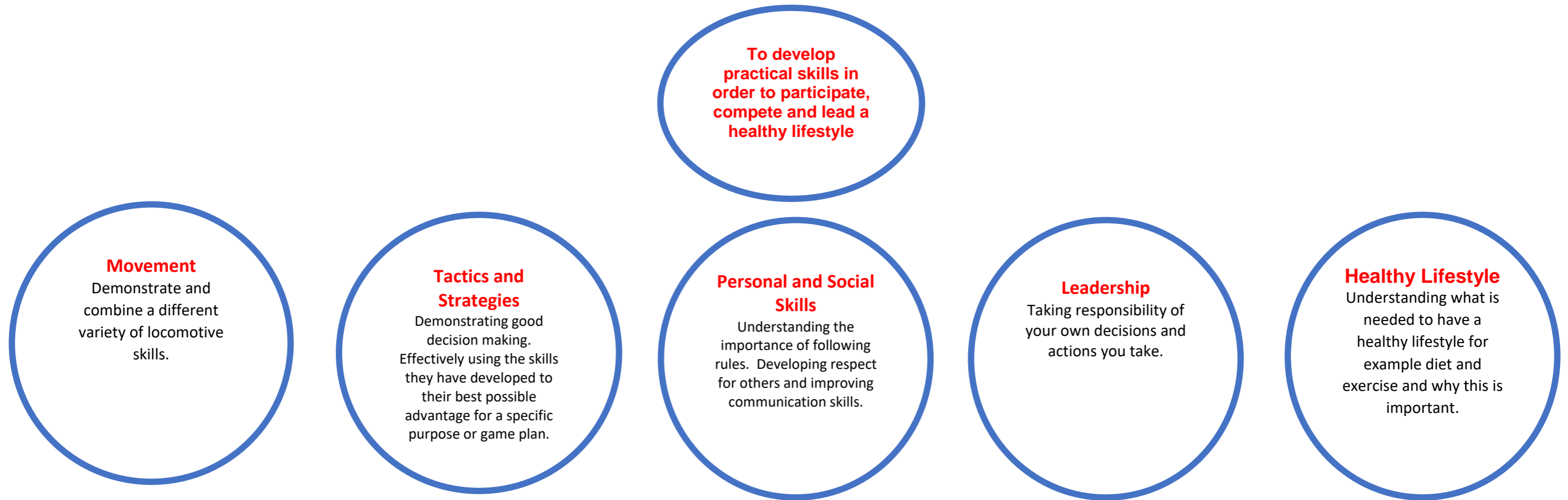


**PE Long Term Coverage Map**

<b>EYFS Development Matters Subject Content</b>	<b>Purpose of study</b> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.	
<b>Early Learning Goal</b> At Vicarage we provide opportunities for our EYFS pupils to become physically confident in a way which supports their physical development and learning in PE.	<b>Aims</b> The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• are physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives.</li> </ul>	<b>KS1 National Curriculum Subject Content</b>	<b>KS2 National Curriculum Subject Content</b>
	<b>Pupils should be taught:</b> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<b>Pupils should be taught:</b> Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

## PE Key Concepts

These key concepts are the 'big ideas' which run as threads through the curriculum. The same key concepts are explored and revisited in each unit of work in every year group. This enables pupils to build on prior knowledge, deepen their contextual knowledge and always working towards the bigger picture of achievement at the end of each year group or phase.



