



Curriculum Map for PE

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|--|---|--|---|--|
| | Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | |
| EYFS - Nursery | Year A & B Why do you love me so much? | Year A Where does snow go? Year B Why is water wet? | Year A Do dragons exist? Year B How do buildings stay up? | Year A Are eggs alive? Year B How are shadows made? | Year A How many colours in a rainbow? Year B Why can't I have chocolate for breakfast? | Year A How many pebbles on a beach? Year B How high can you jump? |
| | Autumn - 1: Gym: Use of Space, 2: Dance: Floor work & spatial awareness Prime Areas - Enjoy starting to kick, throw and catch balls. Use large and small motor skills to do things independently. Specific Areas - none | | Spring - 1: Games: Basics & Safety Rules, 2: Gym: Travelling/Awareness of body parts Prime Areas - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg Specific Areas - none | | Summer - 1: Dance: Movement & Music, 2: Games: Parachute games Prime Areas - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others. Specific Areas - none | |
| | Gross and fine motor skills on going | | | | | |
| EYFS - Reception | Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | |
| | Do you want to be friends? | Will you read me a story? | What happens when I fall to sleep? | Who lives in a rock pool? | Why do ladybirds have spots? | Are we there yet? |
| | Autumn - 1: Gym: Build & reinforce nursery on floor, 2: Dance: Floor Work, spatial awareness | | Spring - 1: Games: Develop knowledge and equipment/Multi-skills, 2: Gym: Build and reinforce nursery on apparatus | | Summer - 1: Dance: Movement & music, 2: Games: Co-operative games | |

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| | <p>Prime Areas - To begin to have an understanding of special awareness Develop overall body-strength, balance, co-ordination and agility</p> <p>Specific Areas - none</p> | <p>Prime Areas - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Specific Areas - Draw information from a simple map.</p> | <p>Prime Areas - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To negotiate obstacles with consideration for themselves and others.</p> <p>Specific Areas - none</p> |
| | <p>Gross and fine motor skills on going</p> | | |



| Gym | Dance | Multi Skills | Games | Athletics |
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| <ul style="list-style-type: none"> ➤ To teach the correct technique for a range of basic jumps, rolls and balances. ➤ To experiment with different ways of moving (pathways - speed, direction and levels). ➤ To lift and carry small apparatus co-operatively and safely. ➤ To link a small sequence | <ul style="list-style-type: none"> ➤ To respond to music and story with clear body actions ➤ To move with confidence, control and imagination ➤ To move confidently and safely in their own and general space, using changes of speed, level and direction. ➤ To perform dance phrases in a group. | <ul style="list-style-type: none"> ➤ To follow instructions and simple rules. ➤ To aim objects at a given target. ➤ To develop the skills of sending with control and accuracy (hands, feet and equipment). ➤ To practice running, jumping, balancing, throwing and catching techniques. <p>To co-operate and share equipment with a partner and in small groups</p> | <ul style="list-style-type: none"> ➤ To develop the skills of sending with control and accuracy (hands, feet and equipment). ➤ To develop the skills of tracking, picking up and receiving a moving object. ➤ To co-operate and share equipment with a partner and in small groups. ➤ To follow simple rules. | <ul style="list-style-type: none"> ➤ To teach the correct technique for basic jumps and throws. ➤ To improve running, throwing and catching techniques. ➤ To take part in small competitions and races. ➤ To develop a good start and stop on a given signal. |

