



Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
----------	--------------------	-----------------	-----------------	------------	---------------	----------------

EYFS Children will:	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>Negotiating space and moving in different ways</b>	To be able to move around a space without bumping into anyone else.	Children will begin by moving around the area forwards, watching where they are going and stopping when asked. Develop their awareness of those around them and taking their time. Using their listening skills to hear when people are close to them. Eventually developing different ways to move including forwards, backwards, sideways and at varying speeds.	To be able to hear and see. To stay close if they need support in this area. To shadow someone else. To play follow the leader. To practice different ways of stopping when moving at different speeds.
<b>Simple throwing and catching skills</b>	To be able to throw and catch a large, soft ball at least 50% of the time.	Roll and stop a ball with their feet and hands. Working with an adult and/or partner to pass the ball from varying distances. Increasing the distance but keeping it no more than 5 meters away. To have their hands in a ready position and practice cupping and bringing the ball into their bodies. To watch the ball as it moves so they are ready to catch it.	Concentration on where the ball is. To be able to listen to others and tell them what is happening e.g. “yes please” when they are ready to catch the ball.
<b>Early skipping</b>	To be able to step over a rope and attempt to skip with a moving rope.	To step over a rope that is not moving and placed on the floor. To step over a hoop that is on the floor. To step through a hoop that is being held by themselves. To move their hands up and over their head in a circular movement. To attempt to jump over a moving rope that either they are holding or a large one that two people are controlling.	To be able to jump using two feet. Jump using alternate feet. Jump and move their hands at the same time. Have an awareness of those around them and who might get hurt by their rope or movements.
<b>Multi-skills</b>	To access and take part in a variety of different multi-skilled games including team games and games with simple rules.	Run and avoid obstacles at the same time. Run using alternate feet. Jump over a small hurdle. To stop change direction. Listen others and concentrate on the game so they know when it is their turn.	To be able to move in a variety of different ways with some awareness of who and what is around them. To work as part of a team and understand the simple concept of a relay.
<b>Dance</b>	To copy and recreate dance moves keeping time to a simple beat and rhythm.	Listen to and move to music in their own way. Copy simple movements using a count of 4, 6 or 8. Move with a simple 2 step. Go from side to side, forwards and backwards.	Work with a partner and copy simple movements. Work in a small group to copy the same movements, suggesting their own. Listen to the music and move in a way that suits the beat and rhythm.

Years 1 and 2 Cycle 1	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>Athletics</b>	<p>To be able to run in a variety of different ways and changing running style to suit.</p> <p>To be able to jump, at first using two feet then progressing to one foot.</p> <p>To be able to compete in small games/competitions against others in their class or school (sports day)</p> <p>Discuss significant people in the world of athletics – Alistair and Jonny Brownlee (Leeds), Hannah Cockcroft.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances, up to 1km.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance (of up to 2 meters) from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>To be aware of the space around them and others in their immediate area.</p> <p>To begin to understand and demonstrate different speeds when running.</p> <p>To begin to be able to sustain running for longer periods, decreasing their speed to work on distance.</p> <p>To be able to jump using two feet and landing with two feet.</p> <p>To begin to be able to vary jumping from two feet to one foot.</p> <p>To combine running and jumping to gain distance.</p>
<b>Multi-skills</b>	<p>Children to use the skills that they have acquired in small and large ball skills and games topic to join in with a variety of different activities and small group competitions.</p>	<p>Throw different sized balls that they have been exposed to previously, in a variety of different ways (underarm, chest push, overarm)</p> <p>Throw with accuracy from at least 1 meter away at targets of different heights, no higher than 2 meters.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>To be able to throw and catch ball of differing size with increasing accuracy.</p> <p>To be able to run, stop and change directions.</p> <p>To be able to listen to others in their group and pay attention to when it is their turn.</p> <p>To listen to and follow the rules of the game and understand that they might not always win.</p>
<b>Large ball skills</b>	<p>For children to use a range of large balls to aim, throw and catch with accuracy.</p>	<p>Throw a large ball using an underarm motion.</p> <p>Roll a ball so it travels along the floor.</p> <p>Looking where they are going to move and stop safely.</p> <p>Begin to catch with both hands, using their hands in a ready position.</p>	<p>Hand eye co-ordination by looking at the ball and how it travels.</p> <p>Concentration for increasingly length, carry out activities for short periods with breaks to change the movements.</p> <p>Hand readiness, children to position their hands with their fingers wide and palms flat.</p> <p>Throwing using underarm throw.</p> <p>Aiming at a large object or wall.</p> <p>Team work, working with 1 other child.</p>

