

Langshott Subject Leader Curriculum Map

2021/2022

PE	EYFS	1	2	3	4	5
	-	Autumn	Autumn	Autumn	Autumn	Autumn
Thinking – head Knowledge		Gymnastics (teacher)	Dance – The Great Fire of London (teacher)	Gymnastics (teacher)	Swimming (swimming teacher)	Dance (teacher)
		Outcome: In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using	Outcome: Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge	Outcome: In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body	Outcome: This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their	Outcome: Pupils learn different dance, working indiv pair and in small grou as a whole, pupils thi how to use movement and communicate ide
Feeling – heart <mark>Behaviour</mark>		low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement	of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8	tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence	front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different	issues, and their own thoughts. As they we develop an awarenes historical and cultura different dances. Pup provided with the op
		phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils	consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to	work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop	kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and	create and perform t They will be asked to feedback using the co terminology and will use this feedback to their work. Pupils wil with each other and
Doing – Hands Skills		begin to understand the use of levels, directions and shapes when travelling and balancing.	work independently and with others to perform and provide feedback beginning to use key terminology.	their confidence to perform, considering the quality and control of their actions.	how to stay safe around water.	towards others.
All PE lessons to have an element of:		Thinking – knowledge - observing and	<u>Thinking – knowledge</u> - selecting and applying actions	<u>Thinking – knowledge</u> - observing and providing feedback	<u>Thinking – knowledge</u> - comprehension - planning tactics	<u>Thinking – knowledg</u> - creating - observing and provi feedback - using feedback to ir - selecting and applyi
Communicating - coaching (peer to peer) - showing		providing feedback - selecting and applying actions	- counting - observing and providing feedback - creating	 selecting and applying actions evaluating and improving 	Ŕ	Ŕ
understanding of health related fitness		R	Ŕ	Ŕ	Feeling – behaviour - communication - supporting and encouraging others	Feeling – behaviour - collaboration

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6 Autumn

Gymnastics (teacher)

Outcome:

ent styles of dividually, as a roups. In dance think about nent to explore ideas and wn feelings and work, they ness of the ural origins of upils will be opportunity to their work. to provide correct dance ill be able to to improve will work safely nd show respect

dge

oviding

improve lying skills

In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.



<u> Thinking – knowledge</u> - observing and providing feedback - electing and applying actions - evaluating and improving sequences



<u>Feeling – behaviour</u> - responsibility - collaboration

Collaboration

- working with others - performing in groups

Competing

- embed fairness and respect values competitions at all levels

Feeling – behaviour sharing working safely



Doing – skills - travelling actions - shapes balances jumps barrel roll - straight roll - forward roll progressions Objectives:

- To explore travelling movements using the space around you. - To develop quality when performing gymnastic shapes. - To develop stability and control when performing balances. - To develop technique and control when performing shape jumps. - To develop technique in the barrel, straight and forward roll. - To link gymnastic actions to create a sequence. Key vocabulary: action, travel, balance, jump, direction, roll, point, shape, speed, fast, slow, level

Invasion games (sports coach)

Outcome – Pupils develop the basic skills required in

Feeling – behaviour

- respect
- consideration
- sharing ideas
- decision making with others
- acceptance - confidence

Doing – skills - travel - copying and performing actions - using dynamics, pathway, expression and speed - balance - coordination

Objectives: - To repeat, link and choose actions. - To create actions and accurately copy other's actions. - To copy, remember and repeat actions using facial expressions to show different characters.

- To perform in unison creating shapes with a partner. - To be able to mirror a

partner and create ideas. - To copy, repeat and create

actions in response to a stimulus.

- To copy, create and perform actions considering dynamics.

- To create a short dance phrase with a partner showing clear changes of speed.

Key vocabulary counts, action, travel, shape, direction, speed, level,

Feeling – behaviour - collaboration

- communication
- · respect
- confidence



Doing - skills -individual point and patch balances - straight roll barrel roll forward roll

- straight jump - tuck jump
- star jump
 - rhythmic gymnastics

Objectives:

- To be able to create interesting point and patch balances. - To develop stepping into shape jumps with control. - To develop the straight, barrel, and forward roll. - To be able to transition smoothly into and out of balances. - To create a sequence with matching and contrasting actions and shapes. - To create a partner sequence incorporating equipment Key vocabulary matching, contrasting, sequence, direction,

interesting, flow, explore, control, shape, create.

Netball (sports coach)

Outcome: Pupils will be encouraged to persevere when developing competencies

keeping myself and others safe

confidence

Doing – skills - submersion

- front crawl

- backstroke

· rotation

- sculling

position

Objectives:

the water.

- To develop an

understanding of

movement and

submersion.

crawl legs.

breathing.

backstroke.

water.

- To develop independent

- To develop gliding and

- To develop front crawl

- To develop gliding and

- To develop rotation,

sculling and treading

submersion and

handstands.

technique.

technique.

- To develop surface dives,

- To develop head above

- To develop head above

- To develop basic skills in

water safety and floating.

- To learn techniques for

water breaststroke

water breaststroke

personal survival.

- breaststroke

- treading water

- handstands

- surface dives

- H.E.L.P and huddle

- floating

- gliding

 consideration an others

- inclusion
- respect - leadership
- empathy
- confidence



Doing – skills performing a var actions

 using canon, unise dynamics, character space, emotion, ma mirroring, transitio

Objectives:

 To create a dance random structure the actions showing control. To understand ho buoyancy and balance in

the dynamics of ar changes the appea performance.

 To understand ar relationships and s how a performance To work with a gr poses and link the using transitions. - To use choreogra when working as a To copy and repe in the style of Gree

 To work with a path and repeat actions time with the musi

- To work collabor group to create a d

style of Greeks.

