognise the activities and exercises that need including a warm up.</li> <li>Identify their own strengths and suggest practices to help them improve.</li> </ul>	<p><b>Net/Wall Games (tennis)</b></p> <ul style="list-style-type: none"> <li>Use forehand, backhand and overhead shots increasingly well in the games they play. Use volley in games where it is important; use the skills they prefer with competence and consistency.</li> <li>Understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly.</li> <li>Identify appropriate exercise and activities for warming up; recognize how these games make their bodies work.</li> <li>Pick out what and others do well and suggest ideas for practices.</li> </ul>
<b>Summer 1</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Choose the best pace for running event, so they can sustain their running and improve on a personal target.</li> <li>Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; organise and manage an athletic event well.</li> <li>Understand how stamina and power help people to perform well in different athletic activities.</li> <li>Identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed.</li> <li>Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</li> <li>Explain how using different parts of their impacts on balance, coordination and travel.</li> <li>Use basic set criteria to make simple judgments about performances and suggest ways they could be improved.</li> </ul>
<b>Summer 2</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Scull head first for 10 metres, then feet first for 10 metres</li> <li>Swim 30 metres back stroke</li> <li>Swim 30 metres front crawl</li> <li>Swim 10 metres using a dolphin leg kick</li> <li>Swim 20 metres breast stroke</li> <li>Swim 5 metres butterfly</li> <li>Swim 5 metres lifesaving sidestroke</li> </ul>	<p><b>Games (mixed)</b></p> <ul style="list-style-type: none"> <li>To use the transferable skills in and from all areas.</li> </ul>

