



Taught by Mario

Taught by class teacher

Whole School Curriculum Map

Year group	Autumn terms	Spring terms	Summer terms		
Reception	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children aged 5 and above should be doing a minimum of 60 minutes physical activity every day. In the EYFS here at Coleridge Primary school, we support children to develop strength, co-ordination and positional awareness through both child-led independent play and adult-led activities. Children have access to the outside areas at all times in EYFS and are able to independently select an array of games and equipment that challenge them and encourage resilience. By creating opportunities for physical play, both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Physical development is one of the 3 main areas of focus in the EYFS and is divided into fine and gross skills. Fine motor skills support children to be independent in their self-care, enables hand-eye co-ordination within games, and is integral for children to achieve in literacy. Gross motor skills provide the foundation for fine motor skills, as well as developing healthy bodies through sport and exercise, which affects a child's social and emotional well-being. We also use physical activity to support children's cooperation and as a tool through which children can develop confidence in their own abilities.</p>				
	<p>Dance Tanka Tanka games and party animals: To move with confidence, imagination and in safety. To move with control and co-ordination. Show awareness of space, of themselves and of others. Use their imagination in dance, imaginative role-play and stories. To express and communicate their ideas, thoughts and feelings by using a widening range of movement. To recognise the changes that happen to their bodies when they are active.</p> <p>Dance Autumn marching and party games: To move in a controlled manner at different speeds and at different levels. Create, practice, remember and perform simple movement phrases. Be able to talk about their movements and the movements of others.</p>	<p>Dance Celebration dances & The Diwali story: To develop timing skills. Understand how to control their body within a space. To follow pathways and perform actions in unison. To respond to musical commands and teacher actions.</p> <p>Dance School play: Every year, Coleridge Primary School puts on a Christmas play. Years Reception, 1,2,3,4 and 5 all participate through learning, practicing and performing a choreographed dance. This provides the chance for all children to perform to both the children and parents and carers of the school. Throughout this half term, children will: -Perform choreographed dance routines. -Practice and refine performances. -Evaluate and recognise success.</p>	<p>Gymnastics Introductory unit: Learn how to use a space safely. To recognise basic directions and travel with control. To identify and use different parts of the body. To work cooperatively to move simple apparatus.</p> <p>Gymnastics Fun gym shapes: Learn the straight, star and tuck shapes with extension to pike and straddle shapes. Begin to create short movement phrases, linking different core shapes together. Develop control within core shapes, holding for counts of three seconds.</p>	<p>Gymnastics Move and hold: Explore positions of stillness, individual body movements and whole-body movements on the spot and while travelling. To repeat body movements and link different body movements to positions of stillness. To show clear start and finish positions of stillness within a performance.</p> <p>Gymnastics Travelling taking different weight on different body parts: To travel with control in different body parts. To show an awareness of different speeds and levels. To link different movements together. To safely transfer work from the floor to apparatus.</p>	<p>Games Fundamentals 1: To show good control and move confidently in a range of ways, safely negotiating space. To handle equipment effectively. To develop the confidence to try new activities, and say why they like some activities more than others. To play co-operatively, taking turns with others. To follow instructions involving several ideas or actions. To work as part of a group or class, and understand and follow basic rules.</p> <p>Games Hoops and quoits: To use hoops and quoits in a safe, coordinated and safe manner. To share space and equipment safely and confidently amongst others. To cooperate with a partner or team of children in order to play games. To understand and follow the rules of a game.</p>

Gymnastics – Rock and Roll

To explore and perform a rocking action with control.
 To smoothly link together two rocking actions using other logical actions.
 To explore and perform a rolling action with good control and quality of rotation.
 To smoothly link two rolling actions using other logical actions.
 To create a movement phrase linking rocking to rolling actions with smooth transitions.
 To remember, improve and perform a movement phrase linking rocking to rolling actions with smooth transitions.

Games – Fundamentals unit 1

To develop control and coordination in large and small movements.
 To aim and throw a ball safely whilst changing direction with control and coordination.
 To send and receive a ball by rolling, throwing and bouncing.
 To throw and catch with increasing control with a partner.
 To develop throwing catching, aiming, kicking and trapping skills.
 To move with control and changing direction and aim, catch, throw, kick and trap a ball.

