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| **Autumn 1** | **Y1**  **Gymnastics** | **Y2**  **Gymnastics** | **Y3**  **Gymnastics** | **Y4**  **Gymnastics** | **Y5**  **Gymnastics** | **Y6**  **Gymnastics** |
| **Key Performance Indicators** | Travel safely in a variety of different ways, directions and speeds.  Jump and land appropriately with some degree of control.  Use different parts of the body to perform a rocking action.  Use 3 and 4 parts of the body to balance and travel.  Begin to link different actions and movements together.  Perform and hold a back and front support balance.  Roll sideways using hands for help.  Perform and discuss gymnastic shapes (Stretch, tuck, straddle, pike)  Begin to move with control forwards and backwards.  Perform a stag jump with control and balance.  Hold a range of standing balances with increasing confidence and control.  Watch another performance and copy the actions.  Perform rocking actions with control and balance.  Link rolls together with other actions and shapes.  Make body tense, relaxed, curled and stretched, showing some tension.  Begin to work on alone/with someone to make a sequence of shapes/travels.  Climb safely, showing some shapes and balances when climbing.  Keep balance travelling in a range of ways along bench, spots, mat etc…  Roll in stretched/curled positions e.g. ‘log’ and ‘egg rolls’ | Perform a range of shapes (pike, star, straddle, stretch, tuck, arch and dish shapes) with strength, flexibility and control.  Link balances and travelling actions by travelling backwards and forwards using gymnastic movements.  Perform a controlled forward roll with balance and accuracy entering, during and exiting the roll.  Use a cat jump within a sequence and perfect the stag jump (from year 1).  Perform balances using different parts of their body with control.  Perform the dish and arch balance holding these with control.  Make body tense, relaxed, curled and stretched, in a range of movements.  Perform a sequence with changes in speed & direction including 3 different actions *(sometimes giving advice to others)*  Be still on single/two + points of contact on floor/apparatus showing tension & control.  Link known shape/travel/roll/jump to a balance using floor & on apparatus.  Jump/land with control using different body shapes in flight  Use a rocking action whilst in the dish and arch balance with control.  Talk about and demonstrate how to make an activity safe.  Talk about elements of the performance that have been performed well. | Know principles of balance and apply them on floor & apparatus.  Combine arm actions with skips/leaps/steps/jumps & spins in travel.  Travel while using various hand apparatus, (ribbon/hoop/ rope/ball)  Perform a range of lying and standing shapes with good control and accuracy.    Travel in different ways using a combination of floor and apparatus.  Perform a scissor jump with high quality and controlled take off and landings.  Use and link a range of 4 point balances with good control.  Demonstrate good body tension and strength when performing a range of rocking actions.  To perfect and accurately perform pencil roll and forward roll with increasing confidence and control.  To enter and exit and hold a shoulder balance independently with control and balance.  Use a greater number of own ideas for movement in response to a task.  Discuss performances and talk about how they are similar.  Suggest improvements on a performance. | Perform a range of shapes and move fluently from one shape to another.  Identify parts of their own performance that need improving.  Travel differently and utilise these to make a sequence more interesting.  Perform a split jump, taking off and landing with control and balance (and perfect previously learnt jumps).  Perform a range of jumps taking off or landing on mats and using apparatus.  Perform a stork balance and arabesque balance confidently and use as part of a sequence.  Explore and perform 3 and 4 point balances.  Perform a backwards roll safely and with good control.  Create & perform matching/mirroring sequences explaining how it could be improved.  Perform at least 3 different rolls (shoulder, forward, back) with some control.  Link a roll with travel and balance using floor and apparatus with good body control.  To work safely and effectively with a partner and themselves.  Compare and contrast two performances.  Share ideas and give positive criticism/advice to self & others. | Perform a range of sitting, support, lying and standing shapes accurately and with control.  Perform a straight jump with ¼ and ½ turn whilst maintaining control and balance.  Perform a head stand safely and with confidence (can be ‘spotted’ by partner if required).  Perform a cartwheel safely and with increased confidence and speed.  Develop a gymnastic sequence incorporating the elements from this year and previous skills.  Include change of speed, direction and shape in movements.  Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc…  Start and finish forward roll with a different shape (straddle, tuck, standing)  Follow a set of ‘rules’ to produce a sequence, possibly made by peers.  Combine own work with that of others, identifying strengths & weaknesses.  Comment on the effectiveness of a performance. | Perform support shapes and partner balances accurately as part of a sequence.  Transfer sequence above onto suitably arranged apparatus & floor.  Perform rotational jumps (including full rotations) accurately and with control.  Land rotational jumps with control.  Enter and exit a handstand with control (can be supported by partner if required).  Perform a circle (teddy bear) roll.  Link movements in a sequence with fluency, accuracy and control.  Develop a gymnastic sequence using jumps, rolls and balances.  Perform 6-8-part floor sequence as individual, pair & small group to a piece of music.  Demonstrate 3 paired balances in sequence using various skills/actions.  Using their gymnastics knowledge, comment and analyse on performances and suggest aspects for improvements.  Select a suitable routine to perform to different audiences, bearing in mind *who* the audience is. |
| **Key Vocabulary** | Actions, Back support, Backward, Balance, Control  Curled, Egg roll, Forwards  Front support, Land, Log roll  Movement, Perform, Rocking action, Shapes, Stag jump, Stretch, Stretched, Jump/jumping, Travel, Tuck | Accuracy, Arch, Backwards, Balancing, Cat jump, Curled, Direction, Dish, Entering, Exiting, Flexibility, Forward roll, Forwards, Pike, Relax  Roll, Sequence, Shapes, Speed, Stag jump, Star, Straddle, Strength, Tense,  Travel. | Actuate, Apparatus, Balance, Combine, Control, High quality  Improve, Jumps, Landing, Leaps, Movement, Pencil roll, Rocking action,  Scissor jump, Shoulder balance, Skips, Spins, Steps, Stretch, Take off, Tension, Travel. | 3-point balance,  4-point balance,  Arabesque balance,  Backwards roll, Compare, Contrast  Control, Fluent,  Forward roll, Landing, Matching,  Mirroring, Shapes, Sequence, Take off  Shoulder roll, Split jump, Stork balance, Travel, Utilise. | ¼ turn, ½ turn, Canon, Cartwheel, Direction, Dynamics, Head stand, Incorporating, Levels  Matching, Mirror, Sequence, Speed,  Sitting/support/lying/  Spotting, Standing, Straddle, Straight jump, Strengths, Tuck. | ¼ turn, ½ turn, Accuracy, Analysis,  Audience, Balance  Circle roll, Control  Enter, Exit,  Floor sequence,  Fluent, Full turn,  Handstand  Rotation, Shapes  Suit/suitability,  Teddy bear roll. |