Key vocabulary levels, action, form relationship, perfor expression, unison dynamics, canon.

d awareness of	- communication - respect - confidence
	Ŷ
tiety of dance son, formation, ser, structure, natching, ons	Doing – skills -straddle roll - forward roll - backward roll - counter balance - counter tension - bridge - shoulder stand - handstand - cartwheel - headstand - vault
e using a and perform ng quality and	Objectives: - To be able to develop the straddle, forward and backward
ow changing n action arance of the	roll. -To develop counter balance and counter tension.
nd use space to change ce looks. roup to create em together	 To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus.
aphing devices a group. eat movements eks.	- To be able to create a group sequence using formations and apparatus.
artner to copy s keeping in sic. ratively with a dance in the	Key vocabulary - momentum, counter balance, aesthetics, formation, synchronisation, stability, inverted, progression, counter tension.
nation, timing, ormance, n, posture,	Basketball (sports coach) Outcome: In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting.

				1
invasion games s		in key skills and principles	- To develop water safety	
sending, receivin		such as defending,	skills and an	Basketball (sports
dribbling a ball. 1	-	attacking, throwing,	understanding of personal	
develop their	Invasion games (sports	catching and shooting.	survival.	Outcome:
understanding o		They will learn to use a		Pupils will be encou
attacking and de	-	range of different passes	Key vocabulary -	persevere when de
and what being '	l Outcome:	in different situations to	sculling, crawl,	competencies in ke
possession' mean	ns. Pupils develop their	keep possession and	breaststroke, submersion,	principles such as d
They have the	understanding of invasion	attack towards goal.	rotation, backstroke,	attacking, throwing
opportunity to p	lay games and the principles of	f Pupils will learn about	buoyancy, survival,	dribbling. Pupils wil
uneven and ever	defending and attacking.	defending and attacking	alternate, huddle, stroke,	attacking skills to m
games. They lear	I THEY USE AND DEVELOD SKILLS	play as they begin to play	treading water.	possession of the ba
to score points in	I SUCH as sending and	even-sided versions of 5-		start by playing une
types of games a		d a-side Netball. They will	Netball (teacher)	move onto even sid
to play to the rul	es. hands, as well as dribbling	learn key rules of the		Pupils will understa
They work	with both feet and hands.	game such as footwork,	Outcome:	importance of playi
independently, v	I nev nave the opportunity	held ball, contact and	In this unit pupils will	to the rules. They w
partner and in a	small to play uneven and even	obstruction.	develop defending and	encouraged to thin
group and begin	i sided games, i nev learn		attacking play during	to use skills, strateg
manage their ow	I now to score points in these	e	even-sided 5-a-side	to outwit the oppos
games, showing	TVNES OF DAMES AND IPARD TO		netball. Pupils will learn to	as learn how to eva
and kindness tov	Diay to the rules.	ζ¢ ~ /	use a range of different	own and others' pe
their teammates		L (passes to keep possession	
opponents.			and attack towards a goal.	
			Pupils will be encouraged	
		<u>Thinking – knowledge</u>	to work collaboratively to	
	ן ז י ר	- planning strategies and	think about how to use	ነ [•] /
(*)		using tactics	skills, strategies and	
L (- observing and providing	tactics to outwit the	
	_	feedback	opposition. They will start	
	<u>Thinking – knowledge</u>		to show control and	<u>Thinking – knowled</u>
Thinking – knowl	edge - creativity		fluency when passing,	- planning strategie
- connecting	- reflection		receiving and shooting the	tactics
information	- decision making		ball. They will learn key	- observing and prov
- decision making	- comprehension		rules of the game such as	feedback
- recalling inform			footwork, held ball,	-
, , , , , , , , , , , , , , , , , , ,		— —	contact and obstruction.	
🛋			Pupils also develop their	
		<u>Feeling – behaviour</u>	understanding of the	
		 working safely 	importance of fair play	
	· / \ ·	- communication	and honesty while self-	· –– .
		- collaboration	managing games.	
— —	Feeling – behaviour	- honesty and fair play		<u>Feeling – behaviour</u>
	- communication	- perseverance	\frown	- working safely
<u>Feeling – behavio</u>	- respect			- communication
- co-operation	- co-operation		2 or 1	- collaboration
- communication	- kindness			- honesty and fair p
- supporting and	- empathy			- perseverance
encouraging oth	ers - integrity			perseverance
- respect and kin	dness - independence		Thinking knowledge	
towards others	- determination		<u>Thinking – knowledge</u>	
- honesty and fai	r play	-	- planning strategies and	
- managing emot	ions	Doing	using tactics	
		<u>Doing – skills</u>	 selecting and applying skills 	
		- passing		
		- catching - footwork	- decision making	

coach)	
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ouraged to developing key skills and defending, ng, catching and vill learn to use maintain ball. They will neven and then ided games. tand the ying fairly and will be ink about how egies and tactics osition as well valuate their performances.

<u>edge</u> ies and using

roviding

<u>ur</u>

play

Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.

<u>Thinking – knowledge</u> - planning strategies and using tactics - observing and providing feedback