### Aspirations for the future

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as a Sportsperson

**Sports Coach**  
**Physiotherapist**  
**Professional Athlete**  
**Sports science**  
**PE teacher**  
**Professional sportsperson**  
**Sports coach/consultant**  
**Sports policy at local and national level**  
**Diet and fitness instructor**  
**Personal trainer**

Year Group	Autumn	Spring	Summer 1	Summer 2
Reception Specialist Teacher	Fundamental Movement ABC	Dance	Activity Fun Day	
Year 1	Dance (The Gunpowder Plot) History Curriculum Link	Gymnastics	Athletics	Sports Day: Sports day events practice
Specialist Teacher	Multi Skills: Invasion	Multi Skills: Ball Skills	Games: Performances and skill related games	
Year 2	Gymnastics	Dance (The Great Fire of London) History Curriculum Link)	Athletics	Sports Day: Sports day events practice
Specialist Teacher	Multi Skills: Ball Skills	Multi Skills: Invasion	Games: Performances and skill related games	
Year 3	Gymnastics	Dance ( Extreme Earth) (Geography Curriculum Link)	Strike & Field Non-traditional approach	Athletics Sports Day: Sports day events practice
Specialist Teacher	Invasion Games Non-traditional approach	Orienteering	Net & Wall: Tennis Hand eye coordination, sending and receiving using hands and racket to show control.	Games: Performances and skill related games.
Year 4	Dance (The Romans) History Curriculum Link	Gymnastics	Strike & Field Non-traditional approach	Athletics Sports Day: Sports day events practice
Specialist Teacher	Invasion Games: Football Footwork, passing techniques and game specific movements	Orienteering	Net & Wall: Tennis Hand eye coordination, sending and receiving using hands and racket to show control.	Games: Performances and skill related games.
Year 5	Gymnastics	Dance (The Hakka) (Geography Curriculum Link)	Net & Wall: Tennis Develop hand eye coordination and control for sending and receiving in games scenarios	Athletics Sports Day: Sports day events practice
Specialist Teacher	Invasion Games Non-traditional approach	Orienteering	Strike & Field Rounders	Games: Performances and skill related games
Year 6	Orienteering	Gymnastics	Net & Wall: Tennis Develop hand eye coordination and control for sending and receiving in games scenarios	Dance (Electricity) Science Curriculum Link
Specialist Teacher	Invasion Games Non-traditional approach	Strike & Field: Cricket	Athletics	Sports Day Sports day events practice

**In EYFS pupils will learn to-**

Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  
 Mount stairs, steps or climbing equipment using alternate feet.  
 Walk downstairs, two feet to each step while carrying a small object  
 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  
 To stand momentarily on one foot when shown.  
 Can catch a large ball  
 Experiments with different ways of moving.  
 Jump off an object and lands appropriately.  
 Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  
 Travel with confidence and skill around, under, over and through balancing and climbing equipment.  
 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  
 Children show good control and co-ordination in large and small movements.  
 They move confidently in a range of ways, safely negotiating space.  
 Children show good control and co-ordination in large and small movements.  
 They move confidently in a range of ways, safely negotiating space.

Year Group	Autumn	Spring	Summer
<b>Dance / Gymnastics</b>			
<b>Year 1</b>	<b>Gymnastics</b>	<b>Dance (The Gunpowder Plot) History Curriculum Link</b>	
	<b>NC:</b> Master basic movements including running, jumping, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	<b>NC:</b> Perform dances using simple movement patterns.	
<b>Key Concepts</b>	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Being able to find and use space safely, with an awareness of others. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements. Personal & Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups. Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.	
<b>Games &amp; Outdoor Adventurous Activities</b>			
<b>Year 1</b>	<b>Multi Skills: Invasion</b>	<b>Multi Skills: Ball Skills</b>	<b>Sports Day Events Athletics Performance and Skill Related Games</b>
	<b>NC:</b> Participate in team games, developing simple tactics for attacking and defending	<b>NC:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<b>NC:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<b>Key Concepts</b>	Movement - show awareness of opponents and teammates when playing games by moving into space. Personal & Social Skills - work well with a partner and in a small group to improve their skills. Healthy Lifestyle - Describe how their bodies work and feel when playing games. Tactics & Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.	Movement – Developing good awareness of space and the movements and actions taking place around them. Personal & Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser. Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games. Tactics and Strategies - Decide where to stand to make it difficult for their opponent.	Movement – Understanding the different ways of how the body moves. Personal & Social Skills – Being part of a team and building resilience. Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games Leadership – Taking responsibility for their own performance and trying their best. Tactics & Strategies – Making choices about how to improve and how their decisions will determine how well they perform.