| **Autumn 1** | **Y1**  **Only gymnastics being taught** | **Y2**  **Only gymnastics being taught** | **Y3**  **Tennis** | **Y4**  **Tennis** | **Y5**  **Tennis** | **Y6**  **Tennis** |
| **Key Performance Indicators** |  |  | Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc)  Tap the ball back and forth to partner.  Stand in a ready position holding racquet correctly.  Change from a ready position before tapping the ball to a partner.  Begin to know what it means by a forehand and backhand position.  Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.  Develop a secure tennis racquet grip.  Learning how to hit a tennis ball accurately using a racquet.  Striking the wall with a tennis racquet.  Hitting a tennis ball to a partner.  Learning the basic rules of tennis.  Performing rally games in partners. | Tap the ball back and forth to a partner over a small space.  Begin to tap a ball over a net allowing for a bounce, hit technique.  Move from a ready position into a forehand position/backhand position quickly.  Bring racquet to meet the ball for a forehand and backhand hit  Know to use two hands for an effective backhand.  Move racquet in a low to high swing for an effective tap  Serve the ball straight from hands to racquet making sure it lands ‘in’ on the other side.  To become familiar with balls and short tennis rackets.  To get the ball into play.  To accurately serve underarm.  To build up a rally.  Hitting a tennis ball over a net and back to partner.  To develop good hand/eye co-ordination to be able to contact the ball with the face of the racquet.  To build a rally, focusing on accuracy of strokes.  To play a variety of shots in a game situation and to explore when different shots should be played. | Tap the ball using either a fore hand or back hand motion.  Move towards the ball from ‘ready’ position choosing either forehand or backhand depending on where the ball is.  Set racquet back in its ready position quickly upon recovery.  Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit.  Serve the ball correctly beginning to purposely aim for space to score.  To identify and apply techniques for hitting a tennis ball.  To develop the techniques for ground strokes and volleys.  To develop a backhand technique and use it in a game.  To use good hand/eye co-ordination to be able to contact the ball with the face of the racquet.  To practise techniques for all strokes.  To use the scoring system and court for singles tennis.  To play a tennis game using an overhead serve and the correct selections of shots.  To understand and use doubles scoring in a tennis game. | Turn and run to the ball getting into a forehand or backhand position en route.  Use ‘move-hit-recover’ approach within a game showing facing forward on recovery.  Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip).  Use the correct swing technique and control with smooth swings keeping the path of the racquet the same.  Serve the ball accurately making team mates have to move to send it back.  To demonstrate and use the correct grip of the racquet and understand how to get into the ready position.  To competently use good hand/eye co-ordination to be able to contact the ball with the face of the racquet.  Recognise the difference between the low serve and the high serve.  To develop children’s ability to perform and understand the ‘overhead clear’ (Ace) shot and the impact that playing the overhead clear can have on winning points during game play. |
| **Key Vocabulary** |  |  | Back and forth, Backhand, Forehand,  Racquet (children to know the spelling)  Rally, Ready position, Serve, Striking, Tap/tapping. | Accuracy, Net, Backhand, Forehand, Hand-eye coordination, High swing, Lands ‘in’, Low swing,  Racquet (children to know the spelling) Rally, Ready position, Serve, Shot/s, Strokes, Tap/tapping  Underarm. | Aim, Apply, Backhand, Forehand, Hand-eye coordination, Motion, Net, Overhead serve,  Racquet (children to know the spelling)  Ready position, Recovery  Serve, Singles, Tennis  Strokes, Techniques. | ‘Move-hit-recover’  Backhand, Forehand  Grips (continental, chopper, hammer)  Hand-eye coordination, High serve, Low serve, Overhead clear shot,  Position, Racquet (children to know the spelling) Ready position, Serve, Swing, Turn and run. |
| **Wider Opportunities** | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Zulu Nation | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Zulu Nation | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Zulu Nation | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Year 4-6 football try outs. Edmond Hall- Year 5. Zulu Nation | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Year 4-6 football try outs. Edmond Hall- Year 5. Zulu Nation | Lunchtime Clubs.  In house Competitions. PSHE Day- Keeping Ourselves Healthy. Year 4-6 football try outs. Edmond Hall- Year 5. Zulu Nation |
| **Autumn 2** | **Y1**  **Introduction to Invasion Games** | **Y2**  **Introduction to Invasion Games** | **Y3**  **Basketball** | **Y4**  **Hockey** | **Y5**  **Basketball** | **Y6**  **Hockey** |
| **Key Performance Indicators** | Explore different ways of using a ball.  Explore ways to send a ball or other equipment.  Begin to perform a range of throws.  Throw underarm, bounce and catch ball by self and with partner.  Retrieve and stop a ball using different parts of the body.  Kick/stop a ball using a confident foot while static.  Pass and receive a ball in different ways with increased control.  Play a variety of running and avoiding games.  Run straight and on a curve and sidestep with correct technique.  Begin to follow some simple rules.  Travel in a variety of ways including running and jumping.  Begin to develop hand-eye coordination.  Participate in simple games.  Participate in team games.  Develop simple attacking and defending techniques.  Practise skills to make them warmer.  Explain why they enjoy playing games and physical activities.  Talk about what our bodies do during exercise e.g. breathing | Confidently send the ball to others in a range of ways.  Perform some dribbling skills with hands and feet using space.  Pass a ball accurately (hands & feet) over longer distances to a team mate.  Combine stopping, pick up/collect and send a ball accurately to other players.  Make simple decisions about when /where to move in game to receive a ball.  Keep the ball and find best places to score.  Develop strong spatial awareness.  Begin to develop own games with peers.  Begin to apply and combine a variety of skills (to a game situation)  Recognise the best ways to score points and stop points being scored.  Recognise how they work best with their partner.  Use different rules and tactics for invasion games.  Understand and develop tactics for attacking and defending.  Make it difficult for opponents.  Describe what they see and ask to copy others’ ideas, skills and tactics.  Recognise what is successful and how to use this knowledge. (Do they play well when hot or out of breath.) | Bouncing a basketball (small and large)  Shooting into a low basketball hoop.  Passing the ball using a bounce pass.  Dribbling the ball in a straight line.  Throwing and catching a ball.  Have a basic understanding of spatial awareness.  