<u>Feeling – behaviour</u>

- communication
- collaboration
- perseverance
- honesty and fair play

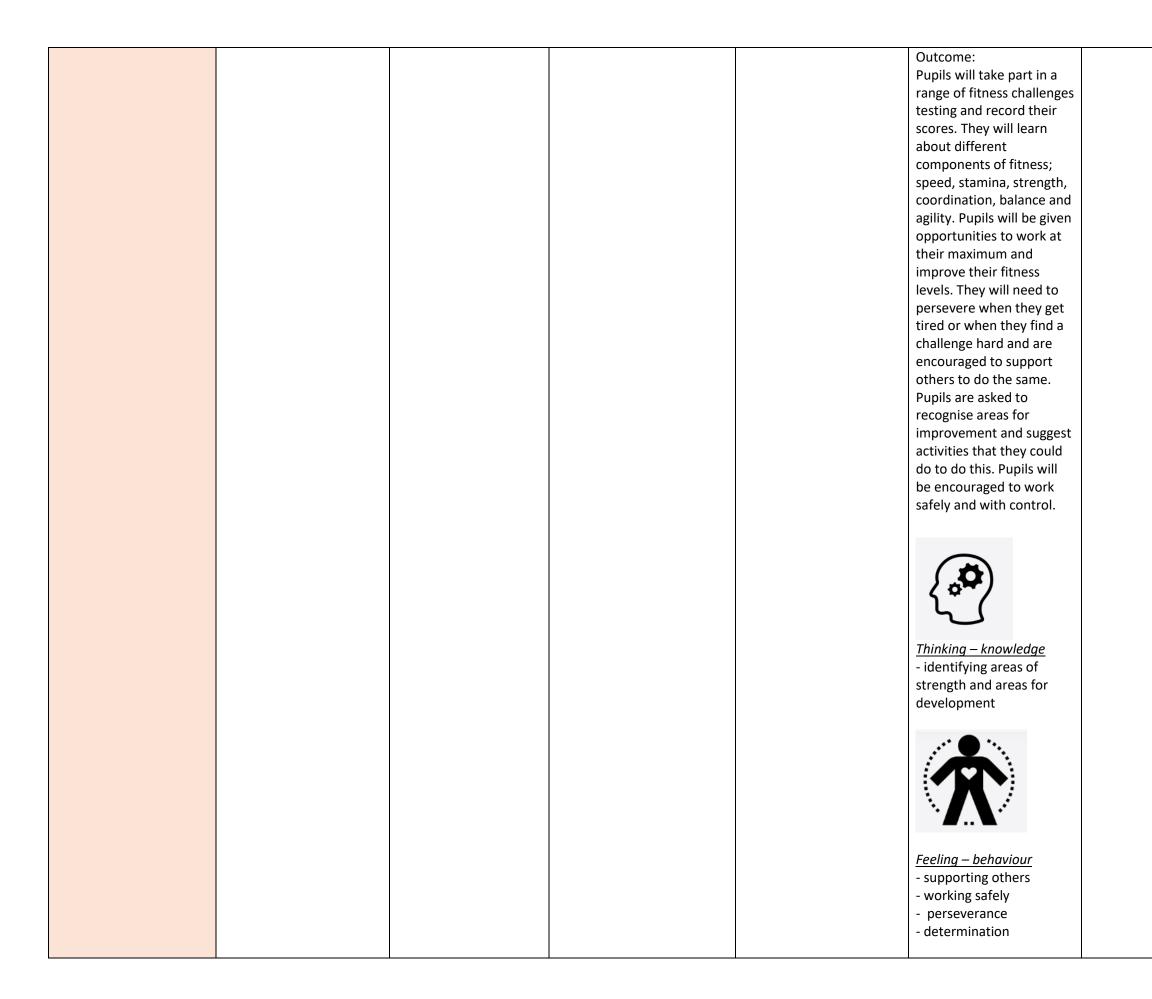


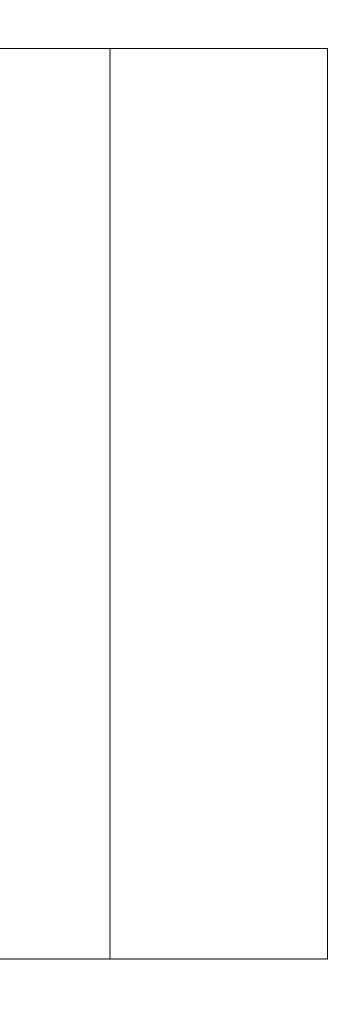
<u>Doing – skills</u> - throwing and catching

- dribbling
- intercepting
- shooting

Objectives:

		- intercepting			- To develop protective dribbling
		- shooting		<u>Doing – skills</u>	against an opponent.
		- shotting		- throwing and catching	- To be able to move into space to
		Objectives:		- dribbling	support a teammate.
		- To develop passing and		- intercepting	- To choose when to pass and
		moving and play within		- shooting	when to dribble.
		the footwork rule.		Shooting	- To be able to track an opponent
		- To develop passing and	<u>Feeling – behaviour</u>		and use defensive techniques to
	<u>Doing – skills</u>	moving towards a goal.	- communication	Objectives:	win the ball.
<u>Doing – skills</u>	 throwing and catching 	- To develop movement	- collaboration	- To develop the attacking skill of	- To be able to perform a set shot
- throwing and catching	- kicking	skills to lose a defender.	- perseverance	dribbling.	and a jump shot.
- kicking	 dribbling with hands and 	- To be able to defend an	- honesty and fair play	- To use protective dribbling	- To be able to apply the rules
- dribbling with hands	feet	opponent and try to win		against an opponent.	and tactics you have learnt to
and feet	- dodging	the ball.		- To develop the bounce and	play in a basketball tournament.
- dodging	 finding space 	- To develop the shooting		chest pass and begin to recognise	, , , , , , , , , , , , , , , , , , , ,
- finding space		action.		- To develop tracking and	Key vocabulary -
	Objectives:	- To develop playing using	_	defending an opponent.	referee, set shot, opponent,
Objectives:	- To understand what being	netball rules.		- To develop the technique for	double dribble, possession,
- To develop dribbling	in possession means and			the set shot.	rebound, tactics, conceding,
towards a goal and	support a teammate to do	Key vocabulary -	•	- To be able to apply the skills,	outwit, travelling, foul, jump shot.
understand what being	this.	pivot, footwork, landing	<u>Doing – skills</u>	rules and tactics you have learnt	
'in possession' means.	- To use a variety of skills to	foot, attach, interception,	- passing	to a mini tournament.	
- To understand who to	score goals.	defence, opponent,	- catching		
pass to and why when	- To develop stopping goals.	rebound, contact,	- footwork	Key vocabulary -	
playing against a	- To learn how to gain	opposition, obstruction,	- intercepting	travelling, double dribble,	
defender.	possession of the ball.	mark, receiver,	- shooting	possession, v dribble, receiver,	
- To move towards a	- To develop an	possession.	- dodging	playing area, opponent, tracking,	
goal with the ball.	understanding of marking	P		rebound, opposition.	
- To support a teammate when in	an opponent. - To learn to apply simple				
possession.	tactics for attacking and		Objectives:		
- To move into space	defending.		- To develop passing and		
showing an awareness	derending.		moving.		
of defenders.	Key vocabulary -		- To be able to use the		
- To be able to stay with	possession, send,		attacking principle of		
a player when	teammate, chest pass,		creating and using space.		
defending.	received, goal, dodge,		- To be able to change		
u cremang.	bounce pass.		direction and lose a		
Key vocabulary -			defender.		
safely, defender,			- To be able to defend ball		
dribbling, pass,			side and know when to go		
attacker, space, points,			for interceptions.		
score, team			 To develop the shooting 		
			action.		
			- To use and apply skills		
			and tactics to small sided		
			games.		
			Kaussaaksslams		
			Key vocabulary -		
			rebound, possession,		
			attack, contact,		
			obstruction, defend,		
			contest, conceding,		
			interception, consecutive, consistently, turnover.		
			consistentiy, turnover.		
			Fitness (teacher)		
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					Doing – skills - strength - speed - power		
					 agility coordination balance 		
					Objectives: - To develop an awareness of what your body is capable of. - To develop speed and strength. - To complete actions to develop co-ordination. - To complete actions to develop agility. - To complete actions to develop balance. - To complete actions to develop stamina		
	Spring	Spring	Spring	Spring	Spring	Spring	Spring
Gym	• •	Multi-Skills (sports coach)	Gymnastics (teacher)	Dance – Dance festival Performance (teacher)	OAA - Juniper Hall (residential)	Gymnastics (teacher)	Badminton (sports coach)
In this deve gymr the to their explo creat and j deve rollin awar how perfo both They reme short	elop their basic mastic skills through topic of 'animals and ir habitats'. Children lore basic movements, ating shapes, balances, jumps and begin to elop rocking and ng. They show an areness of space and v to use it safely and form basic skills on h floor and apparatus. y copy, create,	Outcome: In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Outcome: In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using	Outcome: Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	 take part in outdoor and adventurous activity challenges both individually and within a team (NC) Using key orienteering skills to explore inspirational landscapes, children will quickly and accurately navigate their teams through challenges and problems – mistakes cost time! Developing map reading, orientation and compass abilities, they will gain confidence in finding their way through unfamiliar 	Outcome: In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Outcome: Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and