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|---------------------|--|-----------------|--|-----------------|--|-----------------|
| | <p><u>National Curriculum - KS1</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. | | | | | |
| KS1 - Year 1 | <u>Superheroes</u> <u>Dinosaur Planet</u> | | <u>Paws, Claws & Whiskers</u> <u>Enchanted Woodland</u> | | <u>Beachcomber</u> | |
| | Gym: Balance Dance: See Dance MAP Games: Multi-skills | | Gym: Jumps Dance: See Dance MAP Games: Multi-Skills | | Gym: Travelling Dance: See Dance MAP Games: Athletics | |

| Gym | Dance | Multi Skills | Games | Athletics |
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| <ul style="list-style-type: none"> ➤ To teach the correct technique for a wider range of jumps, rolls and balances. ➤ To apply different ways of moving to small sequences (pathways - speed, direction and levels). ➤ To lift and carry small apparatus co-operatively and safely ➤ To link a small sequence. ➤ To perform a small sequence. | <ul style="list-style-type: none"> ➤ To use a story as a stimulus for dance movements ➤ To perform movement phrases using a range of body actions and body parts ➤ To move confidently and safely in their own and general space, using changes of speed, level and direction. ➤ To perform dance phrases in a group. | <ul style="list-style-type: none"> ➤ To follow instructions and simple rules. ➤ To aim objects at a given target. ➤ To develop the skills of sending with control and accuracy (hands, feet and equipment). ➤ To build on running, jumping, balancing, throwing and catching techniques. ➤ To co-operate and share equipment with a partner and in small groups. ➤ To take part in competitions. | <ul style="list-style-type: none"> ➤ To control a ball in a variety of pressure situations. ➤ To decide which type of pass to use in a small game situation ➤ To develop a range of passing skills (throwing, kicking, with equipment) ➤ To improve the way they coordinate and control their bodies. | <ul style="list-style-type: none"> ➤ To teach the correct technique for a range of jumps and throws. ➤ To improve running, throwing and catching techniques. ➤ To take part in small competitions and races. |

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| KS1 - Year 2 | <u>Wiggle & Crawl</u> <u>Bright Lights, Big City</u> | | <u>Towers, Tunnels and Turrets</u> <u>Muck, Mess & Mixtures</u> | | <u>Land Ahoy!</u> | |
| | Gym: Balance Dance: See Dance MAP Games: Multi-Skills | | Gym: Jumps Dance: See Dance MAP Games: Multi-Skills/Mini Soccer | | Gym: Travelling Dance: See Dance MAP Games: Mini Bench ball/ Athletics | |

| Dance | Gym | Games | Athletics | Swimming | OAA |
|--|--|--|--|---|--|
| <ul style="list-style-type: none"> ➤ To Improvise in time (to the music). ➤ To use a stimulus to compose and perform dance movements ➤ To perform movement phrases applying different ways of moving (pathways - speed, direction and levels). ➤ To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon ➤ To describe and evaluate the dance. ➤ To perfect a dance sequence by identifying on weak areas and giving encouragement and ideas. | <ul style="list-style-type: none"> ➤ To create and perform a short sequence on their own and with a partner (balances, shapes and linking movements) ➤ To explore different methods of travel. ➤ To transfer sequences onto apparatus, on their own and with a partner. ➤ To explore different ways to travel across apparatus. ➤ To evaluate their own and others technique. ➤ To work with a partner to combine movements into a sequence, using fluent linking movements. | <ul style="list-style-type: none"> ➤ To use tactics to keep or obtain possession of a ball with control (e.g. dribbling/bouncing/fielding/ attacking). ➤ To demonstrate good passing and receiving skills with a partner ➤ To change direction and speed when travelling with a ball. ➤ To understand the importance of creating space and communicating with each other (playing within boundaries). ➤ To develop tactics to an attacking/defensive situation and get into positions to score. ➤ To complete tasks that involve throwing, catching and moving with the ball. ➤ To improve accuracy of throwing to each other and at a target. ➤ To learn how to strike a ball with a variety of equipment. ➤ To use throwing, catching and racket skills in net games competing against another team and scoring points. | <p>Running</p> <ul style="list-style-type: none"> ➤ Experiment with different running styles and showing control when running at speed/distance. ➤ Compete in relay races demonstrating good handling. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Jump for distance and height using 1 and 2 footed take offs. ➤ Teach a sequence of jumps (hop, step and a jump). ➤ Measure and mark each other's jumps. <p>Throwing</p> <ul style="list-style-type: none"> ➤ Practise throwing underarm and overarm at targets. ➤ Measure and mark each other's throws. | <ul style="list-style-type: none"> ➤ <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> ➤ <i>Use a range of strokes effectively such as front crawl, backstroke and breast stroke</i> ➤ <i>Perform safe self-rescue in different water-based situations</i> | <ul style="list-style-type: none"> ➤ To solve simple challenges successfully. ➤ To hold a plan and orientate themselves successfully. ➤ Use a plan of the playground to locate objects over a wider area ➤ Record the names of the objects found. ➤ Follow a simple orienteering course around the school grounds. ➤ Work in a team to solve the problem. ➤ Guide a partner safely around an obstacle course. |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p><u>National Curriculum - KS2</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | | | | |

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| | <ul style="list-style-type: none"> ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. | | |
| KS2 - Year 3 | <p style="text-align: center;"><u>Tribal Tales</u> <u>Tremors</u></p> <p>Gym: Floorwork/Apparatus Dance: See Dance MAP Games: Football / Benchball (Invasion)</p> | <p style="text-align: center;"><u>Flow</u> <u>Mighty Metals</u></p> <p>Swimming Dance: See Dance MAP Games: Dodgeball / Tri-Golf (Invasion)</p> | <p style="text-align: center;"><u>I am Warrior</u></p> <p>Swimming Dance: See Dance MAP Games: Tennis /Athletics (Net Wall & Athletics)</p> |

| Dance | Gym | Games | Athletics | Swimming | OAA |
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| <ul style="list-style-type: none"> ➤ To Improvise in time (to the music). ➤ To use a stimulus to compose and perform dance movements ➤ To perform movement phrases applying different ways of moving (pathways - speed, direction and levels). ➤ To create a sequence, using simple choreography e.g. unison, mirroring, copying, canon ➤ To describe and evaluate the dance. ➤ To perfect a dance sequence by identifying on weak areas and giving encouragement and ideas. | <ul style="list-style-type: none"> ➤ To create and perform a short sequence on their own and with a partner (balances, shapes and linking movements) ➤ To explore different methods of travel. ➤ To transfer sequences onto apparatus, on their own and with a partner. ➤ To explore different ways to travel across apparatus. ➤ To evaluate their own and others technique. ➤ To work with a partner to combine movements into a sequence, using fluent linking movements. | <ul style="list-style-type: none"> ➤ To use tactics to keep or obtain possession of a ball with control (e.g. dribbling/bouncing/fielding/ attacking). ➤ To demonstrate good passing and receiving skills with a partner ➤ To change direction and speed when travelling with a ball. ➤ To understand the importance of creating space and communicating with each other (playing within boundaries). ➤ To develop tactics to an attacking/defensive situation and get into positions to score. ➤ To complete tasks that involve throwing, catching and moving with the ball. ➤ To improve accuracy of throwing to each other and at a target. ➤ To learn how to strike a ball with a variety of equipment. ➤ To use throwing, catching and racket skills in net games competing against another team and scoring points. | <p>Running</p> <ul style="list-style-type: none"> ➤ Experiment with different running styles and showing control when running at speed/distance. ➤ Compete in relay races demonstrating good handling. <p>Jumping</p> <ul style="list-style-type: none"> ➤ Jump for distance and height using 1 and 2 footed take offs. ➤ Teach a sequence of jumps (hop, step and a jump). ➤ Measure and mark each other's jumps. <p>Throwing</p> <ul style="list-style-type: none"> ➤ Practise throwing underarm and overarm at targets. ➤ Measure and mark each other's throws. | <ul style="list-style-type: none"> ➤ <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> ➤ <i>Use a range of strokes effectively such as front crawl, backstroke and breast stroke</i> ➤ <i>Perform safe self-rescue in different water-based situations</i> | <ul style="list-style-type: none"> ➤ To solve simple challenges successfully. ➤ To hold a plan and orientate themselves successfully. ➤ Use a plan of the playground to locate objects over a wider area ➤ Record the names of the objects found. ➤ Follow a simple orienteering course around the school grounds. ➤ Work in a team to solve the problem. ➤ Guide a partner safely around an obstacle course. |

