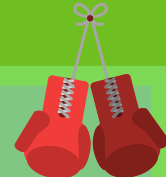




PE Curriculum Path of Progression



In Y5, pupils will begin by consolidating their learning of dance, by learning Break dance, as well as developing dribbling, shooting and team tactics, in Hockey. Following this, pupils will develop their swimming ability, by learning a range of strokes effectively, as well as developing their football skills and techniques, focusing on positioning, set pieces and game play tactics. Additionally, pupils will learn a Paralympic sport: Boccia – developing passing and moving skills, as well as accuracy. Following this, pupils will continue to enhance their gymnastic techniques becoming competent in a range of stations, as well as applying and developing hand-eye-coordination, bowling, wicket-keeping and the rules and tactics of Cricket. Finally, pupils will refine their ability to perform gymnastics sequences, culminating in a gymnastic performance, based on the learnt sequences, as well as this, pupils will enhance their athletic abilities, by developing pacing strategies and control and accuracy when jumping and throwing.



In Y3, pupils will begin by receiving high quality dance provision, from the Royal Ballet, creating and performing dance phrases, as well as being introduced to Hockey, where they will develop their striking, intercepting and stopping techniques. Following this, pupils will develop their dynamic, rhythmic and expressive qualities in dance, as well as developing handling, passing, movement and game play skills in Tag Rugby. Following this, pupils will begin Gymnastics, by developing travel, dismounts, balance and roll techniques, as well as learning the rules and techniques of the sport of Netball. Pupils will have the opportunity to develop techniques in Boxing, increasing their confidence and strength. Following this, pupils will develop their striking and fielding techniques, in Cricket. Finally, pupils will take part in Athletics, developing movements including running, jumping, throwing and catching, and skills of agility, balance and coordination.



In Y6, pupils will begin by working creatively and imaginatively, whilst learning the 'Afro beats' genre of dance, practicing and performing expressive dance, with fluency and control. Pupils will also enhance their skill and ability of Handball, refining their positioning skills as well as arranging and managing tournaments. Following this, pupils will continue 'Afro beats' dance, understanding how dance helps to keep them healthy. Pupils will also enhance their techniques for passing, controlling, dribbling and shooting as they refine their attacking and defending ability in football. Following this, pupils will develop their own complex sequences, as well as combining and performing gymnastic actions, shapes and balances. In addition, pupils will enhance their footwork skills, attacking and shooting skills in Basketball. Following this, pupils will learn the fundamentals of strength, agility and coordination, when learning the sport: Boxing, developing different punching and defensive techniques. Following this, pupils will continue to develop their swimming ability, by learning a range of strokes effectively, as well as developing their stamina and power, whilst learning and applying fitness strategies. Finally, pupils will continue to enhance their swimming ability, learning to swim proficiently, as well as refining their athletic ability, pacing strategies and taking part in organised events in Athletics.

In Y4, pupils will begin by learning to dance, using the musical theatre genre. Pupils will continue to develop their rhythmic, expressive and performance skills. As well as this, pupils will learn an alternative sport: Handball, applying and developing their throwing, catching and teamwork skills. Following this, pupils will continue to develop their gymnastic techniques and apparatus skills, as well as applying and developing handling, passing and moving techniques in Basketball. As well as this, pupils will learn an alternative sport: Handball, developing handling, passing and moving and intercepting skills. Following this, pupils will take part in the seasonal sports of Rounders and Tennis, by developing a range of skills, such as throwing, striking, intercepting, racquet handling, volleying and serving skills. Finally, pupils will continue their dance skills, by learning Hip hop. As well as this, pupils will enhance their athletic skills and performance, by developing their strength, agility and balance, through track and field events.



Autumn Term 1 – Dance (Royal Ballet) and Hockey

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Hockey:

To use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.

To know rules and use them fairly to keep games going.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by receiving high quality dance provision, from the Royal Ballet, creating and performing dance phrases, as well as being introduced to Hockey, where they will develop their striking, intercepting and stopping techniques.

This will lead on to developing further dance skills, as well as tactics in invasion games.

Autumn Term 2 – Dance (Royal Ballet) and Tag Rugby

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Tag Rugby:

To develop handling skills

To develop passing techniques

To learn how to run with the ball

To develop the technique of movement off the ball

To begin to understand the rules of game play.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by developing their dynamic, rhythmic and expressive qualities in dance, as well as developing handling, passing, movement and game play skills in Tag Rugby.