levels and directions when traveling and balancing.



Thinking – knowledge - selecting and applying skills - creating sequences



<u>Feeling – behaviour</u> - taking turns co-operation communication - confidence determination



<u>Doing – skills</u> - shapes - balances - jumps rocking - rolling - travelling Objectives: - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and

rolling.

Thinking – knowledge using tactics exploring actions - comprehension



<u>Feeling – behaviour</u> co-operation communication · leadership - supporting others - honesty - perseverance - challenging myself



<u>Doing – skills</u>

· rolling kicking throwing catching bouncing dribbling tracking Objectives: - To develop control and co-ordination when dribbling a ball with your hands. - To explore accuracy when rolling a ball. - To explore throwing with accuracy towards a target. - To explore catching

with two hands.

opportunities to provide feedback to others and recognise elements of high quality performance.



Thinking – knowledge observing and providing feedback - selecting and applying actions



<u>Feeling – behaviour</u> - sharing • working safely

- confidence
- independence



Doing – skills - shapes

- balances
- shape jumps
- travelling movements
- barrel roll
- straight roll
- forwards roll



- To perform gymnastic shapes and link them
- together. - To be able to use shapes to
- create balances. - To be able to link travelling actions and balances using apparatus.



Thinking – knowledge - selecting and applying actions

- creating
- observing and providing feedback



<u>Feeling – behaviour</u> - sharing ideas

- respect
- inclusion of others
- leadership
- working safely
- confidence
- acceptance



Doing – skills - using canon, unison, formation, dynamics, pathways, direction - copying and performing actions

- control
- balance

Objectives:

- To create actions in response to a stimulus and move in unison with a partner.
- To create actions to move in contact with a partner or interact with a partner.

Gymnastics (teacher)

Outcome: In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality



and control of their

actions.

- Thinking knowledge - observing and providing feedback - selecting and applying actions
- evaluating and improving sequences
- balances. To develop the strain forward, straddle and

- roll.
- To be able to explor methods of travelling





<u> Feeling – behaviour</u>

- responsibility collaboration
- communication
- respect confidence



- Doing skills symmetrical and asy balances straight roll - forward roll
 - straddle roll - backward roll
 - cartwheel
 - bridge shoulder stand

Thinking – knowledge - observing and providing feedback - selecting and applying actions - evaluating and improving sequences	coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.
R	
Feeling – behaviour - responsibility - collaboration - communication - respect - confidence	<i>Feeling – behaviour</i> - communication - respect - supporting and encouraging
Ť	others - confidence - perseverance - honesty
<u>Doing – skills</u> - symmetrical and asymmetrical balances - straight roll - forward roll	T
 straddle roll backward roll cartwheel bridge shoulder stand 	<u>Doing – skills</u> - ready position - grip - forehand - backhand - serve - footwork
Objectives: - To be able to perform symmetrical and asymmetrical balances. - To develop the straight, forward, straddle and backward roll. - To be able to explore different methods of travelling, linking	Objectives: - To develop footwork and the forehand and backhand grip. - To develop the backhand serve over a net. - To develop rallying using an overhead forehand clear.