Games – Bat and ball skills

To be able to steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms.
 Balance a ball on a bat whilst standing or walking.
 Hit a ball with a bat, both upwards and downwards with good control.
 Send a ball along the ground and through the air for a partner to catch or receive.
 Understand and demonstrate skipping with a rope.
 Use steering, hitting along the ground and hitting through the air to play individual and cooperative team games.

Dance – Christmas play

Every year, Coleridge Primary School puts on a Christmas play. Years Reception, 1,2,3,4 and 5 all participate through learning, practicing and performing a choreographed dance. This provides the chance for all children to perform to both the children and parents and carers of the school. Throughout this half term, children will:
 -Perform choreographed dance routines.
 -Practice and refine performances.
 -Evaluate and recognise success.

Games – Fundamentals 2

To practice and improve running skills.
 To further improve running skills and begin to learn how to sidestep.
 To practice and improve throwing and catching skills.
 To improve throwing and practice throwing and catching on the move.
 To run fluently whilst changing direction and running around curves.
 To recap and develop the skills of running, throwing, catching and changing direction.

Gymnastics – Flight, bouncing, jumping and landing

To hop, bounce and skip in different directions i.e. forwards, backwards and sideways.
 To bounce using feet in different combinations and repeat a pattern of movements.
 Jump from one foot to two feet and from one foot to the other foot safely
 To identify, describe and show 'thin' and 'wide' shapes and turning jumps.
 To understand high and low levels and link two jumps with a low-level movement.
 To apply, adapt and transfer all these ideas, actions and linked movements to simple, low-level apparatus at every stage of learning.

Dance – Toys

To perform a short motif of action words to music.
 To perform creeping, stepping and spinning actions as a dance phrase, to music.
 To develop short action word motifs to create a performance showing contrasting dynamics/timing and unison.
 To perform short dances based on-action words, whole body actions, part body actions, travel and gestures with a clear start and finish.

Gymnastics – Jumping Jacks

To safely perform a straight jump.
 To perform two feet to two feet jumps from a low platform, landing safely.
 To explore new ways of jumping and link two different jumps together.
 To practice and perform different jumping actions and involve low apparatus.
 To create, remember and practice a movement phrase linking 3 jumping actions. Involve low apparatus in this.
 To remember, improve and perform a jumping movement phrase

Dance – Dinosaurs

Develop fundamental movement skills, becoming increasingly competent and confident
 To access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
 Develop balance, agility and co-ordination, and begin to apply these in a range of activities
 To perform dances using simple movement patterns in time with others.

Games – Fundamentals unit 3

To roll a ball to a target showing some control.
 To practice rolling to a partner with control.
 To roll with improving accuracy to different sized targets.
 To strike a ball to a partner or target with some control.
 To practice and develop striking skills whilst working in a group or partner.
 To strike a ball to a partner or target with control in small games.

Gymnastics – Points and patches

Demonstrate different ways of travelling on small and large parts of the body.
 Know which small parts of the body can safely take weight and show high and low balanced positions using different combinations.
 Balance upon large body parts and know how to vary the shape of the balances.
 Link two balances together, showing control and change of speed.
 Make a simple balance shape for a partner to step over of travel underneath
 Transfer knowledge and understanding to simple apparatus at every stage of learning.

Athletics

To develop an awareness of speed and distance and to run in a coordinated, fluent way.
 To develop spatial awareness and run in a coordinated, fluent way over obstacles.
 To develop an awareness of distance and weight and learn to throw with coordination and accuracy.
 To practice and refine throwing with coordination and accuracy.
 To develop an awareness of distance and height and learn how to take off and land safely.
 Learn how to link a variety of different jumps together.

Gymnastics – Points of contact

To explore positions of stillness on varying numbers of contact points and body parts.
To transfer weight from one position of stillness to another.
To perform short movement phrases, linking positions of stillness to other actions.

Games – Throwing, catching and invention

To develop safe moving and awareness skills in running and avoiding games.

Develop throwing and catching skills using a range of equipment.

Participate in 'beat your own record' games.

To throw, catch and bounce in a variety of ways.

To throw and catch when stationary and on the move.

To make up games using throwing, catching and bouncing.

Games – Fundamentals unit 1

To develop accurate rolling, throwing, bouncing and catching skills.

To develop balance and control whilst moving in different directions.

