

Wildground Federation – Physical Education Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N-3yrs	<p>Begin to sit on a trike and scoot along.</p> <p>Begin to respond with body movements to music they enjoy</p> <p>Explore rolling a range of different sized balls</p> <p>Develop confidence to explore a range of spaces eg. tunnels, dens, large boxes, hills</p>		<p>Sit on a trike with good balance and scoot along.</p> <p>Respond rhythmically with body movements to music they enjoy</p> <p>Practice rolling, kicking and throwing balls following lead from adults</p> <p>Practice using the different spaces with increasing independence – tunnels, dens, large boxes, hills</p>		<p>Sit on a trike with good balance, scoot along, steer and navigate challenges.</p> <p>Respond rhythmically with body movements to music they enjoy using props and ribbons to create further actions</p> <p>Practice rolling, kicking and throwing balls following lead from adults</p> <p>Use the different spaces independently – tunnels, dens, large boxes, hills, and climb unaided stopping if they feel unsafe</p>	
N-3-4yrs	<p>Practice sitting on a balance bike with good balance, with both feet on they ground.</p> <p>Practice copying simple dance routines</p> <p>Practice throwing and catching large balls</p> <p>Continue to practice climbing using different equipment and explore different ways of moving on and off equipment eg. skipping/hopping</p>		<p>Sit on a balance bike with good balance, with both feet on they ground.</p> <p>Follow a simple dance routine accurately.</p> <p>Creating simple ball games with a partner</p> <p>Be able to move in different ways eg crawling, walking running and begin to choose appropriate movement to move across equipment depending on it's length and width</p>		<p>Ride a balance bike, balancing with both feet on the ground, maintaining control by steering and being able to slow down or speed up. Ride bike safely along the pavement.</p> <p>Choose a piece of music and create own dance routine (Individually or in groups) moving in time to pulse of music and responding to changes in the music</p> <p>Creating simple ball games with a small group and adult support</p> <p>Be able to move in different ways eg crawling, walking running and to choose appropriate movement to move across equipment depending on it's length and width</p>	

Year R	Gross motor skills as enhancements in provision. A range of equipment to be used within provision to support movement, throwing, catching, jumping and running. Teachers to plan accordingly using the PLODS and AFL.	Write Dance NHS therapy pack Mini games To build on core stability and coordination building on the fundamental movements.	Dance Begin to understand travel, shape, and space by following movements by the teacher and experimenting.	Games/ Ball skills To follow instructions and build on agility, coordination, team work and catching skills.	Gymnastics Teach the 5 basics gymnastic shapes, begin to understand safety and complete a 2 sequence demonstrated by the teacher.	Athletics Develop jumping, throwing, catching, running within a range of activities.
Prior Learning	<ul style="list-style-type: none"> • Practice sitting on a balance bike with good balance, with both feet on they ground. • Practice copying simple dance routines • Practice throwing and catching large balls • Continue to practice climbing using different equipment and explore different ways of moving on and off equipment eg. skipping/hopping 	<ul style="list-style-type: none"> • Sit on a balance bike with good balance, with both feet on they ground. • Follow a simple dance routine accurately. • Creating simple ball games with a partner • Be able to move in different ways eg crawling, walking running and begin to choose appropriate movement to move across equipment depending on it's length and width 	<ul style="list-style-type: none"> • Ride a balance bike, balancing with both feet on the ground, maintaining control by steering and being able to slow down or speed up. Ride bike safely along the pavement. • Choose a piece of music and create own dance routine (Individually or in groups) moving in time to pulse of music and responding to changes in the music • Creating simple ball games with a small group and adult support • Be able to move in different ways eg crawling, walking running and to choose appropriate movement to move across 			

					equipment depending on it's length and width	
Future learning	<ul style="list-style-type: none"> • Climb safely on equipment 	<ul style="list-style-type: none"> • Stretch and curl to develop flexibility 	<ul style="list-style-type: none"> • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate' • Use rolling, hitting, running, jumping, catching and kicking skills in combination • Lead others when appropriate. 	<ul style="list-style-type: none"> • Link two or more actions to perform a sequence • Hold a position whilst balancing on different points of the body 	<ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination • Jump in a variety of ways and land with increasing control and balance.