Can perform basic passing movements (chest pass, bounce pass, overhead pass, javelin pass)  Have a basic understanding of how to dribble correctly.  Have a basic understanding of the correct shooting technique.  Can explain the scoring system in a game setting.  Begin to show awareness of different tactics within a game.  To be able to perform basic basketball skills such as passing and catching using recognised throws.  To use space efficiently to build attacking play.  To implement the basic rules of basketball | Sometimes change direction of travel by rotating and turning stick to support this.  Receive a hockey ball.  I can open stick dribble the ball.  I can pass and move.  Use a push pass to make a direct pass.  Begin to use a slap pass (bringing stick back and causing more power).  Use speed to dribble the ball into space.  Maintain defence and keep the pressure until possession is gained.  Attempt to score inside a designated scoring area. | Explain the roles of each position in basketball.  Demonstrate and implement some basic rules of high five.  To be able to use specific basketball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills.  To begin to play efficiently in different positions on the court in both attack and defence.  To increase power and strength of passes, moving the ball over longer distances. | I can Indian dribble.  I can chip.  Use speed, changing of direction and Indian dribbling to advance towards team’s goal.  Use a range of passes knowing which one depending on the distance of the pass.  Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).  Know when to defend and what defence skills could be used.  Participate in team games, developing simple tactics for attacking and defending.  Seize an opportunity to score, sometimes quite quickly. |
| **Key Vocabulary** | Attacking, Avoiding, Bounce, Catch, Curve, Defending, Hand-eye coordination, Pass, Perform, Range, Receive  Retrieve, Sidestep, Static  Travel, Underarm, Variety. | Accurately, Apply, Attacking  Combine, Defending, Distance, Dribbling, Invasion games, Opponents  Range, Spatial awareness  Tactics. | Attacking, Bounce pass,  Bouncing, Catching, Chest pass, Dribbling, Javelin pass, Overhead pass, Passing, Shooting, Spatial awareness, Tactics, Technique, Throwing. | Defence, Designated, Direction, Dribble, Move, Open stick dribble, Pass, Possession, Pressure, Receive, Rotating and turning, Score, Slap pass, Speed. | Attack/attacking, Bounce pass, Chest pass, Court, Defend/defending, Dodging  Javelin pass, Longer distances, Overhead pass, Pivoting, Positions, Power, Spatial awareness, Strength. | Advance, Attacking,  Chip, Defensive,  defend/defending  Direction, Distance,  Feint dodge, Indian dribble, Possession  Shielding, Seize, Speed  Square pass, Straight pass, Tactics. |
| **Autumn 2** | **Y1**  **Only Invasion Games being taught** | **Y2**  **Only Invasion Games being taught** | **Y3**  **Football** | **Y4**  **Netball** | **Y5**  **Football** | **Y6**  **Netball** |
| **Key Performance Indicators** |  |  | Have a basic understanding of spatial awareness.  Can use the correct technique for passing with strong foot (instep)  Can run with the ball in a straight line.  Can explain the difference between shooting and passing the ball.  Can perform the skills above in a drill scenario.  Can implement basic tactics within a game setting.  Can explain basic rules of the game (throw-in, corner, free kick, penalty.)  Begins to participate during a game demonstrating the above knowledge.  Can shoot at a target.  Begin to dribble a ball making small touches.  Begin to send a football to someone on team.  Keep a ball under control.    Know where space is and try to move into it.  Mark another player and defend when needed. | Participate in team games, developing simple tactics for attacking and defending.  Acquire and apply basic shooting techniques.  Develop netball skill such as marking and footwork.  Passing a netball: bounce and chest pass.  Intercepting the ball from been passed.  Marking players.  I can pivot.  Shooting into a net.  Playing short games of netball.  Discussing the different positions and roles in a game.  Discussing the rules of the game.  Use a chest pass and shoulder pass to support team in scoring.  Make decisions regarding which is the best type of pass to use.  Use a bounce pass, which only bounces once.  Identify space to move into and show a clear target to receive a pass.    Mark another player and begin to attempt interceptions.  Know where positions are allowed on a court. | Can demonstrate spatial awareness and use it within a game situation.  Can trap a ball correctly and effectively.  Can use the correct technique for passing with strong foot (instep)  Pass the ball into the space rather than to a team mate.  Uses their weak foot to pass.  Is able to change direction with the ball at speed.  Dribble towards an opponent and attempt to beat the player.  Can implement tactics to effect a game positively.  Can explain basic rules of the game (throw-in, corner, free kick, penalty)  Participates during a game demonstrating the above knowledge.  Can explain the different positions of players (GK, full-back, defender, midfielder, winger, forward)  Beginning to place themselves in the above positions during a game setting.  Beginning to shoot with increasing accuracy and power using laces/instep.  Dribble making small touches into space with speed.  Send a football to someone on the team, using different parts of foot accurately.  Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from).  See space, and use it effectively.  Lose a defender to receive a pass.  Defend a player and make some successful interceptions for team. | Learn the high five netball positions.  Demonstrate and implement the rules of high five netball.  Understand the high five netball positions.  Play efficiently in different positions on the court in both attack and defence.  Increase power and strength of passes, moving the ball over longer distances.  Work as a team to improve group tactics and gameplay.  Play within the rules using blocking skills for shots and passes.  Develop defensive skills  Can demonstrate spatial awareness in a game scenario.  Can perform the correct technique for a variety of passes and use them whilst moving.  Can use the correct shooting technique.  Can perform a lay-up in a game situation.  Can clearly explain the scoring system in a game setting. Can implement tactics and strategies to aid their team during a game.  To be confident to be able to shield against an opponent when in a defending situation.  To understand the difference between attacking and defending.  Know which pass is best to use and when in a game.  Use a range of square & straight passes to change direction of the ball.  Use landing foot to change direction to lose a defender.  Draw defender away to create space for self or team.  Position body to defend effectively, making successful interceptions. |