To develop simple sending and receiving games focussing on accuracy.

To observe and describe throwing, catching and striking skills and use the information gained to improve performance.

To practise and develop throwing, catching and striking skills in a small game.

To practise and perform a range of ball skills with control, focusing on dribble, kick and receive.

To recap and develop: lateral running/throwing/catching/striking/changing direction.

Dance – Christmas play

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Throughout this half term, children will:

-Perform choreographed dance routines.

-Practice and refine performances.

-Evaluate and recognise success.

Gymnastics – Ball, wall, tall

Explore ball shape actions

Explore tall shape actions.

Explore wall shapes and actions at different levels.

Explore ball wall and tall shapes and actions on the floor and on low apparatus.

Create longer movement phrases linking ball, tall and wall shapes on different levels.

Remember, improve and perform movement phrases.

Gymnastics – Spinning, turning, twisting

To perform a variety of turning jumps using one foot to two feet or two feet to two feet.

To perform different rolling actions over the floor in a range of directions.

To turn in the air, on the floor and on apparatus

To sequence turning movements.

To understand that when twisting, one body part stays fixed and the other moves.

To sequence turning and rolling actions.

Games – Fundamentals unit 2

To develop balance skills when moving.

To develop pace, speed and agility skills.

To develop balance, agility, coordination and ball skills.

Apply these in games.

To pass balls 3-4 at meters and dribble a ball with control.

To throw, kick and dribble a ball accurately while moving around a space, avoiding others and moving with control.

Dance – Victorians

To work in pairs exploring mirroring or working in unison, linking moves.

To work as a part of a large group, acting individually within a large group formation.

To sequence movements from key topic terminology to create performance phrases.

Explore and reflect upon how to move between movements to create a smooth sequence.

To respond to teacher actions, travelling in zigzags, curves and straight lines accordingly.

Gymnastics – Pathways, straight, zigzag and curving.

To understand and show different pathways on the floor e.g. zig-zag and curve. Travel along these in different directions.

Show an understanding of different speeds and levels.

Understand and identify an appropriate movement to travel along different shaped pathways.

Select and link together three different ways of travelling to create an interesting pathway.

To observe and copy a partner showing pathways and linking movements.

To remember, improve and perform created sequences.

Athletics

To learn to run at different speeds for short & longer durations.

To learn to run at different speeds over obstacles.

To learn to throw a range of different throwing implements for distance

To learn to throw a range of different throwing implements for accuracy.

To learn to jump in a variety of different ways

To learn to link movements in a coordinated & controlled way

Games – Fundamentals unit 3

To hold a bat correctly to strike a ball with control and direction. Can roll a ball to a partner to bat.

To roll and bowl underarm to target or partner with accuracy and correct form. To strike a ball that is rolled or bowled.

To aim develop and practice aiming skills as used in golf activities.

To hold a racket/bat accurately to strike a ball.

Can strike a ball with a racket/bat with some control and direction.

Dance – Magical friendships

Explore, select and link movements of penguins with imagination and control

Copy, remember and repeat a taught movement phrase.

To select and perform a variety of movements that show changes in speed and size.

Use a variety of different travelling actions and gestures to meet and greet a partner.

Can select and perform movements that show a 'magical friendship' between 2 different characters.

To create and perform a dance that clearly shows friendship gestures between 2 contrasting characters.

Gymnastics – Patterns and pathways

To link one balance action and one travel action into a repeatable phrase.
 To create an arm pattern and incorporate it within a movement phrase.
 To use travel on feet actions to explore a range of pathways based on line patterns, shapes and letters.
 To select a movement pattern and use it as a starting point for creating a movement phrase.
 To remember and repeat a travel and balance movement phrase and develop it by covering a clear pathway and by incorporating an arm pattern.
 To remember, improve and perform a travel and balance movement phrase showing a clear pathway, a movement pattern and an arm pattern.

Games – Ball handling skills

Improve the accuracy and consistency of throwing and catching skills, both when stationary and when on the move.
 Further develop ball dribbling skills when bouncing.
 Apply ball handling skills in to small sided games, throwing, catching, moving in to space and shooting.
 Show an awareness of team mates and space.
 To observe and evaluate ball handling skills within skill practices and games.

