



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Curriculum links – Table Tennis - Susan Gilroy Cycling Ed Clancy	Introduction to PE : Unit 1 'Fantasy and adventure'. Developing fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.	Introduction to PE : Unit 1/2 'Fantasy and adventure'. Developing fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules.	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. John Mayock Dorothy Hyman Fundamentals: Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. John Mayock Dorothy Hyman Fundamentals: Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. John Mayock Dorothy Hyman Ball Skills – Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. John Mayock Dorothy Hyman Ball Skills – Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. John Mayock Dorothy Hyman Football – Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.	Fitness: This topic has been chosen due to the children having 6 weeks off and some children may not have had the correct amount of physical activity per day for 6 weeks. Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. John Mayock Dorothy Hyman Football – Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.



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Autumn 2	<p>Fundamental Skills : Unit 1</p> <p>'All about me'.</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities.</p>	<p>Fundamental Skills : Unit 1/2</p> <p>'Places and spaces'.</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities and handling equipment.</p>	<p>Ball Skills:</p> <p>pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>Dance:</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances.</p>	<p>Ball Skills:</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>Dance:</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus</p>	<p>Football –</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games.</p> <p>John Stones Bruce Dyer</p> <p>Netball –</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal.</p>	<p>Football –</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games.</p> <p>John Stones Bruce Dyer</p> <p>Netball –</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal.</p>	<p>OAA – Links to Year 5 Geography topic 'Investigating World Trade – Map reading</p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems.</p> <p>Joann Fletcher</p> <p>Dance – Links to Year 5 DT topic 'Mechanisms: Moving toys using cams, wheels and axels' by having dance mechanical movements</p> <p>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and</p>	<p>Basketball –</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p>Tchoukball –</p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations and analyse their performance using</p>



					Netball England – Based In Sheffield	Netball England – Based In Sheffield	thoughts. Tala Lee-Turton	the correcty terminology.
Spring 1	<p>Gymnastics : Unit 1</p> <p>'Animals and their habitats'</p> <p>Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling</p>	<p>Dance : Unit 1</p> <p>'Everyday life'</p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus.</p>	<p>Invasion:</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.</p> <p>Net and Wall –</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball.</p>	<p>Invasion:</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.</p> <p>Net and Wall –</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball.</p>	<p>Swimming –</p> <p>pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.</p> <p>Gymnastics –</p> <p>pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination.</p>	<p>Swimming –</p> <p>pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.</p> <p>Gymnastics –</p> <p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus.</p>	<p>Badminton –</p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent.</p> <p>Gymnastics –</p> <p>In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands.</p>	<p>Badminton –</p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent.</p> <p>Gymnastics –</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p>



Spring 2	<p>Dance : Unit 1 'Everyday life'.</p> <p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus.</p>	<p>Gymnastics : Unit 1 'Animals and their habitats'.</p> <p>Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling</p>	<p>Net and Wall –</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball.</p> <p>Team Building:</p> <p>Pupils develop their communication and problem solving skills.</p>	<p>Gymnastics :</p> <p>Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p> <p>Team Building:</p> <p>Pupils develop their communication and problem-solving skills.</p>	<p>Dance –</p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. <i>Tala Lee-Turton</i></p> <p>Handball –</p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations</p>	<p>Tag Rugby –</p> <p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>Tchoukball –</p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations</p>	<p>Tag Rugby –</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.</p> <p>Basketball –</p> <p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p>	<p>OAA – Links to Year 6 Geography topic Living on the edge – Map reading and comparing</p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. <i>Joann Fletcher</i></p> <p>Tag Rugby –</p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an</p>
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								opponent, working as a defensive unit.
Summer 1	<p>Games : Unit 1 'Transport'.</p> <p>Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules</p>	<p>Ball Skills : Unit 1 'Minibeasts'.</p> <p>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p>	<p>Striking and Fielding:</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>Sending and Receiving:</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball.</p>	<p>Striking and Fielding:</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>Sending and Receiving:</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball.</p>	<p>Rounders –</p> <p>Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills.</p> <p>Rounders England – based in Sheffield.</p> <p>Tag Rugby –</p> <p>Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p>	<p>OAA – Links to Year 4 Geography Earthquakes and human settlements – Map Reading and Problem Solving</p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies.</p> <p>Joann Fletcher</p> <p>Cricket –</p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Dickie Bird Darren Gough Katherine Brunt</p>	<p>Hockey –</p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition.</p> <p>Davey Lawrence</p> <p>Rounders –</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in</p>	<p>Hockey –</p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition.~</p> <p>Davey Lawrence</p> <p>Rounders –</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in</p>



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Summer 2	<p>Ball Skills : Unit 1</p> <p>'Minibeasts'.</p> <p>Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball</p>	<p>Games : Unit 1</p> <p>'Transport'.</p> <p>Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules</p>	<p>Target Games:</p> <p>Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</p> <p>Athletics:</p> <p>pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing</p> <p>John Mayock Dorothy Hyman</p>	<p>Target Games:</p> <p>Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</p> <p>Athletics:</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>John Mayock Dorothy Hyman</p>	<p>OAA – Links to Year 3 Geography Topic 'Looking at Europe' comparing and contrasting, map reading</p> <p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies</p> <p>Joann Fletcher</p> <p>Athletics –</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>John Mayock Dorothy Hyman</p>	<p>Dance – Links to DT Topic Electrical Control as focusses upon joining components with shape movement and close control</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>Tala Lee-Turton</p> <p>Athletics –</p> <p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and</p>	<p>Athletics –</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>John Mayock Dorothy Hyman</p> <p>Handball –</p> <p>Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will</p>	<p>Athletics –</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>John Mayock Dorothy Hyman</p> <p>Dance –</p> <p>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will</p>



						combinations of running, jumping and throwing. John Mayock Dorothy Hyman	develop defending principles such as gaining possession of the ball, denying space and stopping goals.	have opportunities to choreograph, perform and provide feedback on dance. Tala Lee-Turton
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