| **Key Vocabulary** |  |  | Control, Corner, Defend,  Drill, Free kick, Instep, Mark/marking, Passing, Penalty, Shielding the ball, Shooting, Spatial awareness, Tactics, Target, Throw in, Touch/touches, Travel. | Attacking, Chest pass, bounce pass, shoulder pass, Court  Covering, Defending, Footwork, Pivot, Intercepting, Mark/marking, Positions- centre, goal attack, goal shooter, goal keeper  Tactics, Techniques. | Accuracy, Corner, Defender, Forward, Free kick, Full back, Goal keeper, Implement, Instep, Interceptions, Midfielder, Penalty, Possession,  Power, Spatial awareness, Strong foot, Throw in, Weak foot, Winger. | Attacking, Blocking, Defending, Game play, Implement, Intercepting, Landing foot, Lay-up, Positions- centre, goal attack, goal defence, goal shooters, goal keeper, Power, Possession, Scenario, Shield, Square passes,  Straight passes, Strength, Tactics. |
| **Wider opportunities** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival. Football Competition** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival. Football Competition** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival. Basketball Competition. Badminton Competition.** | **Lunchtime Clubs.**  **In house Competitions. SEND Festival. Basketball Competition. Badminton Competition** |
| **Spring 1** | **Y1**  **Dance** | **Y2**  **Dance** | **Y3**  **Dance** | **Y4**  **Dance** | **Y5**  **Dance** | **Y6**  **Dance** |
| **Key Performance Indicators** | Copy dance moves.  Come up with and demonstrate ways of using their body to represent movements (link to topic)  Perform actions and movements in time with the beat.  Dance imaginatively.  Change rhythm, speed, level and direction.  Link ideas to create shorts movement phrase.  Make up a short dance, after watching one.  Perform a short routine in small groups.  Describe some movements, body parts and actions used.  Know that their breathing rate increases during exercise.  Describe what a level is and give examples from a routine.    Describe the different speeds, actions and movements that can be used in dance.  Describe how dance makes them feel. | Change rhythm, speed, level and direction with consistency.  Dance with control and co-ordination.  Use a range of stimuli to create a range of actions.  Use appropriate language to describe actions created.  Identify movements which are performed slowly and quickly.  Make a sequence by linking sections together.  Begin to link movements together to create a fluent dance phrase.  Link some movement to show a mood or feeling.  Compare feelings and emotions different movements and speeds are creating.  Watch others perform and describe what they see (what they like / don’t like).  Know what heart rate, breathing rate and body temperature mean. | Change rhythm, speed, level and direction with consistency.  Dance with control and co-ordination.  Use a range of stimuli to create a range of actions.  Use appropriate language to describe actions created.  Identify movements which are performed slowly and quickly.  Make a sequence by linking sections together.  Begin to link movements together to create a fluent dance phrase.  Link some movement to show a mood or feeling.  Compare feelings and emotions different movements and speeds are creating.  Watch others perform and describe what they see (what they like / don’t like).  Know what heart rate, breathing rate and body temperature mean. | Respond imaginatively to stimuli related to character/music/story.  Perform clear & fluent dances that show sensitivity to idea/stimuli.  Make up dance within a small group.  Describe shapes and movements created and the speed at which they are performed for the style of dance.  Identify the location of the main joints.  Perform movements with accuracy and timing.  Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing.  Know what the heart rate is and why it needs to increase during exercise.  Know the location of key muscles within the body.  Make simple suggestions to improve their own and others’ work. | Explain how and why warm ups need to gradually increase in intensity.  Give and demonstrate examples movement ideas which can be incorporated into a dance warm up.  Show/fluency/control in chosen dances in response to stimuli.  Perform fluent dances with characteristics of different styles/eras.  Know where the different dance styles originated (location and time frame).  Identify similarities and differences between the difference dance styles studied.    Analyse and improve their own and others performances.  Adapt given dance movements and make them their own.  Adapt & refine (in pair/group), dances that vary direction, space & rhythm.  Identify different emotions which can be portrayed through dance. | Understand the words unison and canon and demonstrate these.  Perform actions correctly and analyse to find improvements.  Understand the different joints mobilised joining certain movements.  Create expression and emotion through dance moves.  Understand and explain the impact of slow and fast movements in dance and to perform movements at different speeds for effect.  Create, perform and analyse dance sequences and movements in different size groups.  Be aware of and use musical structure, rhythm and mood and can dance accordingly.  Create & perform dances in a variety of styles consistently.  Use appropriate criteria & terminology to evaluate performances. |
| **Key Vocabulary** | Balance, Beat, Direction, Phrase, Imaginatively, Level  Movements, Perform,  Rhythm, Routine, Speed. | Actions, Compare, Consistently, Control, Co-ordination, Demonstrate, Direction, Fluent, Level, Perform, Rhythm, Sequence  Speed, Stimuli. | Compare, Control, Co-ordination, Create, Direction, Emotions, Level, Rhythm, Speed, Tempo. | Accuracy, Joints, Location, Posture,  Relaxing, Stretching, Style, Timing. | Adapt, Analyse, Time frame. Characteristics, Differences, Gradual, Incorporated, Era, Intensity, Originated, Portray, Refine, Similarities  Styles, | Analyse, Canon, Criteria, Terminology, Emotion, Expression, Fluidity, Mobilised, Structure, Unison. |
| **Spring** | **Y1**  **Only Dance being taught.** | **Y2**  **Only Dance being taught.** | **Y3**  **Cricket** | **Y4**  **Cricket** | **Y5**  **Cricket** | **Y6**  **Cricket** |
| **Key Performance Indicators** |  |  | Throwing a cricket ball accurately.  Learning how to hold a cricket bat.  Striking with a cricket bat.  Hitting the wickets to get players out.  Can throw a ball accurately towards a partner.  Practising ‘runs’  Can bowl underarm accurately.  Discussing basic rules of  ‘kwik cricket’  Playing kwik cricket to apply all learnt skills. | Can hold a cricket bat correctly  Can demonstrate the correct position for their feet when batting.  To develop and investigate different ways of throwing, and to know when each is appropriate (underarm/overarm)  Can bowl overarm accurately  Beginning to use the nest and crocodile clap technique to catch a ball in the air.  Move into good positions for catching and apply it in a game situation.  To use hand-eye coordination to strike a moving and a stationary ball.  To use hand-eye coordination to catch a moving ball.  Can perform a long barrier.  To develop fielding skills and understand their importance when playing a game.  Can understand and explain the roles of a fielder in cricket.  Understands the role of a wicket keeper in a game situation.  To play in a competitive situation, and to demonstrate sporting behaviour. | To use hand-eye coordination to catch a moving ball at speed.  To develop skills in batting and fielding.  Can hold a cricket bat using the correct hand position.  Can use the nest and crocodile clap technique to catch a ball in the air.  