Gymnastics – Stretching, curling and arching

To travel showing a range of stretched and curled shapes.
 To demonstrate stretched and curled balances on different body parts at high, medium and low positions.
 To identify and perform matching shapes with a partner in different formations (e.g. side to side, facing each other).
 Compose a short sequence with a partner demonstrating understanding of levels, direction, speed and to reflect upon and enhance performances.
 Adapt all ideas on to apparatus at every stage of learning.

Dance – Christmas play

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 -Perform choreographed dance routines.
 -Practice and refine performances.
 -Evaluate and recognise success.

Gymnastics – Hand apparatus

To involve a beanbag on different levels in the performance of a conditioning phrase.
 To create a short movement phrase linking gymnastics actions involving a soft ball showing changes of speed.
 To create a short movement phrase linking actions involving a hoop showing changes in direction.
 To create a short movement phrase linking actions involving a ribbon or juggling scarf showing changes in speed, level and direction.
 To create a longer and controlled movement phrase involving an item of hand apparatus showing changes in speed, level and direction.
 To remember, improve and perform a controlled movement phrase involving an item of hand apparatus showing changes in speed, level and direction.

Games – Creative games and multi skills

To control and travel with a ball whilst changing direction and speed.
 To develop different throwing skills, passing both short and long to partners with accuracy.
 To show a strategic awareness when making choices around dribbling, and passing in small sided games.
 To send and strike balls with correct aim, footwork, grip and control.
 To develop fielding skills of tracking, ball stopping, appropriate footwork and throwing for accuracy.

Games – Ball skills: Passing and receiving

To accurately pass and receive a range of balls in different ways with hands (e.g. bounce pass, chest pass).
 Demonstrate control when dribbling, passing and retrieving with feet.
 To pass and receive on the move.
 To explain why their team succeeded in activities.
 To play with confidence within various small game formations (e.g. 3v3, 2v2).
 To signal for the ball and pass and receive in a sequential order (e.g. 1 – 2 – 3 – 4 – 1).

Dance - Explorers

To use known information about characters and themes to generate movement ideas.
 Create movement phrases that include jumps, leaps and references to props.
 To explore movements of rocking, rolling and swaying.
 To respond to teacher commands with basic balance, movement and travel actions.
 To explore group movement performances using canon or cumulative canon.

Games – Striking and fielding

To refine under arm throwing and introduce/develop the over arm throwing technique.
 To understand and describe what they and others do that is successful in fielding.
 To hold the bat correctly and strike the ball successfully.
 To develop batting technique and put in to the context of a small game and scoring runs.
 To set up small sided games and score runs.
 To introduce the tactics of where to aim when batting against fielders.
 Know rules and use them fairly to keep games going.
 Can use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game.

Athletics – Challenges

To practice, measure and compare personal performance in running, jumping and throwing.
 To compete, measure, record and compare performances in running, jumping and throwing.
 Develop competence in overarm, pushing and slinging throwing actions.
 To link three jumps when jumping for distance.
 To participate in running teams.
 To experience running for a longer distance.
 To experience jumping for height.

Gymnastics – Travelling with change of front and direction

To identify 'change of front' and understand it's meaning.
 Demonstrate ¼ ½ and ¾ turning jumps and begin linking together different travel movements.
 Travel in a variety of different ways using differing directions (e.g. diagonally backwards, sideways).
 To understand the individual actions that create change of front or direction (e.g. cartwheel).
 To create a sequence to illustrate change of front or direction.
 Transfer all above ideas on to apparatus.

Dance – Machines

To perform short movement phrases showing contrasting dynamics, shapes, levels and travel in a group setting.
 To observe and evaluate others movement.
 To perform a series of movement phrases and the class motif showing contrasting dynamics, shapes, levels and travel (working as a group).
 To peer observe and evaluate the work of others
 To perform a group dance showing contrasting dynamics, formations, levels, techniques and controlled travel.
 To remember, reflect upon, refine, improve and perform group performances.

Gymnastics – Principles of balance

To apply the Principles of Balance to make balances easier or more challenging to control.
 To adapt an existing movement phrase or create a new movement phrase to show smooth transitions between balances.
 To link balances covering different levels and to involve a bench in the performance of balances.
 To explore ways of performing balances using large apparatus and explain how this affects the Principles of Balance.
 To explore transitions into and out of balances on large apparatus and link the best ideas into movement phrases using other actions.
 To remember, improve and perform a movement phrase linking balances on the floor and apparatus.