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Year 1	<p>Cricket</p> <p>Using a range of balls to send and receive and begin to develop team games.</p> <p>Real PE 1- Floor Movements</p> <p>Develop coordination, fundamental</p>	<p>Gymnastics-Shape</p> <p>Copy the 5 basic shapes in gymnastics and begin to link them into a simple sequence with adult support.</p> <p>Real PE- 3 Dynamic Balance</p> <p>Recap fundamental</p>	<p>Dance – Continents</p> <p>Use their whole body to express how to move using space and a range of travelling movements.</p> <p>Real PE- 5 Coordination with equipment</p> <p>Using a range of equipment to catch,</p>	<p>Tennis</p> <p>Acquire skills to control a ball in different ways. Focusing on agility to play with a partner.</p> <p>Gym- Travelling and Coordination</p> <p>Use apparatus to demonstrate the 5 basic shapes including travelling moves creating their own sequence.</p>	<p>Dance – The Great Fire of London</p> <p>To express movements to perform a routine to a series of music understanding moving the body in time to the music.</p> <p>Real PE- 6 Agility and Static Balance</p> <p>Indicate how the body feels when exercising. Use a range of balls to</p>	<p>Athletics</p> <p>Develop a range of hitting, running, jumping skills to support athletics sports.</p> <p>Team Games- Invasion games</p> <p>Illustrate a range of tactics supported by adults to play games.</p>
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	movements and static balances and understand how to follow instructions.	movements and add dynamic balances. Children will begin to explain what they are good at and why.	throw and respond accordingly.		develop rolling, bouncing and moving in the correct position.	
Dance Year 1	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.					
Prior learning	Learns different traveling moves such as run, hop, and jump. Use of music to copy different movements.					
Future learning	Develops the use of levels, space and speed within a sequence. Use imaginations to support development of movements and patterns. Uses clear control to demonstrate movements and find range of space.					
Gymnastics Year 1	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements					
Prior learning	Knows the basic 5 shapes for gymnastics and can show others. Begins to understand individual balances and builds on control Complete 2 sequences which has been modelled by the teacher					
Future learning	Uses travel moves accurately to create a sequence. Use the 5 basic shapes to produce a range of sequences on the floor and apparatus Create simple partner balances with support and direction from the teacher					
Games Year 1	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games					
Prior learning	Begins to develop catching and throwing with a partner. Begins to understand what a team player is and how to work together. Introduce to fundamental movements and supported to build coordination and agility within activities.					

Future learning	Use catching, throwing, running and jumping skills within a games situation. Support peers to improve on their skills and game approaches. Understanding the simple rules of attacking and defending.					
Athletics Year 1	<p style="text-align: center;">Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.</p>					
Prior learning	Explores running, jumping, throwing using a range of equipment. Modelled how to use equipment safely within environment.					
Future learning	Use of control and coordination when throwing and catching. Use the fundamental movements skills to support control when learning different sports. Understand how to challenge and improve on own ability.					
Year 2	<p style="text-align: center;">Cricket</p> <p>Describe and demonstrate opponent and team mate and use tactics to support achieving the best result for their team.</p> <p style="text-align: center;">Real PE unit ½- Coordination and static balance</p> <p>Follow instructions to improve coordination and balance.</p>	<p style="text-align: center;">Basketball</p> <p>Demonstrate using running, jumping, catching skills in combination and apply understanding of a mini game and develop tactics with adult support.</p> <p style="text-align: center;">Real PE- 3 Dynamic Balance and static balance</p> <p>Interpret how to use dynamic balance using agility. Evaluate their performances and continue to use a</p>	<p style="text-align: center;">Gym- Balance and flight</p> <p>Demonstrate a range of counter balances and begin to add flight into a sequence.</p> <p style="text-align: center;">Real PE- 4 Ball skills and counter balance</p> <p>Use balls with increased amount of control and begin to create rules and variety of different activities.</p>	<p style="text-align: center;">Dance – Rescue</p> <p>Demonstrate control, coordination and travel to perform a paired dance.</p> <p style="text-align: center;">Gym- Travel and shape</p> <p>Combination of travel and speed including a range of shapes at different levels into a sequence.</p>	<p style="text-align: center;">Tennis</p> <p>To reflect on theirs and others performances and change movements from the feedback.</p> <p style="text-align: center;">Real PE- 5 Coordination with equipment and agility</p> <p>Use a range of equipment to dodge around adding in levels, direction and speed to support agility. To know my own strengths and challenge myself.</p>	<p style="text-align: center;">Athletics</p> <p>Discover how other movements (jumping, throwing, catching, and running) are used to support different sports.</p> <p style="text-align: center;">Real PE- 6 Agility and static balance</p> <p>Building on core strength and building on agility skills and the use of a ball.</p>

		range of fundamental movements.				
Dance	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add a change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>					
Prior Learning	<p>Able to apply traveling moves to a piece of music.</p> <p>Understands different movements are put together to create a sequence.</p> <p>Uses music to support movements and speed.</p> <p>Reflect on their movements and others.</p>					