Beginning to choose fielding techniques- knowing when to move into different spaces depending on the batter’s skill in batting.  To run between the wickets.  Can attempt a push shot.  Beginning to run, throw and catch.  To develop a safe and effective overarm throw.  Begin to vary their bowling speed/technique (quick bowl, spin bowl)  Can perform a long barrier whilst moving.  To learn batting control.  Beginning to use all the skills learned by playing in a mini tournament.  Can understand and explain the roles of a fielder in cricket.  Understands the role of a wicket keeper in a game situation.  Beginning to explain the basic rules of full cricket in more depth (bowls per over) | To choose fielding techniques- knowing when to move into different spaces depending on the batter’s skill in batting.  Able to run, throw and catch at speed.  Able to vary their bowling technique (quick bowl, spin bowl)  Can perform a push shot.  Can adjust their feet when batting.  Perfect perform a long barrier whilst moving.  To use all the skills learned by playing in a mini tournament.  Understands the scoring system in cricket (4 runs, 6 runs, no ball, wide ball)  Is able to keep score appropriately during a game.  Can explain the basic rules of full cricket in more depth (bowls per over)  Understands the roles of the different players. |
| **Key Vocabulary** |  |  | ‘Runs’, Accurately, Bowl, Cricket bat, Striking, Throw/throwing, Underarm. | Batting, Catching, Fielder, Fielding, Hand-eye, Coordination, Investigate, Long barrier, Nest and crocodile clap, Overarm, Position, Stationary, Throw/throwing, Underarm, Wicket keeper. | Backstop, Batting, Bowls over, Defending, Fielding, Hand position, Hand-eye coordination, Long barrier, Nest and crocodile clap, Overarm, Push shot, Quick bowl,  Run, throw and catch,  Runs, Spaces, Spin bowl, Techniques, Underarm. | 4 runs, 6 runs, Adjust  Batter’s skill, Bowls over, Fielding techniques, Long barrier, No ball,  Overarm, Push shot, Quick bowl, Run, throw and catch, Runs, Space, Spin bowl, Wide ball. |
| **Wider Opportunities** | Lunchtime Clubs.  In house Competitions | Lunchtime Clubs.  In house Competitions | Lunchtime Clubs.  In house Competitions | Lunchtime Clubs.  In house Competitions. Football Tournament.  Football Matches. | Lunchtime Clubs.  In house Competitions. Football Tournament. Football Matches. | Lunchtime Clubs.  In house Competitions. Football Tournament. Football Matches. |
| **Spring** | **Y1**  **Introduction to striking and fielding games** | **Y2**  **Introduction to striking and fielding games** | **Y3**  **Rounders** | **Y4**  **Rounders** | **Y5**  **Rounders** | **Y6**  **Rounders** |
| **Key Performance Indicators** | Be confident and safe in the spaces used to play games.  Begin to develop hand-eye coordination.  Pass and receive a ball in different ways with control and increased accuracy.  Show some different ways of hitting, throwing and striking a ball.  Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)  Perform fielding techniques with increased control and co-ordination.  Play as a fielder and get the ball back to a STOP ZONE  Begin to follow some simple rules (carrying the bat, not over taking someone)  Participate in team games.  Explore and use skills, actions and ideas individually and in combination to suit the game they are playing.  Understand that being active is good for them and fun. | Send a ball off a tee using a bat or a racket  Pass and receive a ball in different ways with control and increased accuracy.  Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops  Stop moving when the ‘bowler’ has the ball  Perform fielding techniques with increased control and co-ordination.  Play as a fielder and pass the ball back to the bowler to make the runner stop  Participate in team games.  Follow rules for a game (carry the bat, don’t overtake, run around the outside of the hula hoops)  Choose, use and vary simple tactics.  Recognise good quality in performance.  Use information to improve their work. | Throwing a rounders ball accurately.  Learning how to hold a rounders bat.  Striking with a rounders bat.  Can throw a ball accurately towards a partner.  Practising ‘runs’  Can bowl underarm accurately.  Discussing basic rules of  Rounders.  Playing rounders to apply all learnt skills. | Can hold a rounders bat correctly.  Can demonstrate the correct position for their feet when batting.  To develop and investigate different ways of throwing, and to know when each is appropriate (underarm/overarm)  Can bowl underarm/overarm accurately.  Beginning to use the nest and crocodile clap technique to catch a ball in the air.  Move into good positions for catching and apply it in a game situation.  To use hand-eye coordination to strike a moving and a stationary ball.  To use hand-eye coordination to catch a moving ball.  Can perform a long barrier.  To develop fielding skills and understand their importance when playing a game.  Can understand and explain the roles of a fielder in rounders.  Understands the role of a backstop in a game situation.  To play in a competitive situation, and to demonstrate sporting behaviour. | To use hand-eye coordination to catch a moving ball at speed.  To develop skills in batting and fielding.  Can hold a rounders bat using the correct hand position.  Can use the nest and crocodile clap technique to catch a ball in the air.  Beginning to choose fielding techniques.  Knowing when to move into different spaces depending on the batter’s skill in batting.  Can attempt a push shot.  Beginning to run, throw and catch.  To develop a safe and effective overarm throw.  Begin to vary their bowling speed/technique (quick bowl, spin bowl)  Can perform a long barrier whilst moving.  To learn batting control.  Beginning to use all the skills learned by playing in a mini tournament.  Can understand and explain the roles of a fielder in rounders.  Understands the role of a backstop in a game situation.  Beginning to explain the basic rules of full rounders in more depth (how many rounders?) | To choose fielding techniques.  Knowing when to move into different spaces depending on the batter’s skill in batting.  Able to run, throw and catch at speed.  Able to vary their bowling technique (quick bowl, spin bowl)  Can perform a push shot.  Can adjust their feet when batting.  Perfect perform a long barrier whilst moving.  To use all the skills learned by playing in a mini tournament.  Understands the scoring system in rounders (half rounder and full rounder)  Is able to keep score appropriately during a game  Can explain the basic rules of full rounders in more depth (how many rounders?)  Understands the roles of the different players. |
| **Key Vocabulary** | Accuracy, Control, Fielder, Fielding, Hand-eye coordination, Hitting, Over taking, Participate, Pass, Receive, Space, Striking,  Throwing. | Accuracy, Backwards, Bowler, Control, Fielder, Fielding, Forwards, Over taking, Pass, Performance, Receive, Send,  Tactics. | ‘Runs’, Accurately, Bowl, Rounders bat, Striking, Throw/throwing, Underarm | Backstop, Batting, Catching, Fielder, Fielding, Hand-eye coordination, Investigate, Long barrier, Nest and crocodile clap, Overarm, Position, Throw/throwing  Underarm. | Backstop, Batting, Defending, Fielding, Hand position, Hand-eye coordination, Long barrier, Nest and crocodile clap, Overarm, Push shot, Quick bowl, Rounders, Run, throw and catch, Spaces, Spin bowl, Techniques, Underarm. | Adjust, Batter’s skill, Fielding techniques, Long barrier, Overarm,  Push shot, Quick bowl, Rounders, Run, throw and catch, Space, Spin bowl. |