Games – Invasion games: Ball on the ground

Show accuracy and control when dribbling and passing in competitive games.
 To demonstrate successful tackling.
 To know where and when to pass successfully to avoid defenders.
 To be able to control a ball when dribbling and passing through and towards targets.
 Be able to keep possession of the ball as a small team and aim to score towards a target.

Dance – Christmas play

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 -Perform choreographed dance routines.
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Games – Tennis

To send small throwing objects (e.g. beanbag, tennis ball) to a target with accuracy.
 Can show appropriate footwork.
 Can strike a ball in to a target area with good accuracy.
 Can strike a ball towards a moving target with accuracy.
 To strike a moving ball fed to the forehand side of a target and return to baseline.
 Can maintain a short rally with a partner
 To perform a backhand, when a ball is fed to the correct side, with some accuracy.
 Attempt a backhand in a rally with a partner with some accuracy.

Dance – Fox

To express feelings and actions through body movements.
 Fire dance) To, as part of a group, sequence 4 movements that include a turn, jump, gesture and travel.
 Despair) To, as part of a group, link 3 movements that capture anger, depression and grief.
 Friendship) To, as part of a group, create 3 movements over 8 counts, sequencing together trust, teamwork and happiness.
 Enter the fox) Create, practice, improve and perform a sequence 4 movements that include a turn, jump, gesture and travel.

Games – Problem solving and inventing games (invasion focus)

To negotiate, plan and make collective decisions on the nature, shape and construction of a game.
 Select and use skills and tactics appropriate for a type of game.
 To understand and transfer principles of play from known games to use in their own game.
 To make up rules and be prepared to modify them to make a game more challenging.
 To adapt rules in agreement with others.
 To work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep their games going.

OAA – Forest school

To develop communication and cooperation skills in reaction to problem solving challenges.
 To interact positively to work as part of a group to design and follow trails.
 To recognise hazards, assessing and controlling risk.
 To work collaboratively to create simple plans and maps, orient to North and follow map markers.

Gymnastics – Receiving bodyweight

To understand how different body parts are capable of receiving weight.
 To identify and use skills that transfer weight from feet to hands and back to feet again.
 To move smoothly in to and from balances, linking balance with travelling and rolling actions.
 To understand shapes, levels and speed.
 To create a side-by-side sequence with a partner that shows a variety of ways to receive body weight with control and accuracy.
 To work cooperatively and constructively with a partner.
 To demonstrate a variety of travel, jump, roll and balance actions.

Gymnastics - Rotation

To link a basic roll, turn and spin into a conditioning phrase developed to include a further rolling action and/or roll as a transitional action
 To create a short movement phrase linking a spin and/or turn to a roll showing a change of direction and movement in different directions.
 To create a short movement phrase linking 2 twisting actions with other rotation/transition actions performed with control on different levels.
 To create a movement phrase linking 3–4 different rotational actions showing quality of movement and variation in speed.
 To remember a movement phrase linking 3–4 rotational actions and to improve it to show clarity and variations in speed, level and direction.
 To remember, improve and perform the movement phrase showing control, quality and clarity and variations in speed, level and direction.

Games – Striking and fielding

To know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming to one's right hand side).
 To throw and bowl accurately in fielding situations.
 To strike a ball along the ground or through the air in different directions with control.
 To understand how to direct or place a ball into spaces in order to 'score' and how best to intercept and field the ball to return it.
 Combine the skills to plays small-sided striking/fielding games to show an understanding of simple attacking and defending strategies.

Athletics – Pentathlon

To develop personal performance in running, jumping and throwing events.
 To complete and measure, record and compare performances in running, jumping and throwing.
 To participate in 8 event athletics competition where the best 5 events count.
 To refine performance of long jump, javelin, high jump, discus, relay, shot put and triple jump.

Dance – Rugby and the Haka

To compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact.
 To create and perform movement phrases using the ideas of the haka.
 To create and perform movement phrases using the match play ideas of the game of rugby.
 To develop and perform further actions which express different actions in rugby games.



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To practice, improve and perform a group dance using rhythm, timing, levels, mirroring, unison, action/reaction, dynamics and space with the theme of haka.