This will lead on to a deeper understanding in Y4, as pupils dive deeper into invasion games and strategies to beat your opponent.



Spring Term 1 – Gymnastics and Netball

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

- To begin to use travelling and Shapes**
- To begin to use dismounts and balance**
- To develop paired and group work**
- To begin to use stations**
- To develop techniques in rolls**
- To begin to use small apparatus.**

Netball:

- To develop handling (Catching) skills**
- To develop passing and moving techniques in netball**
- To develop and use the benefits of footwork**
- To develop skills in attacking and shooting**
- To develop defending and intercepting skills.**

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by beginning Gymnastics, by developing travel, dismounts, balance and roll techniques, as well as learning the rules and techniques of the sport of Netball, developing footwork, attacking and shooting skills.

This will lead on to further development of passing, shooting and tactics in invasion games.

Spring Term 2 – Gymnastics and Boxing

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

- To begin to use travelling and Shapes**
- To begin to use dismounts and balance**
- To develop paired and group work**
- To begin to use stations**
- To develop techniques in rolls**
- To begin to use small apparatus.**

Boxing:

- To develop hand-eye coordination skills**
- To develop passing and moving techniques in Boxing.**
- To develop and use the benefits of footwork.**
- To begin to use a variety of punching techniques.**

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by developing their gymnastic techniques by using the apparatus, as well as learning an alternative sport: Boxing.

This will lead on to a deeper understanding of gymnastic techniques, as well as greater confidence and strength in combat sports.



Summer Term 1 – Dance (Street) and Cricket

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Cricket:

To use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.

To know rules and use them fairly to keep games going.

To choose and vary skills and tactics to suit the situation in a game.

To carry out tactics successfully.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by developing their dynamic, rhythmic and expressive qualities in dance, as well as developing striking and fielding techniques, in Cricket.

This will lead on to a deeper understanding in Y4, as pupils dive deeper into invasion games and strategies to beat your opponent.

Summer Term 2 – Dance (Street) and Athletics

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Athletics:

To develop basic movements including running, jumping, throwing and catching as well as developing agility, balance and co-ordination and begin to apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending.

Progression pathway

This unit builds upon prior knowledge gained in Year 2 in which pupils developed fundamental movement skills, extending their agility, balance and coordination.

They build upon those skills this half term by developing their dynamic, rhythmic and expressive qualities in dance, as well as developing basic athletics movements including running, jumping, throwing and catching, and skills of agility, balance and coordination.

This will lead on to a deeper understanding in Y4, as pupils continue to master athletic skills and movements.



Autumn Term 1 – Dance (Musical theatre) and Handball

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Handball:

To use passing and movement skills

To develop dribbling and stepping skills

To develop attacking, defending and shooting skills

To develop positioning skills

To understand and take part in tournaments/ matches.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed learnt dance phrases, as well as basic throwing and striking techniques.

They build upon those skills this half term by learning to dance, using the musical theatre genre. Pupils will continue to develop their rhythmic, expressive and performance skills. As well as this, pupils will learn an alternative sport: Handball, applying and developing their throwing, catching and teamwork skills.

This will lead on to developing further dance skills, as well as tactics in invasion games.

Autumn Term 2 – Dance (Musical theatre) and Football

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Football:

To use passing and movement skills

To develop dribbling and trick skill elements

To develop attacking, defending and shooting skills

To develop positioning and set piece skills

To develop game play and team work, in smaller size teams.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed learnt dance phrases, as well as basic throwing and striking techniques.

They build upon those skills this half term by learning to dance, using the musical theatre genre. Pupils will continue to develop their rhythmic, expressive and performance skills. As well as this, pupils will learn and develop football skills, including dribbling, attacking and defending as well as game play tactics.

This will lead on to developing further dance skills, as well as tactics in invasion games.



Spring Term 1 – Gymnastics and Basketball

National Curriculum

Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

- To begin to use travelling and Shapes**
- To begin to use dismounts and balance**
- To develop paired and group work**
- To begin to use stations**
- To develop techniques in rolls**
- To begin to use small apparatus.**

Basketball:

- To continue to develop handling (Catching) skills**
- To continue to develop passing and moving techniques in Basketball**
- To continue to develop and use the benefits of footwork**
- To continue to develop skills in attacking and shooting**
- To continue to develop defending and intercepting skills.**

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils began to use gymnastic skills, as well as invasion game techniques.

They build upon those skills this half term by developing their gymnastic techniques and apparatus skills, as well as applying and developing handling, passing and moving techniques in Basketball.