 - To copy and create short sequences linking actions together - To explore control and co-ordination when dribbling a ball with your feet. - To explore tracking a co-ordination when ball that is coming - To demonstrate different shapes, take off and landings when performing jumps. - To understand how dynamics affect the actions performed. - To be able to select and use actions to represent ball that is coming - To explore tracking a ball that is coming - To develop rolling and sequence building. - To develop rolling and sequence building. - To explore matching and apply this to gate 	re points ive games. <hand clear<="" th=""></hand>
your feet.jumps.To be able to select and use actions to representprogressions of inverted movements.and play in competi on the ballKey vocabulary To explore tracking a- To develop rolling anduse actions to representImage: Comparison of inverted movements.and play in competi on the ball	ive games. khand clear
Key vocabulary - - To explore tracking a - To develop rolling and use actions to represent • I and the second seco	khand clear
copy, travel, space, shape, ball that is coming sequence building. an idea.	ne situations
	ic situations.
rock, over, backwards, towards me To develop sequence work - To work with a partner mirroring using actions both on - To show respect, h	onesty and
sideways, forwards. on apparatus. to choose actions that <u>Feeling – behaviour</u> the floor and on apparatus. fair play when comp	eting against
Key vocabulary - relate to an idea. - responsibility - To be able to create a partner an opponent.	
far, aim, safely, throw, Key vocabulary To remember and repeat - collaboration sequence using apparatus	
send, roll, catch, action, travel, balance, actions, using dynamics to - communication Key vocabulary -	
direction, balance jump, direction, roll, link, clearly show different ^{- respect} Key vocabulary - backhand, forehand	control,
sequence, straddle, pike, phrases confidence symmetrical, asymmetrical, meady position, co-confidence	-
Dance – Pirates tuck, star, level. - To choose actions which extension, rotation, outwit, rally, return	serve, ready
(teacher) relate to the idea, using synchronisation, canon, inverted, position, defensive,	attacking,
Multi-Skills (sports coach) space and timing to make progression, aesthetics. opponent, continue	ısly.
Outcome: my work look interesting.	
Pupils will explore Outcome: - To understand and use	
travelling actions, In this unit, pupils will formations, choosing Badminton (sports coach)	
movement skills and develop their fundamental poses which relate to the	
balancing. They will ball skills such as throwing stimulus. Outcome:	
understand why it is and catching, rolling, hitting - To use transitions and <u>Doing - skills</u> Pupils focus on developing the	
important to count to a target, dribbling with both changes of timing to move - individual and partner - individual and partner - individual and partner	
music and use this in hands and feet and kicking a into and out of shapes. balances continuous rallies in badminton.	
their dances. Pupils will ball. Pupils will have the -jumps using rotation They will learn about the ready	
copy and repeat actions opportunity to work Key vocabulary - - straight roll position, racket control, serving linking them together to independently, in pairs and unison, explore, create, hamel not and hitting over a net and how to	
http:// - IOrward Foll - IOrward Fo	
work individually and dynamics, avprossion	
with a partner to create actions	
ideas in relation to the Constant of the constant of the cons	
the expection P_{i} the expection P_{i}	
given the enperturity S	
to perform and also to	
provide feedback.	
beginning to use dance Thinking – knowledge Pupils will learn to for develop control in of abiding by rules to keep	
terminology to do so using tactics contribute to the game by contri	
- exploring actions holping to keep will develop character and	
possession of the ball, use - To develop the straight, barrel, forward and	
simple attacking tactics straddle roll. coping strategies when exposed	
using sending, receiving - To develop the straight, to competition and will be given	
and dribbling a ball. They barrel, forward and the opportunity to take on the	
will start by playing straddle roll.	
- To develop strength in	
onto even sided games.	
They will begin to think - To be able to create a	
about defending and partner sequence to	
- Observing and winning the ball. Pupils include apparatus.	
vill be encouraged to	
actions - supporting others - Supporting there - support - supporting there - support	
- honesty - hone	
- perseverance tactics to outwit the sequence, direction, - using tactics	
- challenging myself opposition. Fughts will interesting, flow, explore, - selecting and applying skills	
importance of playing control, shape, create, - identifying strengths and areas	
importance of playing fairly and keeping to the straddle, rotation, barrel.	

Feeling – behaviour co-operation - communication coming to decisions with a partner · respect - confidence acceptance



Doing – skills - travel copying and performing actions · using shape - balance

coordination Objectives: - To explore travelling actions and use counts of 8 to move in time with the music. - To remember and repeat actions and respond imaginatively to a stimulus. - To copy, remember and repeat actions that represent the theme. - To copy, repeat, create and perform actions that represent the them - To use expression and create actions that relate to the story. - To use a pathway when travelling. - To copy, repeat and choose actions that represent the theme. - To show changes in



Doing – skills

- rolling - kicking

- throwing

 catching bouncing

- dribbling

Objectives:

- To be able to roll a ball to hit a target.

- To develop co-ordination and be able to stop a rolling ball.

- To develop technique and control when dribbling a ball with your feet.

- To develop control and technique when kicking a ball.

- To develop co-ordination and technique when throwing and catching.

- To develop control and coordination when dribbling a ball with your hands.

Key vocabulary overarm, underarm, distance, dribble, collect, target.

rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.



Thinking – knowledge planning strategies and using tactics observing and providing feedback - decision making



<u>Feeling – behaviour</u> - communication

- collaboration
- inclusive
- honesty and fair play - perseverance

- empathy



Doing – skills

- passing - dribbling
- receiving
- intercepting
- tackling

Objectives: To develop sending the ball with a push pass. - To develop receiving the ball. - To develop dribbling using the reverse stick (Indian dribble).

Hockey (sports coach)

Outcome:

In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty



games.

while self-managing

Thinking – knowledge - planning strategies and using tactics observing and providing feedback selecting and applying skills

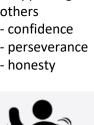


Feeling – behaviour

- communication
- collaboration
- perseverance - honesty and fair play

Key vocabulary -

backhand, forehand, control, ready position, co-operatively, outwit, rally, return, serve.