Year Group	Autumn	Spring	Summer
<b>Dance / Gymnastics</b>			
Year 2	<b>Gymnastics</b>	<b>Dance (The Great Fire of London) History Curriculum Link</b>	
	<p><b>NC:</b> Master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><b>NC:</b> Perform dances using simple movement patterns.</p>	
Key Concepts	<p>Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements.</p> <p>Personal &amp; Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups.</p> <p>Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.</p>	<p>Movement – Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements.</p> <p>Personal &amp; Social Skills – Developing communication skills and vocabulary. Being creative, individually, with partners and in large and small groups.</p> <p>Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.</p>	
<b>Games &amp; Outdoor Adventurous Activities</b>			
Year 2	<b>Multi Skills: Ball Skills</b>	<b>Multi Skills: Invasion</b>	<b>Sports Day Events Athletics Performance and Skill Related Games</b>
	<p><b>NC:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><b>NC:</b> Participate in team games, developing simple tactics for attacking and defending</p>	<p><b>NC:</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
Key Concepts	<p>Movement – Developing good awareness of space and the movements and actions taking place around them.</p> <p>Personal &amp; Social Skills – Understanding how to play as part of a team. Knowing sport has a winner and a loser.</p> <p>Healthy Lifestyle – Describe what they and others are doing. Describe how their body feels during games.</p> <p>Tactics and Strategies - Decide where to stand to make it difficult for their opponent.</p>	<p>Movement - show awareness of opponents and teammates when playing games by moving in to space.</p> <p>Personal &amp; Social Skills - work well with a partner and in a small group to improve their skills.</p> <p>Leadership – How to make early decisions about the skills and tactics to use when playing games.</p> <p>Healthy Lifestyle - Describe how their bodies work and feel when playing games.</p> <p>Tactics &amp; Strategies - Make choices about appropriate targets, space and equipment. Using a variety of simple tactics.</p>	<p>Movement – Understanding the different ways of how the body moves.</p> <p>Personal &amp; Social Skills – Being part of a team and building resilience.</p> <p>Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games</p> <p>Leadership – Taking responsibility of their own performance and trying their best.</p> <p>Tactics &amp; Strategies – Making choices about how to improve and how their decisions will determine how well they perform.</p>