Games – Netball

To handle a ball with control consistently whilst demonstrating a variety of passes and appropriate footwork.
 To understand spatial awareness to be able to move in to space and receive the ball.
 To have developed tactical attacking play by varying speed of movement, direction and communication.
 To use tactical defending play through a variety of footwork techniques and one to one player marking
 To have developed accurate shooting technique.
 To engage in competitive small sided netball games, understanding and following rules.

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.

Gymnastics – Pair composition

To link known gymnastic actions in to a matching pair sequence, performed in unison.
 To incorporate matching and mirroring within a pair sequence, performing with moments of unison and canon.
 To incorporate a movement of meeting and parting within a pair sequence showing 2-4 different partner relationships.
 To remember, evaluate and improve the quality of pair performance that shows copying and complimenting.
 To adapt a pair sequence to show variation in speed, level and direction.
 To perform a compositionally developed sequence incorporating 6-8 actions.

Dance – Christmas Play

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 Throughout this half term, children will:
 -Perform choreographed dance routines.
 -Practice and refine performances.
 -Evaluate and recognise success.
 These dances increase in complexity every year.

Invasion games – Football

To pass, intercept and receive the ball with control and accuracy.
 To dribble and turn with the ball under control in various skill situations.
 To shoot with accuracy and develop some power within this accuracy.
 To develop team play, passing the ball and moving in to space.
 To tackle safely with control and aiming at the ball.
 To engage in and understand how to take part in small five sided games.

Games – Invasion and target (Ball handling games)

Unit to be updated in Spring 2025.

Gymnastics – Flight

Identify and demonstrate the five basic jumps whilst demonstrating a variety of clear body shapes in the air.
 Understand how to take off and land safely in different directions and join together three different jumps/a jump and a roll that show variation in pathway.
 To spring from hands and back to feet again.
 Join with a partner in a controlled manner a jump and roll that show contrasting body shapes (e.g. tucked jump and stretched roll).
 To compose a sequence showing two different jumps, landings and rolls alongside one flight action that takes weight from feet to hands to feet.

Dance – On the beach

Can compose movement phrases showing question and answer.
 To include gestures, formation and travel that express different actions.
 To practice and improve movement phrases and respond to feedback
 To practice, sequence and perform three movement phrases that clearly communicate and express different actions (e.g. entering the sea).
 To perform and respond to group compositions.

Dance – Dance styles

To copy and repeat hand jive motifs with accuracy and link motifs with travel actions.
 Can perform dance steps with a partner showing kicks, turns, spins and jumps.
 To use matching and mirroring with a partner to develop a phrase showing clear changes in speed, level and direction.
 To copy and repeat a disco motif
 To develop a disco movement phrase through the use of canon.
 To show an understanding of the characteristics of a given dance style/era. To create new dance movements that reflect this
 To perform linked dance phrases together from different dance styles/eras into a final composition.

Athletics – Heptathlon

To develop sprint technique and running strategy for long and mid-distance.
 To develop long jump skills of take-off and landing, combination jumping and technique when jumping for height.
 To revise shot put and discus technique.
 To compete, measure, record and compare performance in running, jumping and throwing.

Games – Striking and fielding

To use rounders/cricket bats with confidence.
 To strike and throw a ball with reasonable accuracy and consistency.
 To bowl underarm so the ball arrives appropriately for the batter to hit it.
 To understand when and how to move when fielding the ball.
 To play confidently in a range of small-sided striking and fielding games using different types of bats, balls and rules – experiencing the roles of fielder, batter and bowler within these.

Games – Net and wall games

To play shots on both sides of the body and from above the head with reasonable control.
 To understand how to position their bodies to receive a ball coming from different heights and angles.
 To recognise where there are spaces on an opponent's court to try and hit into them.
 To recognise what key skills, need to be practiced.
 To understand and apply net/ wall principles to a range of small, sided games (1v1, 2v2, 3v3).
 To apply basic principles for attack and defence across net/wall games.

Gymnastics – Body symmetry

To link symmetrical body actions into a short movement phrase that involve low apparatus.
 To link asymmetrical body actions into a short movement phrase that involve low apparatus.
 To reflect upon and improve the quality of movement phrases surrounding symmetrical and asymmetrical body actions
 To link 3 actions into a pair sequence that show moments of symmetry, asymmetry and include apparatus.
 To create, remember, improve and perform a sequence of 8+ actions that incorporate a variety of asymmetrical and symmetrical body shapes and actions.