- communication

- respect



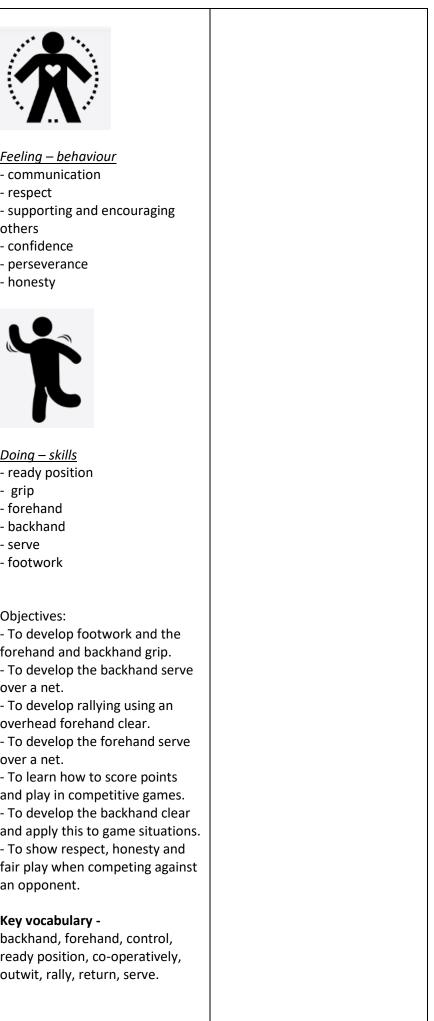
Doing – skills - ready position

- grip - forehand
- backhand
- serve
- footwork

Objectives: - To develop footwork and the

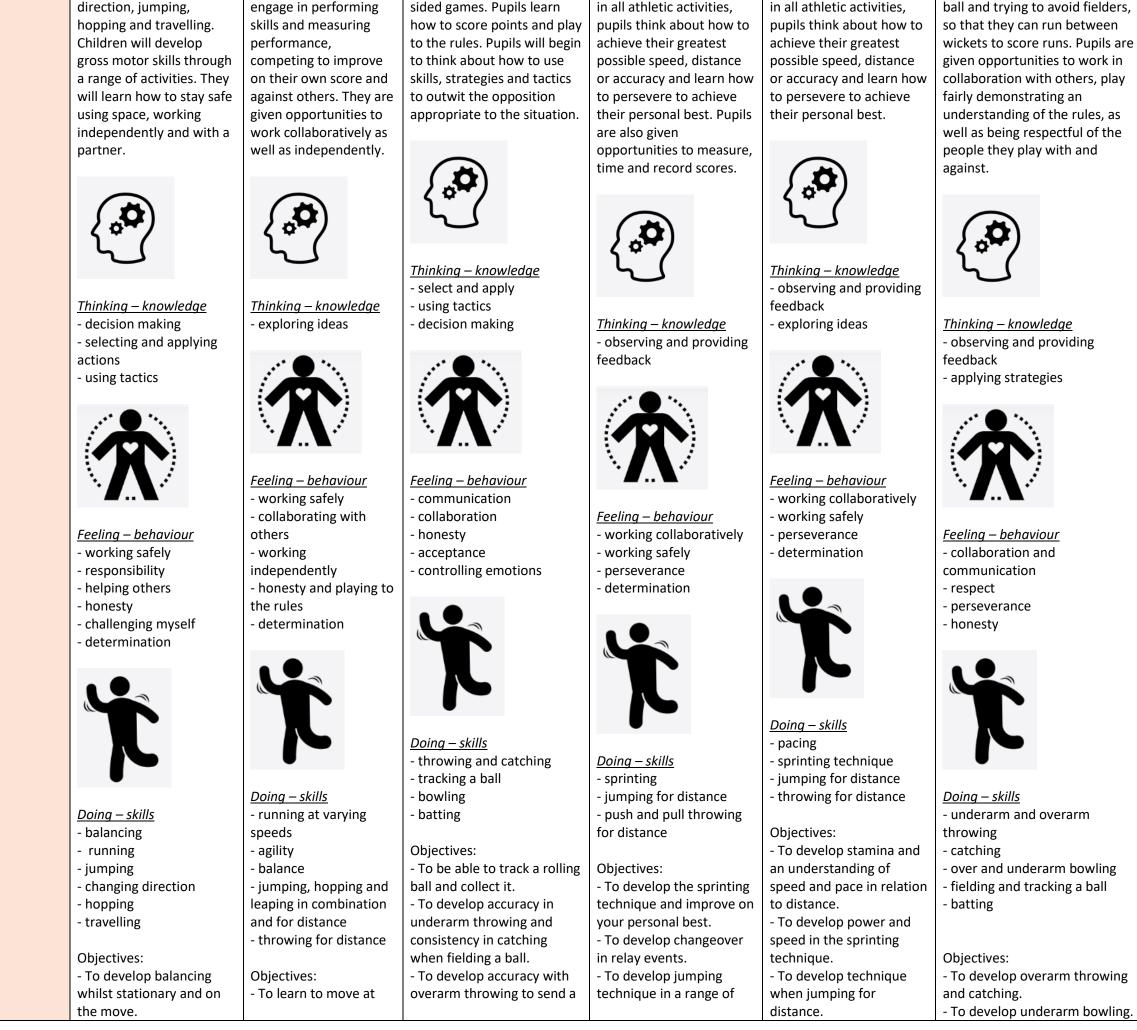
forehand and backhand grip. - To develop the backhand serve over a net.

- To develop rallying using an overhead forehand clear.
- To develop the forehand serve over a net.
- To learn how to score points and play in competitive games.
- To develop the backhand clear and apply this to game situations.
- To show respect, honesty and fair play when competing against an opponent.



	expression, level and shape. Key vocabulary - counts, action, travel, pose, move, direction, forwards, backwards, speed, fast, slow, level, shape.		 To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. Key vocabulary - dribble, receiver, attack, shoot, interception, defence, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession. 	 Doing – skills dribbling passing receiving tackling creating and using space shooting Objectives: To develop dribbling to beat a defender. To develop sending the ball using a push pass. To develop receiving the ball with control. To be able to move into space to support a teammate. To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. To apply the rules and skills you have learnt to play in a hockey tournament. Key vocabulary - obstruction, conceding, block tackle, trapping the ball, possession, attack, support, interception, jab tackle, consistently, bully off, defence.	
Summer Fundamentals (sports	Summer Athletics (sports coach)	Summer Striking & Fielding (teacher)	Summer Athletics (sports coach)	Summer Athletics (sports coach)	Summe Cricket (teacher)
coach)					
Outcome:	Outcome: In this unit, pupils will	Outcome: In this unit, pupils develop	Outcome: In this unit, pupils will	Outcome: In this unit, pupils will	Outcome: Pupils learn how to s
In this unit children will	develop skills required	their understanding of the	develop basic running,	develop basic running,	into space so that th
develop their	in athletic activities	principles of striking and	jumping and throwing	jumping and throwing	runs. When fielding,
fundamental movement	such as running at	fielding games. They	techniques. They are set	techniques. They are set	how to keep the bat
skills through the topic of	different speeds,	develop the skills of	challenges for distance	challenges for distance	low. In all games act
'all about me'.	changing direction,	throwing and catching,	and time that involve	and time that involve	have to think about
Fundamental skills will	jumping and throwing.	tracking and retrieving a ball	using different styles and	using different styles and	skills, strategies and
include balancing,	In all athletic based	and striking a ball. They	combinations of running,	combinations of running,	outwit the oppositio
running, changing	activities, pupils will	begin to self-manage small	jumping and throwing. As	jumping and throwing. As	pupils achieve this b

ummer	Summer
er)	OAA – BLA (residential)
w to strike the ball hat they can score lding, they learn he batters' scores es activities, pupils about how they use as and tactics to position. In cricket, this by striking a	Cricket (teacher) Outcome: Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.



ball and trying to avoid fielders,

In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.