Future Learning	<p>To create a simple dance routine independently and the use of a partner. Be taught a range of motifs to support their dance routine. Show increased control of movements when performing.</p>
Gymnastics	<p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence</p>
Prior Learning	<p>Use apparatus safely and begin to develop flight and land with control on 2 feet. 5 shapes to create a sequence using levels with some control. Traveling moves to support sequence.</p>
Future Learning	<p>Creates sequence with control, coordination and flexibility. Using turns when traveling within a sequence. Explore counter balances and performing these with control. Use apparatus to complete symmetrical sequence.</p>
Games	<p>Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending</p>
Prior Learning	<p>Working in a small team to send and receive. Receiving a range of balls in different positions. Using agility and coordination to be ready to catch and pass on. Being to understand different tactics with simple games.</p>
Future Learning	<p>Communicate with others within a game situation. Respond in the game by using tactics, composition and position to further enhance the team. Builds on skills of throwing, catching, and running, jumping and traveling to support themselves.</p>
Athletics	<p>Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. Preparation for shot put and javelin Can use equipment safely</p>
Prior Learning	<p>Introduced to a range of different equipment for throwing and catching. Develops the range of running at different speeds and direction. Understands how to jump from standing.</p>
Future Learning	<p>Begins to understand the different types of running and their own performance. Throws and jumps with some accuracy.</p>

Equipment is used safely.

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<p>Year 3</p>	<p>Team building skills Creating and applying simple tactics. Developing leadership. Developing communication as a team / collaborate effectively as a team. Create defending and attacking tactics as a team.</p> <p>PE- Tag rugby Pass and receive the ball accurately and position correctly to receive.</p>	<p>Dance (Lights, camera, action) Arrange movements into a sequence to express ideas related to the theme.</p> <p>PE – Basketball Acquire understanding how to dribble and keep control when passing and receiving. Develop passing, receiving and dribbling.</p>	<p>Gymnastics (Shapes and balance) Be able to use individual movements to find different ways to use shape, balance or travel and move with coordination, control and care. To use a range of counter balances and individual balances.</p> <p>PE – Cricket Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent</p>	<p>Dance (Romans) Continue to develop own ideas and develop movements to convey a theme.</p> <p>PE – Team building/hockey Acquire accuracy and control of throwing and catching a ball to each other and use team work skills to play a game.</p>	<p>Gymnastics (apparatus) Arrange a routine using gymnastic shapes to reproduce a symmetrical sequence using apparatus.</p> <p>PE – Tennis Introduction tennis, outwitting an opponent. Creating space to win a point. Consolidate how to win a game.</p>	<p>Orienteering To discuss and work with others in a group. Show an ability to both lead and form part of a team. Show resilience when plans do not work and initiative to try new ways of working.</p> <p>PE – Athletics Explore running for speed. Explore acceleration, Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs distance Standing long jump</p>
<p>Dance</p>	<p>Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.</p>					

Prior Learning	<p>Able to add different moves for levels and speed. Link movements into a sequence. Use stimuli to create movements. Movements show clear control and negotiates space.</p>
Future Learning	<p>Vary dynamics and develop actions and motifs. Demonstrating precision and some control in response to stimuli. Evaluate and use language to describe dance routine. Begin to create dance sequences in larger groups. Confidently improvises with a partner or on their own.</p>
Gymnastics	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc</p>
Prior Learning	<p>Explores and creates different routines with pathways and patterns. Be able to use apparatus safely. Use travelling moves to be able to create a simple sequence.</p>
Future Learning	<p>Links skills with control, technique, coordination and fluency. Is able to improve and refine performances using gym vocabulary with adult support. Understands composition by performing more complex sequences. Develops strength, technique and flexibility throughout performances.</p>
Games	<p>Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.</p>
Prior Learning	<p>Able to send and receive a ball to others in a range of ways. Use skills of sending and receiving, travelling and attacking/ defending in a game situation. Begin to develop own games with peers. Understand rules and begin to incorporate the rules in the games.</p>