Games – Invasion games (Ball handling games)

To understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills when playing in ball handling invasion games.
 To make effective choices about when, how and where to pass to possession can be retained and play progressed.
 To know and understand played positions and identify key attacking and defending skills.
 To understand how to organise teams into formations, concentrating on attacking and defensive positioning.
 To recognise and describe the best parts in individual and team performance, identifying aspects that need improvement and suggesting how to improve.

Games – Tag Rugby

To throw and catch with control at moderate distance when on the move.
 To dodge and tag other players.
 To run with the ball, making effective backwards passing and choices to keep possession of the ball.
 To know how to score, applying simple attacking and defending tactics to this end goal.
 To apply all taught skills to perform competitively in a game situation.

Dance – Street dance

To respond to a range of stimuli, improvising freely, using a range of controlled movements and patterns
 To explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.
 To select and use a range of compositional ideas to create motifs that demonstrate their dance idea.
 To perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group.
 To describe how dance contributes to fitness and wellbeing.
 To identify what types of exercise, help with developing dance skills.

Gymnastics – Counterbalance

To know, understand and use the terms counter-balance and counter-tension.
 To show counter-balance/counter-tension balances in twos or threes and know that variations can be developed through changing body shape, being on different levels and pushing on different body parts.
 To understand, identify and use a variety of methods of moving into and away from balances.
 To link four counter balances with appropriate movements and show variations in shape, level, speed and direction.
 To incorporate learned skills on to appropriate apparatus.

OAA – Cooperation, communication and consideration

To work well as part of a team, contributing ideas to solve problems.
 To learn about different knots and how to tie them.
 To design and build shelters, evaluating their sturdiness, durability and weatherproofing.
 To know all parts of a compass and walk along compass directions, reading and setting bearings accurately.
 To identify map symbols and use maps and compasses together with accuracy.

Games – Invasion games: Hockey

Can pass the ball with control at moderate distance, showing good consistency.
 To dribble and shoot showing consistent control and appropriate technique.
 To apply safe tackling and interception (defensive technique) in a game setting.
 To understand the basic rules of hockey.
 To control and use the wide spaces effectively e.g. moving the ball in to the wing areas.
 To observe and evaluate others work, focusing on effective performance.

Dance – Football dance

To copy and repeat a taught movement phrase and movements to create a movement phrase.
 To compose their own movement phrases showing two different activities in combination.
 To perform a taught motif to music, demonstrating dynamics and control.
 To perform a movement phrase in unison showing repetition, changes in speed, level and direction.
 To combine and refine ideas with other children to perform a final, collaborative performance.

Games – Gaelic football

To develop hand passing skills over short and medium distances.
 To develop kick passing skills over medium and long distances
 To use hand passing and kicking skills in combination in appropriate scenarios
 To learn how to travel in Gaelic football, bouncing and kicking the ball to extend single player travel
 To combine hand passing, kick passing and travel skills to engage in competitive games
 To refine and adapt skills and work cooperatively with a team to organise effective formations and positioning in defensive and offensive play.

Games – Striking and fielding

To know, understand and show the correct striking stance and direct the ball away from fielders using different angles and speeds.
 To bowl in competitive situations and understand strategies that can be deployed between the bowler/wicket keeper/backstop/bases.
 To field the ball and return it with an overarm throw and know when to run after hitting a ball.
 To play confidently and effectively in a range of small-sided striking/fielding games and work as a team.
 To recognise and identify what needs to be improved in personal performance and suggest how to improve.

Athletics – Decathlon

To develop knowledge of and experience interval training.
 To develop knowledge of and experience circuit training.
 To develop knowledge of and experience long, slow distance training.
 To develop personal performance as an athlete across run, jump and throw events.
 To complete, measure, record and compare performances in running, jumping and throwing.

Gymnastics – Group work

To safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase.
 To safely adapt pair obstacle and negotiation ideas to involve low/ small apparatus in various ways.
 To link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon.
 To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve apparatus in various ways.
 To create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.

			<p>To remember, improve and perform a compositionally developed group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.</p>
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