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|----------|----------|----------|----------|----------|
| | <p><u>National Curriculum - KS2</u></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | | | |

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| | <ul style="list-style-type: none"> ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. | | |
| KS2 - Year 4 | <p style="text-align: center;"><u>Gods and Mortals</u> <u>Misty Mountain Sierra</u></p> <p>Swimming</p> <p>Dance: See Dance MAP</p> <p>Games: Football / Tag Rugby (Invasion)</p> | <p style="text-align: center;"><u>Traders and Raiders</u> <u>Bottoms, Burps & Bile</u></p> <p>Swimming</p> <p>Dance: See Dance MAP</p> <p>Games: Hockey / Tri-Golf (Invasion & Striking/Fielding)</p> | <p style="text-align: center;"><u>Blue Abyss</u></p> <p>Gym: Floorwork/Apparatus</p> <p>Dance: See Dance MAP</p> <p>Games: Kwik Cricket / Athletics (Striking/Fielding & Athletics)</p> |

| Dance | Gym | Games | Athletics | Swimming | OAA |
|--|---|--|---|---|--|
| <ul style="list-style-type: none"> ➤ To use different stimuli, e.g. pictures and music, to inspire their ideas for a dance. ➤ To compose and perform a whole sequence. ➤ To understand the origins and meanings of a dance. ➤ To describe and evaluate the dance and give suggestions for improvement (peer and self-evaluations). | <ul style="list-style-type: none"> ➤ To perform more advanced balances (headstands/handstands). ➤ To compose and perform partner balances and incorporate them into a short sequence. ➤ To design own apparatus layouts with contrasts of levels. ➤ To incorporate flight into apparatus work. ➤ To develop flight by incorporating a shape into the jump whilst in mid-air (Vault) ➤ To introduce a scoring system to evaluate performances to improve own personal performance. ➤ To evaluate their own and others performance (with a focus on aesthetics). | <ul style="list-style-type: none"> ➤ To apply correct techniques and tactics to a variety of games. ➤ To select and use correct equipment to set up and lead small games. ➤ To understand, implement and follow game rules fairly. (Create own games) ➤ To develop leadership roles. (Captain, referees, score keepers) ➤ To compete individually and in competitive/ non-competitive team games. | <ul style="list-style-type: none"> ➤ To perform and lead their own warm up. ➤ To be able to run short and long distances, jump for distance and height and throw for distance and accuracy. ➤ To use a given criterion to evaluate own performance and identify area for improvement to achieve a PB ➤ To measure and record accurately others performances. ➤ Provide positive encouragement to other performers. ➤ Contribute to the organisation of an athletics event. <p>Running Understand the importance of pace changes.</p> <p>Jumping Perform various jumps showing effective take-off and landing techniques.</p> <p>Throwing Use appropriate preparation, action and recovery.</p> | <ul style="list-style-type: none"> ➤ <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> ➤ <i>Use a range of strokes effectively such as front crawl, backstroke and breast stroke</i> ➤ <i>Perform safe self-rescue in different water-based situations</i> | <ul style="list-style-type: none"> ➤ To use a map to orientate themselves successfully around a course. ➤ Record the names of the objects found, using orienteering score cards ➤ Follow an orienteering course around the school grounds in a team to solve the problems. <p>Residential Follow an off-site orienteering course. Record control point details accurately. Follow a permanent orienteering course around a local park or woodland.</p> |

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| | <p>National Curriculum - KS2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team | | | | | |