Future Learning	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game. Demonstrate the skills with coordination, control and fluency. Understands games situations with a strong understanding of tactics and compositions. Suggest different resources/ ideas to adapt the game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>
Athletics	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>
Prior Learning	<p>Understand when to change speed and direction when running. Able to jump from standing position with accuracy. Demonstrates a range of throws with control and coordination. Can use equipment safely</p>
Future Learning	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
Outdoor education	<p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
Prior Learning	<p>Work as a team in small groups. Some knowledge of maps and symbols. To always try their best and be resilient with their learning.</p>
Future Learning	<p>Use of simple maps. To think through and problem solve in different activities. Understand team work and work with others in a small group.</p>

<p>Year 4</p>	<p>Real PE- Cognition skills</p> <p>Building on previous team building skills with support of coordination, within small game situations.</p> <p>PE - Tag rugby</p> <p>Ensure positioning is accurate when passing and use tactics to pass the ball on.</p>	<p>Dance (Natural Hazards)</p> <p>Interpret the music and add levels, speed and co-ordination to create a fluent routine.</p> <p>PE – Badminton</p> <p>Explore different forehand/backhand shots and applying these to win points. Beginning to understand tactics to win a point.</p>	<p>Gymnastics</p> <p>Demonstrate individual and partner balance and fluently link these together. Creating a sequence using apparatus to model travel and flight in partners.</p> <p>PE – Hockey</p> <p>Refine dribbling and passing Develop shooting; combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling</p>	<p>Dance (Myths and legends)</p> <p>Construct a plan, define and perform a dance adding all specific detail.</p> <p>PE – Football</p> <p>Refine and develop dribbling, turning, passing and receiving. Focus on creating space to support game play.</p>	<p>Cricket</p> <p>Develop an understanding of batting and fielding. Introduce bowling underarm. Develop stopping and returning the ball. Develop retrieving and returning the ball. Striking the ball at different angles and speeds.</p> <p>PE – Tennis</p> <p>Developing the forehand and introduce the backhand and support these in game situations. Creating space to win a point.</p>	<p>Orienteering</p> <p>Demonstrate skills in communication and collaboration in a positive manner and know the benefits/differences of each. Confidently take on different roles in activities</p> <p>PE – Athletics</p> <p>Develop running at speed. Exploring running at pace. Understand and apply tactics when running for distance.</p>
<p>Dance</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>					
<p>Prior Learning</p>	<p>Using stimuli to create movements with adult support.</p> <p>Work with a partner to create a simple dance.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p>					

Future Learning	<p>Using expression when moving to exaggerate the dance moves and motifs. Demonstrates strong movements throughout a dance sequence. Create a fluent sequence with combines flexibility, techniques and movements. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential.</p>
Gymnastics	<p>Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>
Prior Learning	<p>Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc</p>
Future Learning	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.</p>
Games	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending.</p>

	Uses running, jumping, throwing and catching in isolation and combination
Prior Learning	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with coordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>
Future Learning	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
Athletics	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
Prior Learning	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>
Future Learning	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control. Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>

<p>Outdoor education</p>	<p>Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
<p>Prior Learning</p>	<p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
<p>Future Learning</p>	<p>Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>

<p>Year 5</p>	<p>Dance</p> <p>Consistently show precision, control and fluency within a dance routine. Learn how to modify movements based on aesthetic quality and creativity when sequencing actions.</p> <p>PE – Tag rugby To refine attacking and defending skills and develop passing. Demonstrate the skills used to apply in a games situation.</p>	<p>Swimming</p> <p>Children will be taught how to swim competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p> <p>PE - Netball/basketball Recap and refine dribbling and passing to create attacking opportunities. Develop marking and introduce officiating.</p>	<p>Gymnastics (Balance and apparatus)</p> <p>Interpreted a gymnastic sequence in a group applying knowledge of shape, balance and apparatus.</p> <p>PE – Tennis Introduce/develop the volley. Using different skills previously taught to control the game from the serve. Understanding and applying tactics to win a point</p>	<p>Dance (using props) Use props to advance a sequence dance routine. Reflect on the performance and use appropriate vocabulary.</p> <p>PE – Cricket Refine batting, understand and develop batting and bowling tactics. Refine fielding stooping, catching and throwing. Combine bowling and fielding creating and applying tactics. Introduce umpiring.</p>	<p>Orienteering Understand and interpret simple maps and use a range of outdoor adventurous equipment. Be able to identify possible risks and problem solve using knowledge and strategies.</p> <p>PE- Rounders Develop fielding tactics and understand what happens if the batter misses the ball. Refine fielding tactics and apply tactics in mini games.</p>	<p>Gymnastics</p> <p>Develop gymnastic skills and link with control, technique, coordination and fluency. Practice and refine gymnastics techniques travelling, balances, swinging, springing, flight, rotations, bending, stretching and twisting, gestures and linking skills.</p> <p>PE – Athletics Running for speed, distance. Throwing competition and jumping competition.</p>
<p>Dance</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>					
<p>Prior Learning</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p>					