Thinking – knowledge observing and providing feedback - selecting and applying strategies



<u> Feeling – behaviour</u> - collaboration and communication respect

- honesty



Doing – skills - underarm and overarm throwing - catching - over and underarm bowling long and short barrier - batting **Objectives:**

- To develop running and	different speeds for	ball over a greater distance	approaches and take off	- To develop power and	- To learn how to grip the ba
stopping.	varying distances.	and limit a batter's score.	positions.	technique when throwing	develop batting technique.
 To develop changing 	- To develop a	 To develop striking for 	- To develop throwing for	for distance.	- To be able to field a ball us
direction.	foundation for balance	distance and accuracy.	distance and accuracy.	- To develop a pull throw	two handed pick up and a sh
 To develop jumping and 	and stability.	- To develop decision	- To develop throwing for	for distance and accuracy.	barrier.
landing.	- To develop agility and	making to get a batter out.	distance in a pull throw.	- To develop officiating	- To develop overarm bowlir
 To develop hopping and 	co-ordination.	- To develop decision	- To develop officiating	and performing skills.	technique.
landing with control.	- To explore hopping,	making when under	and performing skills.		- To play apply skills learnt to
- To explore different	jumping and leaping for	pressure.		Key vocabulary -	cricket.
ways to travel.	distance.		Key vocabulary -	speed, accurately, power,	
	- To develop throwing	Key vocabulary -	speed, accurately, power,	personal best,	Key vocabulary -
Key vocabulary -	for distance.	throw, score, place, strike,	personal best,	determination, further,	runs, technique, wicket keep
run, safely, space, jump,	- To develop throwing	send, runs, track, catch,	determination, further,	faster, control, strength,	strike, retrieve, bowl, fieldin
hop, direction, stop,	for accuracy.	batter, bowler, fielder,	faster, control, strength,	pace, stride, flight,	stumped, stance, wicket,
listen.		backstop.	pace.	compete.	short/long barrier, grip, batt
	Key vocabulary -				
Ball skills (teacher)	fast, slow, jump, aim,	Athletics (sports coach)	Rounders (teacher)		Athletics (sports coach)
	direction, far, bend,			Rounders (teacher)	
Outcome:	improve, hop, safely,	Outcome:	Outcome:		Outcome:
In this unit children will	travel, balance.	In this unit, pupils will	Pupils learn how to score	Outcome:	In this unit, pupils are set
develop their ball skills	Christian O. Fielding	develop skills required in	points by striking a ball	Pupils learn how to score	challenges for distance and t
through the topic of	Striking & Fielding	athletic activities such as	into space and running	points by striking a ball	that involve using different s
<mark>'minibeasts'</mark> . Children will	(teacher)	running at different speeds,	around cones or bases.	into space and running	and combinations of running
develop fundamental ball	Outrouver	jumping and throwing. In all	When fielding, they learn	around cones or bases.	jumping and throwing. As in
skills such as rolling and	Outcome:	athletic based activities,	how to play in different	When fielding, they learn	athletic activities, pupils thin
receiving a ball, throwing	Pupils develop their	pupils will engage in	fielding roles. They focus	how to play in different	about how to achieve their
to a target, bouncing and	basic understanding of	performing skills and	on developing their	fielding roles. They focus	greatest possible speed, heig
catching, dribbling with	striking and fielding	measuring performance,	throwing, catching and	on developing their	distance or accuracy and lea
feet and kicking a ball.	games such as	competing to improve on	batting skills. In all games	throwing, catching and	how to persevere to achieve
Children will be able to	Rounders and Cricket.	their own score and against	activities, pupils have to	batting skills. In all games	personal best. They learn ho
develop their fine and	They learn skills	others. They are given	think about how they use	activities, pupils have to	improve by identifying areas
gross motor skills through	including throwing and	opportunities to work	skills, strategies and	think about how they use	strength as well as areas to
a range of game play	catching, stopping a	collaboratively as well as independently. They learn	tactics to outwit the opposition. Pupils are	skills, strategies and	develop. Pupils are also give
using a variety of	rolling ball, retrieving a ball and striking a ball.	how to improve by	•••	tactics to outwit the	opportunities to lead when officiating as well as observe
equipment. Children will be given opportunities to	-		given opportunities to work in collaboration with	opposition. Pupils are	provide feedback to others.
• • • •	They are given	identifying areas of strength		given opportunities to work in collaboration with	provide reedback to others.
work independently and with a partner.	opportunities to play	as well as areas to develop.	others, play fairly demonstrating an	others, play fairly	
	one against one, one against two, and one		understanding of the	demonstrating an	
	against three. They		rules, as well as being	understanding of the	
	learn how to score		respectful of the people	rules, as well as being	ζ φ -/
	points and how to use	ζ φ -/	they play with and	respectful of the people	L (
ζ Φ= /	simple tactics. They	L (against.	they play with and	U
հ (learn the rules of the	Ŭ		against.	
	games and use these to			agamst.	<u>Thinking – knowledge</u>
	play fairly. They show	<u> Thinking – knowledge</u>			- observing and providing
<u> Thinking – knowledge</u>	respect towards others	- observing and providing			feedback
- using tactics	when playing	feedback	ζφ~/		
- decision making	competitively and	- exploring ideas		ζφ~/	
2	develop communication			5	
	skills.				
	JAIID.		<u> Thinking – knowledge</u>		
			- observing and providing	<u> Thinking – knowledge</u>	
			feedback	- observing and providing	
			- using tactics	feedback	
— —			- decision making	- using tactics	<u>Feeling – behaviour</u>
		1		I	- collaborating with others