| **Spring** | **Y1**  **Striking and Fielding games being taught.** | **Y2**  **Boosting** | **Y3**  **Tag Rugby** | **Y4**  **Tag Rugby** | **Y5**  **Tag Rugby** | **Y6**  **Boosting** |
| **Key Performance Indicators** |  |  | Move holding a rugby ball.  Throw the ball under arm.  Know that the ball is passed backwards.  Make a backward pass to team mates, using the direction most comfortable.  Run at different speeds.  Know where to score a try and how to position the ball to score a try.  Move into spaces to avoid defenders.  Know to tag team mates when to defend. | Move with speed with the ball and without.  Use speed and space to avoid defenders.  Pass backwards and in both directions and sometimes on the move.  Catch the ball using a ‘W’ grip.  Run at different speeds and angles.  Tag the person who has the ball, but can mark a player who doesn’t have the ball.  Begin to make a high pop pass to avoid a defender.  Play in small tag games with guidance. | ‘Play the ball’ as in rugby league.  Catch the ball using a ‘W’ grip.  Play in competitive tag games using offside and onside.  Be able to evade and tag opponents.  Be able to pass and receive a pass at speed.  Be able to pass and receive a pass at speed in a game situation.  Refine attacking and defending skills.  Develop tactics as a team.  Apply learned skills in a game of tag rugby. |  |
| **Key Vocabulary** |  |  | Avoid, Defend, Defenders, Pass backwards, Position, Tag  Try, Under arm | ‘W’ grip, Angles,  Defender/Defenders, Direction, Guidance, High pop pass, Mark, Pass backwards, Speed, Tag | ‘Play the ball’, ‘W’ grip, Attacking, Defending, Evade, Inside, Offside, Opponents, Tactics, Tag, Try |  |
| **Wider Opportunities** | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival. Rocket Fuel Batting Competition | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival. Rocket Fuel Batting Competition | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival. Football Matches. Football Tournament | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival. Football Matches. Football Tournament | Lunchtime Clubs.  In house Competitions.  Sports Day. Sports Relief. SEND Festival. Football Matches. Football Tournament |
| **Summer 1** | **Y1**  **Rhythmic Gymnastics** | **Y2**  **Introduction to striking and fielding games** | **Y3**  **OAA** | **Y4**  **OAA** | **Y5**  **OAA** | **Y6**  **OAA** |
| **Key Performance Indicators** | Travel safely in a variety of different ways, directions and speeds.  Jump and land appropriately with some degree of control.  Use different parts of the body to perform a rocking action.  Use 3 and 4 parts of the body to balance and travel.  Begin to link different actions and movements together.  Perform and hold a rear and front support balance.  Roll sideways using hands for help.  Perform and discuss gymnastic shapes (Stretch and tuck)  Begin to move with control forwards and backwards.  Perform a stag jump with control and balance.  Hold a range of standing balances with increasing confidence and control.  Watch another performance and copy the actions.  Perform rocking actions with control and balance.  Link rolls together with other actions and shapes.  Make body tense, relaxed, curled and stretched, showing some tension.  Begin to work on alone/with someone to make a sequence of shapes/travels.  Climb safely, showing some shapes and balances when climbing.  Keep balance travelling in a range of ways along bench, spots, mat etc…  Roll in stretched/curled positions e.g. ‘log’ and ‘egg rolls’ | Send a ball off a tee using a bat or a racket  Pass and receive a ball in different ways with control and increased accuracy.  Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops  Stop moving when the ‘bowler’ has the ball  Perform fielding techniques with increased control and co-ordination.  Play as a fielder and pass the ball back to the bowler to make the runner stop  Participate in team games.  Follow rules for a game (carry the bat, don’t overtake, run around the outside of the hula hoops)  Choose, use and vary simple tactics.  Recognise good quality in performance.  Use information to improve their work. | **Orientation**  Can follow a school map to navigate around a simple course designed by themselves.  Can read basic symbols on an orienteering map.  **Communication**  Can use verbal communication within group activities to help solve problems.  Can follow the instructions of others when working within a team.  Can evaluate their own performance.  **Problem Solving**  Can use non-verbal communication strategies to help solve problems/complete challenges. | **Orientation**  Follow a school map to navigate round that has been designed by others.  Read basic symbols and start to create their own symbols. Orientate simple maps and plans  Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)  Find their way back to a base point  **Communication**  Can use verbal communication within group activities to help complete challenges.  Can evaluate their own performance and others within a group.  **Problem Solving**  Can use non- verbal communication within group activities to help complete challenges. | **Orientation**  Can plan a simple orienteering trial for others to complete. E.g.-using the local area.  Can read some map symbols when following a given route.  Can begin to read a compass.  **Communication**  Co-operate to share roles within a group  Listen to each other’s ideas when planning a task  Change your ideas if they are not working  Take responsibility for a role within the group  Recognise that some outdoor adventurous activities can be dangerous  Beginning to take the lead within a group challenge and is starting to give clear instructions to others.  Can evaluate her own and the team’s performance within a challenge and make suggestions of how to improve for next time.  **Problem Solving**  Select appropriate equipment/route/people to solve a problem successfully  Choose effective strategies and change ideas if not working  Can plan ideas of how to solve a problem before attempting it. | **Orientation**  Can read a wide variety of map symbols and use a compass when following a given route.  Draw their own maps and plans and set trails for others to follow  Use the eight points of the compass to orientate themselves  Plan before starting an orienteering challenge  **Communication**  Together, plan and share roles within the group based on each other’s strengths  Work increasingly well in groups where roles and responsibilities are understood  Change roles or ideas if they are not working  Recognise own and others’ feelings  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe  Can take the lead within a group challenge and give clear instructions to others.  **Problem Solving**  Plan strategies to solve problems/plan routes/follow trails/build shelters etc.  Implement and refine strategies  Recognise what went well and why, what you would do differently next time |