	<p>Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.</p>
Future Learning	<p>Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
Gymnastics	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.</p>
Prior Learning	<p>Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.</p>
Future Learning	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group.</p>

	<p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances</p>
Games	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>
Prior Learning	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination</p>
Future Learning	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking</p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
Athletics	<p>Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country</p>

	<p>Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.</p>
Prior Learning	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
Future Learning	<p>Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
Swimming	<p>Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.</p>
Prior Learning	<p>Some children may have had swimming lessons that their parents have taken them too. Children may have been in a swimming pool. Swimming isn't taught in any other year group.</p>
Future Learning	<p>If the children haven't met the requirements for KS2 they will conduct additional swimming lessons in Year 6.</p>
Outdoor education	<p>Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
Prior Learning	<p>Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group.</p>

	Demonstrates an understanding of how to stay safe.					
Future Learning	Empathise with others and offer support without being asked. Use a range of resources to orientate themselves. Identify possible risks and ways to manage them, asking and listening for expert advice. Remain positive even in the most challenge circumnutates. Use appropriate equipment for support them solve an activity.					
Year 6	<p>Dance (Monarchy) Children will use their knowledge of Monarchs to support their performance and expression. Develop flexibility. Strength, technique, control and balance.</p> <p>PE - Basketball/netball Recap and refine dribbling and passing. Develop and refine shooting, marking, attacking skills, passing, dribbling and shooting. Children will be supported to officiate.</p>	<p>Gymnastics Wall bars Swimming catch up for those who haven't met KS2 swimming</p> <p>Use apparatus to perform plan and perform with precision, control and fluency showing a wide range of actions including variations in speed, levels and direction.</p> <p>PE – Football Develop fielding tactics maximising players. Understand what happens if the batter misses the ball and refine fielding tactics. Applying tactics in mini games.</p>	<p>Dance (Maya) Use motif in a pattern and create a sequence of movements in a team using different levels and tempo and use stillness for affect.</p> <p>PE – Hockey Consolidate keeping possession, develop officiating. Consolidate defending and create, understand and apply attacking/defending tactics in game situations.</p>	<p>Gymnastics Reflect on shapes and sequences and set pieces that are strong and fluent and expressive. Include a range of sequences that show clarity of movement, develops strength, technique and flexibility.</p> <p>PE – Cricket Consolidate batting/fielding/bowling. Create, understand and apply attacking/defensive tactics in game.</p>	<p>Team building and ball skills Take part in a range of games and show confidence in a range of ball skills in a variety of different ways.</p> <p>PE – Volley ball Consolidate keeping possession, develop officiating. Consolidate defending understand and apply defending tactics in game situations and apply defensive tactics in game scenarios.</p>	<p>Orienteering Work as a team to confidently problem solve and seek advice to support the activity if needed.</p> <p>PE – Rounders Introduction to full rounders. Consolidate fielding tactics and apply.</p>
Dance	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements.</p>					

	<p>Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
<p>Prior Learning</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.</p>
<p>Future Learning</p>	<p>Year 7 curriculum</p>
<p>Gymnastics</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances</p>
<p>Prior Learning</p>	<p>Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.</p>

Future Learning	Year 7 curriculum
Games	<p style="text-align: center;">Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.</p>
Prior Learning	<p style="text-align: center;">Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.</p>
Future Learning	Year 7 curriculum
Athletics	<p style="text-align: center;">Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump) Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.</p>
Prior Learning	<p style="text-align: center;">Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control. Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment.</p>

	Can use equipment safely and with good control.
Future Learning	Year 7 curriculum
Outdoor Education	<p>Empathise with others and offer support without being asked.</p> <p>Use a range of resources to orientate themselves.</p> <p>Identify possible risks and ways to manage them, asking and listening for expert advice.</p> <p>Remain positive even in the most challenge circumnutates.</p> <p>Use appropriate equipment for support them solve an activity.</p>
Prior Learning	<p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Future Learning	Year 7 curriculum