Year Group	Autumn	Spring	Summer	
<b>Dance / Gymnastics</b>				
Year 3	<b>Gymnastics</b>	<b>Dance (Extreme Earth) Geography Curriculum Link</b>		
	<b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>NC:</b> Perform dances using a range of movement patterns		
<b>Key Concepts</b>	<p>Movement - Use a number of their own ideas for movements in response to a task.</p> <p>Personal &amp; Social Skills – Understanding how strength and suppleness affect performance, commenting on differences and similarities in gymnastic performances.</p> <p>Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising.</p> <p>Leadership - choose and plan a sequence of actions; adapt this sequence to suit different types of apparatus and their partner's ability;</p>	<p>Movement - Use movements to tell a narrative. Combining and linking an increasing number of movement phrases and patterns. Be able to create fluent movements, using precision and control.</p> <p>Personal &amp; Social Skills - Show an awareness of other's movements, responding accordingly with their own movements. Working cooperatively with a partner and in a small group.</p> <p>Healthy Lifestyle - Identify how specific activity affects their body.</p> <p>Leadership - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.</p>		
<b>Games &amp; Outdoor Adventurous Activities</b>				
Year 3	<b>Invasion Games Non Traditional Approach</b>	<b>Orienteering</b>	<b>Strike &amp; Field Net &amp; Wall</b>	<b>Sports Day Events Athletics Performance and Skill Related Games</b>
	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>NC:</b> Use running, jumping, throwing and catching in isolation and in combination</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<b>Key Concepts</b>	<p>Movement – Be aware of space and how to find a space when you are not in possession of the ball.</p> <p>Personal &amp; Social Skills - Know and use rules fairly to keep a game going.</p> <p>Healthy Lifestyle - Explain why it is important to warm up and cool down.</p> <p>Leadership - Recognise and evaluate good performance.</p> <p>Tactics &amp; Strategies – Making the right decisions when and where to pass the ball, showing good awareness of what is going on around them.</p>	<p>Movement - Developed general awareness of movement, e.g. travelling, stopping and turning.</p> <p>Personal &amp; Social Skills - Discussing how to follow trails and solve Problems. Improving communication skills and becoming resilient under pressure.</p> <p>Healthy Lifestyle - Begin to work and behave safely, working increasingly cooperatively with others.</p> <p>Leadership - Respond to a challenge or problem they are set</p> <p>Tactics &amp; Strategies - Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another.</p>	<p>Movement – Making the right decisions when moving in to a space or playing area.</p> <p>Tactics &amp; Strategies - choose skills and tactics to suit the situation in a game.</p> <p>Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.</p>	<p>Movement – Understanding the different ways of how the body moves.</p> <p>Personal &amp; Social Skills – Being part of a team and building resilience.</p> <p>Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games</p> <p>Leadership – Taking responsibility of their own performance and trying their best.</p> <p>Tactics &amp; Strategies – Making choices about how to improve and how their decisions will determine how well they perform.</p>

Year Group	Autumn	Spring	Summer	
<b>Dance / Gymnastics</b>				
Year 4	<b>Dance (The Romans) History Curriculum Link</b>	<b>Gymnastics</b>		
	<b>NC:</b> Perform dances using a range of movement patterns	<b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		
<b>Key Concepts</b>	<p>Movement - develop movement phrases to communicate ideas and link different movement phrases in a longer dance.</p> <p>Personal &amp; Social Skills – Perform and develop actions to communicate ideas.</p> <p>Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising.</p> <p>Leadership - Take responsibility for their own skill progression by suggesting ways to make activities more challenging.</p>	<p>Movement - Show control, consistency and accuracy of movement; include changes of speed and direction in their sequences.</p> <p>Personal &amp; Social Skills - Watch, describe and suggest possible improvements to others' performances.</p> <p>Healthy Lifestyle – Understanding which parts of the body need to be strong and supple for gymnastic activities.</p> <p>Leadership - Adapt sequences to suit their partner's ability. Leading warm-up activities and stretches to a group.</p>		
<b>Games &amp; Outdoor Adventurous Activities</b>				
Year 4	<b>Invasion Games: Football</b>	<b>Orienteering</b>	<b>Strike &amp; Field Net &amp; Wall</b>	<b>Sports Day Events Athletics Performance and Skill Related Games</b>
	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> 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</p>	<p><b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>NC:</b> Use running, jumping, throwing and catching in isolation and in combination</p>
<b>Key Concepts</b>	<p>Movement – Understand that strength, speed and stamina are all important in invasion games and these help support movement in a game situation.</p> <p>Personal &amp; Social Skills - Keeping possession of the ball as a team and getting into positions to score.</p> <p>Healthy Lifestyle - Knowing the importance of doing warm-up routines.</p> <p>Leadership - Watch and describe others' performances as well as their own, and suggest simple ways in which to improve.</p> <p>Tactics &amp; Strategies - Suggest different ways in which tactics could be employed.</p>	<p>Movement – Developed general awareness of movement, e.g. travelling, stopping and turning.</p> <p>Personal &amp; Social Skills - Talking and working with others in their group. Recognise some of the physical demands that activities make on them.</p> <p>Leadership – Reflecting on choices and coming up with alternative ideas to complete a task.</p> <p>Healthy Lifestyle - Recognise some of the physical demands that activities make on them.</p> <p>Tactics &amp; Strategies - Use maps and diagrams to orientate themselves and to travel around a simple course.</p>	<p>Movement – Making the right decisions when moving into a space or playing area.</p> <p>Tactics &amp; Strategies - choose skills and tactics to suit the situation in a game.</p> <p>Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.</p>	<p>Movement – Understanding the different ways of how the body moves.</p> <p>Personal &amp; Social Skills – Being part of a team and building resilience.</p> <p>Healthy Lifestyle - Describe what they and others are doing. Describe how their body feels during games</p> <p>Leadership – Taking responsibility of their own performance and trying their best.</p> <p>Tactics &amp; Strategies – Making choices about how to improve and how their decisions will determine how well they perform.</p>