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| | <p>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and water safety In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations. | | |
| <p>KS2 - Year 5</p> | <p style="text-align: center;"><u>Stargazers</u> <u>Revolution</u></p> <p>Gym: Levels Dance: See Dance MAP Games: Sports Hall Athletics / Basketball (Athletics & Invasion)</p> | <p style="text-align: center;"><u>Frozen Kingdom</u> <u>Pharaoh</u></p> <p>Gym: Shapes Dance: See Dance MAP Games: Hockey / Kwik Cricket (Invasion & Striking/Fielding)</p> | <p style="text-align: center;"><u>Scream Machine</u></p> <p>Gym: Apparatus Dance: See Dance MAP Games: Tennis / Athletics (Net Wall & Athletics)</p> |

| Dance | Gym | Games | Athletics | Swimming | OAA |
|--|---|--|---|---|--|
| <ul style="list-style-type: none"> ➤ To use different stimuli, e.g. pictures and music, to inspire their ideas for a dance. ➤ To compose and perform a whole sequence. ➤ To understand the origins and meanings of a dance. ➤ To describe and evaluate the dance and give suggestions for improvement (peer and self-evaluations). | <ul style="list-style-type: none"> ➤ To perform more advanced balances (headstands/handstands). ➤ To compose and perform partner balances and incorporate them into a short sequence. ➤ To design own apparatus layouts with contrasts of levels. ➤ To incorporate flight into apparatus work. ➤ To develop flight by incorporating a shape into the jump whilst in mid-air (Vault) ➤ To introduce a scoring system to evaluate performances to improve own personal performance. ➤ To evaluate their own and others performance (with a focus on aesthetics). | <ul style="list-style-type: none"> ➤ To apply correct techniques and tactics to a variety of games. ➤ To select and use correct equipment to set up and lead small games. ➤ To understand, implement and follow game rules fairly. (Create own games) ➤ To develop leadership roles. (Captain, referees, score keepers) ➤ To compete individually and in competitive/ non-competitive team games. | <ul style="list-style-type: none"> ➤ To perform and lead their own warm up. ➤ To be able to run short and long distances, jump for distance and height and throw for distance and accuracy. ➤ To use a given criterion to evaluate own performance and identify area for improvement to achieve a PB ➤ To measure and record accurately others performances. ➤ Provide positive encouragement to other performers. ➤ Contribute to the organisation of an athletics event. <p>Running Understand the importance of pace changes.</p> <p>Jumping Perform various jumps showing effective take-off and landing techniques.</p> <p>Throwing Use appropriate preparation, action and recovery.</p> | <ul style="list-style-type: none"> ➤ <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i> ➤ <i>Use a range of strokes effectively such as front crawl, backstroke and breast stroke</i> ➤ <i>Perform safe self-rescue in different water-based situations</i> | <ul style="list-style-type: none"> ➤ To use a map to orientate themselves successfully around a course. ➤ Record the names of the objects found, using orienteering score cards ➤ Follow an orienteering course around the school grounds in a team to solve the problems. <p>Residential Follow an off-site orienteering course. Record control point details accurately. Follow a permanent orienteering course around a local park or woodland.</p> |

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| KS2 - Year 6 | <p style="text-align: center;"><u>Hola México</u> <u>A Child's War</u></p> <p>Gym: Direction Dance: See Dance MAP Games: Sports Hall Athletics / Volleyball (Athletics & Net Wall)</p> | | <p style="text-align: center;"><u>Off With Her Head</u></p> <p>Gym: Technique Dance: See Dance MAP Games: Badminton / Kwik Cricket (Net Wall & Striking/Fielding)</p> | | <p style="text-align: center;"><u>Visual Literacy</u> <u>(Alma, Titanium, Francis)</u> <u>Gallery Rebels</u></p> <p>Gym: Apparatus Dance: Year 6 Showcase Games: Rounders / OAA (Striking/Fielding)</p> | |