using tactics
 decision making

<u>Feeling – behaviour</u> - collaborating with others

rip the bat and	 To develop throwing accuracy
chnique.	and catching skills.
d a ball using a	- To develop batting accuracy and
p and a short	directional batting.
	 To develop catching skills
rm bowling	(close/deep catching and wicket
	keeping).
ls learnt to mini	 To develop overarm bowling
	technique and accuracy.
	 To develop a variety of fielding
	techniques and to use them
icket keeper,	within a game.
wl, fielding,	 To develop long and short
vicket,	barriers and apply them to a
grip, batting.	game situation
oach)	Key vocabulary -
	strike, batting, wicket keeper,
	fielding, wicket, tracking,
are set	consistently, retrieve, support,
ance and time	obstruction.
different styles	
anner ente seynes	
of running,	Athletics (sports coach)
	Athletics (sports coach)
of running,	Athletics (sports coach) Outcome:
of running, ving. As in all	
of running, ving. As in all pupils think	Outcome:
of running, ving. As in all pupils think eve their peed, height, cy and learn	Outcome: In this unit, pupils are set
of running, ving. As in all pupils think eve their peed, height,	Outcome: In this unit, pupils are set challenges for distance and time
of running, ving. As in all pupils think eve their peed, height, cy and learn	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running,
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given ad when	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when
of running, ving. As in all pupils think eve their peed, height, cy and learn to achieve their y learn how to ying areas of areas to e also given bad when as observe and	Outcome: In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and



<u>Thinking – knowledge</u> - observing and providing feedback

Feeling – behaviour - co-operation - supporting others - honesty - perseverance



Doing – skills - rolling a ball

- stopping a rolling ball
- throwing at a target
- bouncing a ball
- dribbling a ball with feet - kicking a ball

Objectives:

- To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a

target. - To develop bouncing and

catching a ball. - To develop dribbling a ball with your feet.

- To develop kicking a ball.

Key vocabulary -

roll, team, space, kick, bounce, throw, safely, stop, listen.



Thinking – knowledge using tactics - selecting and applying skills decision making



Feeling – behaviour - communication - supporting and encouraging others consideration of others perseverance

honesty and fair play



Doing – skills - throwing catching retrieving a ball tracking a ball - striking a ball

Objectives:

- To develop underarm throwing and catching and put this into small sided games. - To develop overarm throwing. - To develop striking a ball with my hand and equipment. - To retrieve a ball when fielding.

- <u>Feeling behaviour</u>
- working safely
- collaborating with others
- working independently
- determination



Doing – skills

- running at different speeds
- jumping for distance throwing for distance
- **Objectives:**
- To develop the sprinting action.
- To develop jumping for distance.
- To develop technique when jumping for height. - To develop throwing for
- distance. - To develop throwing for
- accuracy. - To develop technique
- when taking part in an athletics carousel.

Key vocabulary speed, jog, sprint, pace, balance, direction, take off, landing, swing, height, distance, overarm,

underarm.



Feeling – behaviour

- collaboration and communication
- respect
- supporting and
- encouraging others
- honesty and fair play - confident to take risks
- managing emotions



Doing - skills

- underarm and overarm
- throwing
- catching
- tracking a ball fielding and retrieving a
- ball - batting

Objectives:

- To play different roles in a game and begin to think tactically about each role. - To develop the bowling action and learn the rules of bowling. - To run around the outside of the bases and make decisions about when to stop and when to run. - To field a ball using a two handed pick up and a short barrier. - To develop batting technique and an understanding of where to hit the ball. - To apply skills and rules to hit the ball. learnt to play rounders. - To apply skills and rules

Key vocabulary -



Feeling – behaviour

- collaboration and

communication

- supporting and

encouraging others

- respect

- supporting others - perseverance - determination



Doing – skills

distance

Objectives:

speed.

changeovers.

- pacing - sprinting technique
- honesty and fair play - relay changeovers
- confident to take risks - managing emotions

Doing – skills underarm and overarm

- throwing
- catching - tracking a ball
- fielding and retrieving a ball
- batting

Objectives: - To play different roles in a game and begin to think tactically about each role. -To develop the bowling action and learn the rules of bowling. - To run around the outside of the bases and make decisions about when to stop and when to run. - To field a ball using a two handed pick up and a short barrier. - To develop batting technique and an understanding of where

learnt to play rounders.

Key vocabulary technique, compete, continuous pace, flight, determination, personal best, momentum, stride, downsweep, upsweep, officiate, rythm.

- jumping for distance - push and pull throwing for

- To be able to apply different speeds over varying distances. - To develop fluency and coordination when running for

- To develop technique in relay

 To develop technique and coordination in the triple jump. - To develop throwing with force for longer distances. - To develop throwing with

greater control and technique.

- Feeling behaviour
- determination
- negotiating
- collaborating with others
- perseverance



Doing – skills

- pacing
- sprinting
- jumping for distance
- push throwing for distance
- fling throwing for distance

Objectives:

- To work collaboratively with a partner to set a steady pace. - To develop your own and others sprinting technique. - To develop power, control and

technique for the triple jump. - To develop power, control and technique when throwing for distance.

- To develop throwing with force and accuracy for longer distances. - To work collaboratively in a team to develop the officiating skills of measuring, timing and recording

Key vocabulary -

technique, control, force, continuous pace, trajectory, stride, momentum, officiate, flight, compete, rotation, transfer of weight.

 To understand how to get a batter out. To develop decision making and understand how to score points. Key vocabulary - throw, points, target, 	strike, batting, bowl, fielding, retrieve, stance, stumped, short barrier, technique, backstop, post rounder.	Key vocabulary - strike, pressure, outwit, fielding, batting, backing up, continuous, co- operatively, retrieve, consecutive, consistently, overtake, obstruction.
pass, space, score, team, hit, catch, send, batter, bowler, fielder.		