Year Group	Autumn	Spring	Summer	
<b>Dance / Gymnastics</b>				
Year 5	<b>Gymnastics</b>	<b>Dance (The Hakka)</b> <b>Geography Curriculum Link</b>		
	<b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<b>NC:</b> Perform dances using a range of movement patterns		
<b>Key Concepts</b>	<p>Movement - Create, practise and refine longer, more complex sequences, including changes in level, direction and speed.</p> <p>Personal &amp; Social Skills - Understanding the need to warm up and work on body strength and flexibility. Being able to suggest ideas for warm-up activities.</p> <p>Healthy Lifestyle – Developing strength and recognising the benefits of exercise.</p> <p>Leadership - Make simple judgements about performances and suggest ways in which they could be improved.</p>	<p>Movement – Creating a narrative through movement. Linking movements to support this narrative.</p> <p>Personal &amp; Social Skills – Using facial expressions and body language to express emotions clearly.</p> <p>Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising</p> <p>Leadership – Leading a small group and understanding each individual's role in a dance routine.</p>		
<b>Games &amp; Outdoor Adventurous Activities</b>				
Year 5	<b>Invasion Games</b> <b>Non Traditional Approach</b>	<b>Orienteering</b>	<b>Strike &amp; Field: Rounders</b> <b>Net &amp; Wall</b>	<b>Sports Day Events</b> <b>Athletics</b> <b>Performance and Skill Related Games</b>
	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>NC:</b> Use running, jumping, throwing and catching in isolation and in combination</p>
<b>Key Concepts</b>	<p>Movement – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making.</p> <p>Personal &amp; Social Skills – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this.</p> <p>Healthy Lifestyle – Knowing how to lead warm-up activities that use exercises helpful for invasion games.</p> <p>Leadership - Pick out things that could be improved from their performances and suggest ideas and practices to make them better.</p> <p>Tactics &amp; Strategies - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p>	<p>Movement - Developed general awareness of movement, e.g. travelling, stopping and turning.</p> <p>Personal &amp; Social Skills – work increasingly well in a group or in a team where roles and responsibilities are understood.</p> <p>Healthy Lifestyle – Prepare physically and organisationally for challenges they are set.</p> <p>Leadership - Identify what they do well, as individuals and as a group and suggest ways to improve.</p> <p>Tactics &amp; Strategies - choose and perform skills and strategies effectively; find solutions to problems and challenges. Plan, implement and refine the strategies they use.</p>	<p>Movement – Making the right decisions when moving in to a space or playing area.</p> <p>Tactics &amp; Strategies - choose skills and tactics to suit the situation in a game.</p> <p>Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.</p>	<p>Movement – Show good control, speed, strength and stamina when running, jumping and throwing;</p> <p>Personal &amp; Social Skills - Recognising your behaviour can affect other people and take responsibility for this.</p> <p>Healthy Lifestyle – Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team.</p> <p>Leadership – Take ownership of decisions and behaviour and have a positive attitude.</p> <p>Tactics &amp; Strategies – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way.</p>