| **Key Vocabulary** | Actions, Back support, Backward, Balance, Control  Curled, Egg roll, Forwards  Front support, Land, Log roll  Movement, Perform, Rocking action, Shapes, Stag jump, Stretch, Stretched, Jump/jumping, Travel, Tuck | Accuracy, Backwards, Bowler, Control, Fielder, Fielding, Forwards, Over taking, Pass, Performance, Receive, Send,  Tactics. | Challenges, Evaluate, Follow, Map, Navigate, Non-verbal communication, Orienteering,  Problem solving  Symbols, Verbal communication. | Base point, Map, Challenges, Control points, Evaluate,  Follow, Navigate, Orienteering, Performance, Position, Symbols. | Challenge, Compass, Co-operate, Danger/dangerous, Evaluate, Instructions,  Orienteering, Performance, Plan, Problem solve, Roles, Route, Strategies, Symbols. | Compass, Implement, Map, Orientate, Orienteering, Refine, Responsibilities, Roles,  Route, Strategies, Strengths, Symbols, Trails. |
| **Wider Opportunities** | Lunchtime Clubs.  In house Competitions. Gymnastic Competition. | Lunchtime Clubs.  In house Competitions. Gymnastic Competition | Lunchtime Clubs.  In house Competitions.  Gymnastic Competition.  Tri Golf Competition | Lunchtime Clubs.  In house Competitions. Gymnastic Competition. Tri Golf Competition | Lunchtime Clubs.  In house Competitions. Gymnastic Competition | Lunchtime Clubs.  In house Competitions. Gymnastic Competition |
| **Summer 2** | **Y1**  **Athletics** | **Y2**  **Athletics** | **Y3**  **Athletics** | **Y4**  **Athletics** | **Y5**  **Athletics** | **Y6**  **Athletics** |
| **Key Performance Indicators** | **Throwing- under arm throwing**  Use the basic underarm technique to throw the ball.  Work with a partner to develop the accuracy of their throws.  Understand that more power creates more distance on a throw.  Give reasons for becoming out of breath during exercise.  Improve the control and accuracy of their underarm throwing action.  Know how power affects the distance of a throw.  **Jumping- variety of jumping and effects**  Know how to land safely and with control.  Perform a variety of jumps with control.  Talk about others technique and what they are doing.  Work with a partner to develop the fluency and control of their jumps.  Show control on landing when performing different types of jumps.  Describe which jumps produce the greatest distance.  Know that the leg muscles produce a jumping action.  **Running- basic running technique**  Know and be able to describe the basic running technique.  Use their knowledge to help improve others technique.  Recognise the changes that happen to their body and will describe how they feel when running.  Describe what the word pace and speed means.  Run with basic technique over various distances.  Jog or sprint with control when running in a straight line or when changing direction.  Slow down as they approach a ‘turning point’ to change direction and maintain control. | **Throwing- two handed height and distance throws**  Use two hands to send a ball to a target in a cooperative and competitive situation.  Throw accurately at high, low, near and far targets when practising.  Know how to change a small part of their throw to achieve a greater distance.  Improve control, accuracy and fluency of their throwing actions.  Describe how fast their heart is beating and how fast they are breathing when still.  **Jumping- different take offs/landings**  Perform jumps using different take offs and landings with control and balance.  Work with a partner to use their skills and set challenges to jump further.  Talk about which shapes gave them the best distance and why.  Use others ideas try and increase distance being jumped.  Select and apply knowledge to choose which type of jump to cover the most distance.  Estimate and measure distance jumped  **Running- Change of speed/direction**  Run with improved technique and running action.    Describe the word pace and give examples of different paces.  Show that they are able to travel using different speeds.  Use their knowledge to select the correct pace to run at.  Use their knowledge to discuss what speeds they would use for different distances.  Show changes in the speed and direction they can travel.  Be able to maintain a run over a variety of time lengths. | **Throwing- Over arm and push throw**  Develop control and fluency when throwing a one handed over arm throw.  Perform with increasing accuracy and confidence.  Describe how to improve their own and other’s performances, linking specific actions to athletic events where appropriate.    To know why they need strength for throwing and identify other sports which require strength.  Develop technique for a push throw and increase the distance being thrown.    Know the correct technique and describe how it should be performed to aid others performances.  Identify the areas of the body being used and provide appropriate examples of how to warm up these areas.  **Jumping- Jumping for height and distance**  Improve their jumping technique and know how this will make them jump further.  Know how to land safely when jumping.  Describe the difference between a one footed take off and a two footed take off.  Explain why heart and breathing rate increase during exercise.  Know and describe the correct technique for jumping upwards.  Be able to use the correct arm and leg action to improve the height of their jump.  Explain why their body temperature increases during exercise.  **Running- Running for speed and distance (relays)**  Demonstrate the correct technique for sprinting and describe how it is different to a jog.  Identify how changes in technique can impact on performance.  Describe the effects that running at different paces will have on their heart rate.  Be able to run for sustained periods of time at a pace suitable for their fitness levels.    Evaluate their overall performance and identify different events / sports that they could use this type of running for.  Describe the term stamina and identify why it is important for long / middle distance runners. | **Throwing- over arm and push throw**  Know, explain and perform correct technique for a push throw.  Measure and record performances.  Evaluate their own and others work, suggesting ways that it can be improved further.  Plan and deliver a simple warm up covering pulse raiser, stretching and mobilising activities.  Demonstrate a range of skills, techniques and apply them with control and success in competitive situations.    Know how to score different events accurately.  Know how they have improved throughout the unit and identify an area for further development.  **Jumping- Jumping for height and distance**  Know how to land safely when jumping and be able to apply it to their jumps.  Describe the effects that using the upper body has on the distance that they can jump.  Know that a long jump uses a one footed take off and a two footed landing.  Watch other performances and suggest ways to improve technique.  Jump with better technique and range of motion.  Select the right arm and leg action for the jump.  Know how flexibility can help in jumping.  Understand ways that flexibility can be improved.  **Running- running for speed and distance (relays)**  Demonstrate improved technique for sprinting  Know and explain how a sprint start can be used.  Find and use a starting position which they feel works for them.  Suggest ways of improving performance through looking at and adjusting the technique used.  Know what to include in their section of the warm up and be able to deliver it to small groups.  