This will lead on to developing further gymnastic skills and techniques, as well as tactics for outwitting your opponent in invasion games.

Spring Term 2 – Gymnastics and Goalball

National Curriculum

Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

- To begin to use travelling and Shapes**
- To begin to use dismounts and balance**
- To develop paired and group work**
- To begin to use stations**
- To develop techniques in rolls**
- To begin to use small apparatus.**

Handball:

- To continue to develop handling skills**
- To continue to develop passing and moving techniques in Handball**
- To continue to develop and use the benefits of footwork**
- To continue to develop skills in attacking and shooting**
- To continue to develop defending and intercepting skills.**

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils began to use gymnastic skills, as well as invasion game techniques.

They build upon those skills this half term by developing their rolling, dismounts and balance skills, as well as learning an alternative sport: Handball, developing handling, passing and moving and intercepting skills.

This will lead on to developing further gymnastic skills and techniques, as well as tactics for outwitting your opponent in invasion games.



Summer Term 1 – Rounders and Tennis

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Rounders:

To develop the use of a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with control and accuracy.

To know and apply rules and use them fairly in game play.

To choose and vary skills and tactics to suit the situation in a game.

To carry out tactics successfully.

Tennis:

To develop racquet handling skills

To develop and refine forehand skills

To develop and refine backhand skills

To develop the use of volley and bounce skills

To develop serving skills

To apply learnt skills to tournaments and matches.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed fundamental skills, extending their agility, balance, striking and catching skills.

They build upon those skills this half term, in the seasonal sports of Rounders and Tennis, by developing a range of skills, such as throwing, striking, intercepting, racquet handling, volleying and serving skills.

This will lead on to a deeper understanding in Y5, as pupils dive deeper into racquet and invasion games and strategies to beat your opponent.

Summer Term 2 – Dance (Hip hop) and Athletics

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To improvise freely, translating ideas from a stimulus into movement.

To create dance phrases that communicate ideas.

To share and create dance phrases with a partner and in a small group.

To repeat, remember and perform these phrases in a dance.

To use dynamic, rhythmic and expressive qualities clearly and with control.

Athletics:

To develop basic movements including running, jumping, throwing and catching as well as developing agility, balance and co-ordination and begin to apply these in a range of activities.

To participate in team games, developing simple tactics for attacking and defending.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed learnt dance phrases, as well as basic throwing and striking techniques.

They build upon those skills this half term by learning dance (Hip hop). Pupils will continue to develop their rhythmic, expressive and performance skills. As well as this, pupils will enhance their athletic skills and performance, by developing their strength, agility and balance, through track and field events.

This will lead on to developing further dance skills, as well as tactics in invasion games.



Autumn Term 1 – Dance (Break dance) and Hockey

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To compose motifs and plan dances creatively and collaboratively in groups.
To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.
To perform different styles of dance clearly and fluently.

Hockey:

To pass, dribble and shoot with control in games.
To identify and use tactics to help their team keep the ball and take it towards the opposition's goal.
To mark opponents and help each other in defence.
To know and carry out warm-up activities that use exercises helpful for invasion games.

Progression pathway

This unit builds upon prior knowledge gained in Year 4, in which pupils explored a variety of dance genres, as well as beginning to develop their tactics for invasion games.

They build upon those skills this half term by consolidating their learning of dance, by learning Break dance, as well as developing dribbling, shooting and team tactics, in Hockey.

This will lead on to further developing their understanding, in Year 6, when pupils will look more closely at communication and strategies for teamwork.

Autumn Term 2 – Dance (Break dance) and Tag Rugby

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To compose motifs and plan dances creatively and collaboratively in groups.
To adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.
To perform different styles of dance clearly and fluently.

Tag Rugby:

To use running, jumping, throwing and catching in isolation and in combination
To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
To develop strength, technique, control and balance.

Progression pathway

This unit builds upon prior knowledge gained in Year 4, in which pupils explored a variety of dance genres, as well as beginning to develop their tactics for invasion games.

They build upon those skills this half term by consolidating their learning of dance, by composing motifs and creative dance plans, as well as developing running, throwing, catching and attack and defence strategies, in Rugby.

This will lead on to further developing their understanding in Year 6, when pupils will look more closely at communication and strategies for teamwork.



Spring Term 1 – Swimming and Football

National Curriculum Coverage

- Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
- Pupils should be taught to play competitive games, modified where appropriate

Coverage

Swimming:

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

To perform safe self-rescue in different water-based situations.