Year Group	Autumn	Spring	Summer	
<b>Dance / Gymnastics</b>				
<b>Year 6</b>	<b>Orienteering</b>	<b>Gymnastics</b>	<b>Dance (Electricity) Science Curriculum Link</b>	
	<p><b>NC:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p><b>NC:</b> Perform dances using a range of movement patterns</p>	
<b>Key Concepts</b>	<p>Movement - Developed general awareness of movement, e.g. travelling, stopping and turning.</p> <p>Personal &amp; Social Skills – work increasingly well in a group or in a team where roles and responsibilities are understood.</p> <p>Healthy Lifestyle – Prepare physically and organisationally for challenges they are set.</p> <p>Leadership - Identify what they do well, as individuals and as a group and suggest ways to improve.</p> <p>Tactics &amp; Strategies - choose and perform skills and strategies effectively; find solutions to problems and challenges. Plan, implement and refine the strategies they use.</p>	<p>Movement - Show clarity, fluency, accuracy and consistency in their movements.</p> <p>Personal &amp; Social Skills – Develop confidence when performing and develop an understanding of others when performing in small groups.</p> <p>Healthy Lifestyle - Explain in simple terms why activity is good for health, fitness and well-being.</p> <p>Leadership - Show an awareness of the factors influencing the quality of a performance and suggest aspects that need improving.</p>	<p>Movement – Creating a narrative through movement. Linking movements to support this narrative.</p> <p>Personal &amp; Social Skills – Using facial expressions and body language to express emotions clearly.</p> <p>Healthy Lifestyle - Children recognising their emotions and how their body feels when still and when exercising</p> <p>Leadership – Leading a small group and understanding each individual's role in a dance routine</p>	
<b>Games &amp; Outdoor Adventurous Activities</b>				
<b>Year 6</b>	<b>Invasion Games Non Traditional Approach</b>	<b>Strike &amp; Field: Cricket</b>	<b>Net &amp; Wall</b>	<b>Sports Day Events Athletics</b>
	<p><b>NC:</b> 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</p> <p><b>NC:</b> Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>NC: 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</p> <p>NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> 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</p> <p><b>NC:</b> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>NC:</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>NC: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>NC:</b> Use running, jumping, throwing and catching in isolation and in combination</p>
<b>Key Concepts</b>	<p>Movement – Being able to move with the ball and have close control at the same time. Continue to create space with fluency and good decision making.</p> <p>Personal &amp; Social Skills – Keeping possession of the ball as a team and getting into positions to score. Recognising your behaviour can affect other people and take responsibility for this.</p> <p>Healthy Lifestyle – Knowing how to lead warm-up activities that use exercises helpful for invasion games.</p> <p>Leadership - Pick out things that could be improved from their performances and suggest ideas and practices to make them better.</p> <p>Tactics &amp; Strategies - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p>	<p>Movement – Making the right decisions when moving into a space or playing area.</p> <p>Tactics &amp; Strategies - choose skills and tactics to suit the situation in a game.</p> <p>Healthy Lifestyle - Warm up and be aware of what is happening to their bodies</p>	<p>Movement – Making the right decisions when moving into a space or playing area.</p> <p>Tactics &amp; Strategies - choose skills and tactics to suit the situation in a game.</p> <p>Healthy Lifestyle - Warm up and be aware of what is happening to their bodies.</p>	<p>Movement – Show good control, speed, strength and stamina when running, jumping and throwing;</p> <p>Personal &amp; Social Skills - Recognising your behaviour can affect other people and take responsibility for this.</p> <p>Healthy Lifestyle – Developing strength, speed and stamina giving a better opportunity to be the best they can be individually and for their team.</p> <p>Leadership – Take ownership of decisions and behaviour and have a positive attitude.</p> <p>Tactics &amp; Strategies – Devise a plan of how to get the best out of their performance and this will impact their team in a positive way.</p>