Develop control and fluency for the changeover.  Understand the benefits of facing the way you are running for a change over.  Suggest ways of improving their own and others technique through evaluating the techniques used.  Gain a better understanding of how to warm up by delivering a new section. | **Throwing- shot putt**  Know and explain the correct technique for the shot putt.  Evaluate their own and others performances and suggest ways technique can be developed further.  Perform the shot putt action with increasing fluency, control and consistency.  Plan and deliver a section of the warm up.  **Jumping- long jump**  Perform a basic long jump technique, describing the different phases of the jump.  Know how to measure a run –up.  Identify when and why others techniques falter and suggest ways they can improve it.  Know why a warm up prepares the body and mind for physical activity.  **Running- Sprint and long distance**  Describe the technique used to perform a three-point start and apply it with consistency and control.  Use the 3 phrases of the sprint start to correct and refine the technique of others, giving specific and constructive feedback.  Know why reaction time is important.  Plan and deliver a warm up with the focus on agility.  Increase their understanding of what a running pace is and be able to select their appropriate pace to cover a set distance.  Suggest ways they and others can improve technique.  Know why speed and stamina are important in sport. | **Throwing- Javelin**  Know and describe the correct technique for the javelin.  Will throw with varying degrees of success.  Become more confident and secure in delivering different sections of the warm up.  Measure and record accurately distances thrown.  Evaluate their own and others performances / technique and suggest how it can be improved.    Know and define the terms speed and strength and explain why they are important in sport.  **Jumping- Triple Jump**  Know, understand and use the correct technique for the triple jump.  Improve the distance they are able to jump through well timed and paced movements.  Listen and accept advice given to them from other children.  Make and suggest changes to improve their performance.  Plan and deliver an effective warm up.  **Running- Sprint and Relay**  Explain and use the 3 phases of running to build up speed quickly into a sprint.  Describe the relay change over technique.  Work together effectively to complete a full relay in a competitive situation.  Know when technique is being performed correctly and make amendments when it isn’t.  Describe and explain the changes that take place to the body during exercise.  Plan and deliver a new section of the warm up. |
| **Key Vocabulary** | Accuracy, Control, Direction, Distance, Fluency, Greatest distance, Jog, Jumps, Land/landing, Pace, Run/running, Speed, Sprint, Straight, Throw, Turning point, Underarm. | Accurately, Balance, Competitive, Control, Control  Direction, Distance, Estimate, Increase, Jog, Jumps, Landing,  Measure, Run, Send, Speeds,  Take off, Targets- high, low, near, far. | Control, Distance , Distance- long, middle, short, Fluency, Height, Jog, Land/landing, One footed, One handed, Overarm, Pace, Performances, Push throw, Sprinting, Stamina, Sustained, Two footed. | Changeover, Evaluate, Flexibility, Forward facing, Land/landing, Long jump, Measure, Mobilising, One footed, Pulse raiser, Push throw, Record,  Relay, Sprinting, Starting position,  Two footed | 3 phrases of sprint, Consistency, Control, Fluency, Long distance, Long jump, Phase, Run up, Shot putt, Speed, Sprint, Stamina  Three-point start. | 3 phrases of sprint, Define, Distance, Javelin, Measure, Pace, Record, Relay, Relay change, Speed, Sprint,  Strength, Timing, Triple jump. |
| **Wider opportunities** | Lunchtime Clubs.  In house Competitions. SEND Festival. Summer Olympics Event | Lunchtime Clubs.  In house Competitions. SEND Festival. Summer Olympics Event | Lunchtime Clubs.  In house Competitions. SEND Festival. Summer Olympics Event | Lunchtime Clubs.  In house Competitions. SEND Festival. Summer Olympics Event. Football Matches. | Lunchtime Clubs.  In house Competitions. SEND Festival. Summer Olympics Event. Football Matches. | Lunchtime Clubs.  In house Competitions.  MFL- healthy lifestyle. SEND Festival. Summer Olympics Event. Football Matches. |

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| **Topic Title** | **Y2 - Across the Academic Year**  **Swimming** | **Y4- Across the Academic Year**  **Swimming** | **Y6 – End of stage 2**  **Swimming** |
| **Key Performance Indicators** | To develop basic pool safety skills and confidence in water.  Begin to use some different stokes when swimming.  To develop push and glides, any kick action on front and back with or without support aids.  Swim 10m unaided in shallow water using one basic method.  Kick legs from the hip and identify when this needs improvements.  Put face in water and blow bubbles.  Put face under the water and blow bubbles (begin to do this whilst swimming).  To show breath control.  Enter and exit water safely and remain safe around water.  Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance. Use floats to swim longer distances with a more controlled leg kick.  Join in all swimming activities confidently.  Explore how to move in and under water.  Recognise how swimming affects breathing.  Identify and describe differences between different leg and arm actions.  Understand water can be dangerous and repeat what to do when in difficulty.  Explain what dangers to identify around water. | Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke showing they are able to co-ordinate their movements.  Put face in water and breath correctly when swimming in one identifiable stroke.  Use a float to aid their swimming and confidence in deeper water.  Use a float to develop leg and arm techniques.  Swim 25m (can be more) unaided in water using one basic method to achieve this distance.  Strokes must be recognisable to an onlooker and be strong at the beginning and end.  Use two different strokes swimming on both front and back.  Control breathing.  Swim confidently and fluently both on the surface and under the water.  Begin to explain how to keep safe whilst in water and what dangers should be identified.  Explain how to remain safe in water and what do if you or someone nearby gets into difficulty.  To have a knowledge and understanding of local hazards.  To know what to do to help others. | Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 m.  To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)  Perform safe self-rescue in different water-based situations. |
| **Key Vocabulary** | Pool safety, Confidence, Stroke/s, Front crawl, Backstroke, Push, Glide, Kick action,  Front, Back, Support aids, Float/floating, Floats, 10 metres, 20 metres, Length, Width, Shallow, Breath control, Enter, Exit, Distance, Control/controlled, Breathing, Dangers, Water safety. | Range, Stroke/s, Front crawl, Backstroke, Breaststroke, Co-ordinate, Movement, Breathe,  Float/floating, Aid, Deep/deeper, Technique, 25metres, Length, Width, Recognisable, Confidently,  Fluently, Surface, Under, Dangers, Water safety, Hazards |  |
| **Wider Opportunities** | Water Safety Assembly and booklets.  Trip to the Beach | Water Safety Assembly and booklets. | Water Safety Assembly and booklets. |