Football:

To use passing and movement skills

To develop dribbling and trick skill elements

To develop attacking, defending and shooting skills

To develop positioning and set piece skills

To develop game play and team work, in smaller size teams.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed fundamental skills, extending their agility, balance, striking and catching skills.

They build upon those skills this half term, by learning and developing their swimming ability, by learning a range of strokes effectively, as well as developing their football skills and techniques, focusing on positioning, set pieces and game play tactics.

This will lead on to a greater competence and confidence in swimming, in Year 6.

Spring Term 2 – Swimming and Boccia

National Curriculum Coverage

- Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
- Pupils should be taught to play competitive games, modified where appropriate

Coverage

Swimming:

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

To perform safe self-rescue in different water-based situations.

Boccia:

To use passing and movement skills

To develop dribbling and trick skill elements

To develop attacking, defending and shooting skills

To develop positioning and set piece skills

To develop game play and team work, in smaller size teams.

Progression pathway

This unit builds upon prior knowledge gained in Year 3 in which pupils developed fundamental skills, extending their agility, balance, striking and catching skills.

They build upon those skills this half term, by continuing to enhance their swimming ability, learning to swim proficiently over 25m, as well as learning a Paralympic sport: Boccia – developing passing and moving skills, as well as accuracy.

This will lead on to a greater competence and confidence in swimming, in Year 6.



Summer Term 1 – Gymnastics and Cricket

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

- To enhance travel, shape and balance techniques**
- To enhance skill level of dismounts and vaults**
- To develop paired and group work routines**
- To become competent in a range of stations**
- To enhance rolls techniques**
- To enhance technique of using small apparatus**
- To enhance sequence work in gymnastics.**

Cricket:

- To develop bowling and wicket-keeping skills**
- To be able to bat and hit a ball in different directions**
- To enhance throwing and catching skills**
- To develop and enhance fielding skills**
- To understand the rules and tactics of Cricket games.**

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils began to use gymnastic skills, as well as invasion game techniques.

They build upon those skills this half term by enhancing their gymnastic techniques becoming competent in a range of stations, as well as applying and developing hand-eye-coordination, bowling, wicket-keeping and the rules and tactics of Cricket.

This will lead on to refining further gymnastic skills and techniques, as well as tactics for outwitting your opponent.

Summer Term 2 – Gymnastics and Athletics

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

LIs

Gymnastics:

- To enhance travel, shape and balance techniques**
- To enhance skill level of dismounts and vaults**
- To develop paired and group work routines**
- To become competent in a range of stations**
- To enhance rolls techniques**
- To enhance technique of using small apparatus**
- To enhance sequence work in gymnastics.**

Athletics:

- To choose the best pace for a running event, so that they can sustain their running and improve on a personal target.**
- To show control at take-off in jumping activities.**
- To show accuracy and good technique when throwing for distance.**
- To organise and manage an athletic event.**

Progression pathway

This unit builds upon prior knowledge gained in Year 4 in which pupils explored programming and specifically repetition in shape and games.

They build upon those skills this half term by refining their ability to perform gymnastics sequences, culminating in a gymnastic performance, based on the learnt sequences, as well as this, pupils will enhance their athletic abilities, by developing pacing strategies and control and accuracy when jumping and throwing.

This will lead on to a deeper understanding in Year 6 of organising and managing athletic events.



Autumn Term 1 – Dance (Afro beats) and Handball

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
To perform to an accompaniment expressively and sensitively.
To perform dances fluently and with control.
To warm up and cool down independently.
To understand how dance helps to keep them healthy.
To talk about dance with understanding, using appropriate language and terminology.

Handball:

To enhance passing and movement skills
To enhance dribbling and stepping skills
To enhance and refine attacking, defending and shooting skills
To enhance and refine positioning skills
To arrange and manage tournaments/matches.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 and 5 in which pupils developed learnt dance phrases, as well as basic throwing and striking techniques.

They build upon those skills this half term by working creatively and imaginatively, whilst learning the 'Afro beats' genre of dance, practicing and performing expressive dance, with fluency and control. Pupils will also enhance their skill and ability of Handball, refining their positioning skills as well as arranging and managing tournaments.

This will lead on to developing further dance skills, as well as tactics in invasion games.

Autumn Term 2 – Dance (Afro beats) and Football

National Curriculum Coverage

- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns

Coverage

Dance:

To work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.
To perform to an accompaniment expressively and sensitively.
To perform dances fluently and with control.
To warm up and cool down independently.
To understand how dance helps to keep them healthy.
To talk about dance with understanding, using appropriate language and terminology.

Football:

To use different techniques for passing, controlling, dribbling and shooting.
To apply basic principles of team play to keep possession of the ball. To use marking, tackling and/or interception to improve their defence.
To play effectively as part of a team.
To know what position they are playing in and how to contribute when attacking and defending.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 and 5 in which pupils developed learnt dance phrases, as well as passing and dribbling technique.

They build upon those skills by working creatively and imaginatively, whilst continuing 'Afro beats' dance, understanding how dance helps to keep them healthy. Pupils will also enhance their techniques for passing, controlling, dribbling and shooting as they refine their attacking and defending ability in football.

This will lead on to developing further flexibility and creative and expressive abilities, as well as knowing how to play effectively as part of a team.



Spring Term 1 – Gymnastics and Basketball

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

To make up longer, more complex sequences, including changes of direction, level and speed.

To develop their own solutions to a task by choosing and applying a range of principles.

To combine and perform gymnastic actions, shapes and balances.

To develop strength, flexibility and technique.

To show clarity, fluency, accuracy and consistency in their movements.

Basketball:

To enhance handling (Catching) skills

To enhance passing and moving techniques in Basketball

To refine use the benefits of footwork

To refine skills in attacking and shooting

To enhance defending and intercepting skills.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils began to build and use sequences in the gymnastic routines.

They build upon those skills this half term by developing their own complex sequences, as well as combining and performing gymnastic actions, shapes and balances. In addition, pupils will enhance footwork skills, attacking and shooting skills in Basketball.

This will lead on to refining further gymnastic sequence routines, as well as tactics for outwitting your opponent.

Spring Term 2 – Gymnastics and Boxing

National Curriculum Coverage

- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Coverage

Gymnastics:

To make up longer, more complex sequences, including changes of direction, level and speed.

To develop their own solutions to a task by choosing and applying a range of principles.

To combine and perform gymnastic actions, shapes and balances.

To develop strength, flexibility and technique.

To show clarity, fluency, accuracy and consistency in their movements.

Boxing:

To develop Stance, Movement and Pad Holding

To be able to perform a jab with proper technique.

To be able to perform a hook with proper technique.

To be able to perform a body shots and uppercuts with proper technique.

To understand and use defensive techniques.

Progression pathway

This unit builds upon prior knowledge gained in Year 5 in which pupils began to build and use sequences in the gymnastic routines.

They build upon those skills this half term by developing strength, flexibility and technique in gymnastics. In addition, pupils will learn the fundamentals of strength, agility and coordination, when learning the sport: Boxing, developing different punching and defensive techniques.

This will lead on to a greater level of strength, agility and flexibility.



Summer Term 1 – Swimming and Fitness

National Curriculum Coverage

- Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
- Pupils should be taught to play competitive games, modified where appropriate

Coverage

Swimming:

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

To perform safe self-rescue in different water-based situations.

Fitness:

To understand the importance of warming up and cooling down.

To say, in simple terms, why activity is good for their health, fitness and well-being.

To plan practices and warm ups to get ready for playing safely.

To understand how stamina and power help.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 and 5 in which pupils developed fundamental skills, extending their agility, balance, striking and catching skills.

They build upon those skills this half term, by continuing to develop their swimming ability, by learning a range of strokes effectively, as well as developing their stamina and power, whilst learning and applying fitness strategies.

This will lead on to a greater competence and confidence in swimming, in their adult life.

Summer Term 2 – Swimming and Athletics

National Curriculum Coverage

- Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.
- Pupils should be taught to play competitive games, modified where appropriate

Coverage

Swimming:

To swim competently, confidently and proficiently over a distance of at least 25 metres

To use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)

To perform safe self-rescue in different water-based situations.

Athletics:

To enhance pacing strategies, so that they can sustain their running.

To develop and refine control at take-off in jumping activities.

To develop accuracy and good technique when throwing for distance.

To organise and manage an athletic event.

Progression pathway

This unit builds upon prior knowledge gained in Year 4 and 5 in which pupils developed fundamental skills, extending their agility, balance, striking and catching skills.

They build upon those skills this half term, by continuing to enhance their swimming ability, learning to swim proficiently over 25m, as well as refining their athletic ability, pacing strategies and taking part in organised events in Athletics.

This will lead on to a greater competence and confidence in swimming, in their adult life.