<p><b>Dance</b></p>	<p>Children will begin to be able to move in time to music.</p> <p>Use a variety of gestures, turns, stillness and weight transfer whilst performing dance sequences.</p>	<p>Move in various ways to music that has clear rhythm, slow/fast.</p> <p>Copy and repeat simple dance moves using their co-ordination skills.</p> <p>Remember and use some dance move to perform in front of others.</p> <p>Move around the space safely, looking at where they are going.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>They will be able to move slowly, quickly, with pace.</p> <p>Children will be able to negotiate space successfully aware of their surroundings.</p> <p>Children will be able to sequence 3 or more actions.</p>
<p><b>Gymnastics</b></p>	<p>Create a sequence using the floor and some apparatus with three actions that are like each other, (e.g. three jumps, three rolls, three spins) Perform or record the sequence so that others can see it.</p> <p>Hold a sequence of balances for a sustained amount of time (e.g. up to 5 seconds) with poise using a different point of contact for each one.</p> <p>Jump with control landing on two feet and holding landing position (e.g. from standing or from apparatus).</p> <p>Discuss significant people in the world of gymnastics – Beth Tweddle, Nile Wilson (Leeds)</p>	<p>Make body tense, relaxed, curled and stretched.</p> <p>Show control and awareness of space when travelling.</p> <p>Control shown in body when balancing having at least 2 points of contact with the floor.</p> <p>Climb safely up apparatus by using one foot in front of the other.</p> <p>To plan and show a sequence of movements with a partner.</p> <p>Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>Teddy bear roll (controlled)</p> <p>Rocking for forward roll</p> <p>Crouched forward roll</p> <p>Standing balances</p> <p>Kneeling balances</p> <p>Large body part balances</p> <p>Balances on apparatus</p> <p>Balances with a partner</p> <p>Front and back support</p>	<p>Children will be able to hold a position for increasing length using their core strength. Focus on a point that is not moving to keep them steady.</p> <p>Children will be able to balance on 4/3/2 and 1 point of contact. Decreasing the points of contact depending on their ability.</p> <p>Children will be able to show a simple sequence of movements in order.</p>
<p><b>Small ball skills</b></p>	<p>Throw accurately with <u>control</u> – underarm and on target.</p> <p>Catch a tennis ball from approximately 1.5metres from an accurate pass/throw.</p>	<p>Catch a ball from increasing distance, working up to 1.5metres away.</p> <p>Watch and predict where the ball is going to land, using prior skills of hand eye co-ordination.</p> <p>Move the ball in different ways using hands, feet and body.</p> <p>Aim at a large object with increasing accuracy, slowly reducing the size of the object.</p> <p>Use the skills learnt in large ball skills and apply these to a smaller ball.</p>	<p>Children will be able to move the ball with increasing control and co-ordination.</p> <p>Children will be able to throw and catch with increasing accuracy ensuring their hands are ready in the catching position.</p>

<b>Throwing and catching</b>	Children to be able to throw and catch a soft, large ball.	To watch the ball and get hands ready in flat palmed position. Roll a ball along the floor with hands ready to catch. Use legs as a barrier to keep the ball in. Throw a ball using an underarm and chest push action. Use kicking with a flat foot and/or rolling in a game. Use a variety of ball sizes with increasing control and co-ordination. Throw, catch and bounce a ball with a partner.	To change their position or hands depending on the size and texture of the ball. Children will be able to use balls of decreasing size and differing texture including hardness. Children will be able to increase the space between them and the ball. Use their hand eye co-ordination to watch the ball and be ready to catch it.  To throw with some understanding about speed, height and distance depending on where they are throwing it to.
<b>Kicking and receiving</b>	Display simple attacking and defending skills in a small group skills based game (e.g. intercepting games.)  Kick a ball with control and accuracy and on target.	To stay in a 'zone' during a game, by concentrating and keeping awareness of the space and others around them. To decide where the best place to be is during a game. To use one tactic in a game. To follow the rules of the game. Use control and accuracy by kicking to a target.	Control the ball with their feet, using one or both feet. Using their feet to stop the ball and pass it to a friend. To stop a moving ball by placing their foot on the top and avoiding using their hands. Dribbling and shooting with the ball. Showing increasing accuracy and ability to hit with force.

Years 1 and 2 Cycle 2	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>Large ball skills</b>	For children to use a range of large balls to aim, throw and catch with accuracy.	Throw a large ball using an underarm motion. Roll a ball so it travels along the floor. Looking where they are going to move and stop safely. Begin to catch with both hands, using their hands in a ready position.	Hand eye co-ordination by looking at the ball and how it travels. Concentration for increasingly length, carry out activities for short periods with breaks to change the movements. Hand readiness, children to position their hands with their fingers wide and palms flat. Throwing using underarm throw. Aiming at a large object or wall. Team work, working with 1 other child.
<b>Dance</b>	Children will begin to be able to move in time to music.  Use a variety of gestures, turns, stillness and weight transfer whilst performing dance sequences.	Move in various ways to music that has clear rhythm, slow/fast. Copy and repeat simple dance moves using their co-ordination skills. Remember and use some dance move to perform in front of others. Move around the space safely, looking at where they are going. Put a sequence of actions together to create a motif. Vary the speed of their actions. Begin to improvise independently to create a simple dance.	They will be able to move slowly, quickly, with pace. Children will be able to negotiate space successfully aware of their surroundings. Children will be able to sequence 3 or more actions.
<b>Throwing and catching</b>	Children to be able to throw and catch a soft, large ball.	To watch the ball and get hands ready in flat palmed position. Roll a ball along the floor with hands ready to catch. Use legs as a barrier to keep the ball in.	To change their position or hands depending on the size and texture of the ball. Children will be able to use balls of decreasing size and differing texture including hardness. Children will be able to increase the space between them

		<p>Throw a ball using an underarm and chest push action. Use kicking with a flat foot and/or rolling in a game. Use a variety of ball sizes with increasing control and co-ordination.</p> <p>Throw, catch and bounce a ball with a partner.</p>	<p>and the ball. Use their hand eye co-ordination to watch the ball and be ready to catch it.</p> <p>To throw with some understanding about speed, height and distance depending on where they are throwing it to.</p>
<b>Gymnastics</b>	<p>Create a sequence using the floor and some apparatus with three actions that are like each other, (e.g. three jumps, three rolls, three spins) Perform or record the sequence so that others can see it.</p> <p>Hold a sequence of balances for a sustained amount of time (e.g. up to 5 seconds) with poise using a different point of contact for each one.</p> <p>Jump with control landing on two feet and holding landing position (e.g. from standing or from apparatus).</p> <p>Discuss significant people in the world of gymnastics – Beth Tweddle, Nile Wilson (Leeds)</p>	<p>Make body tense, relaxed, curled and stretched. Show control and awareness of space when travelling. Control shown in body when balancing having at least 2 points of contact with the floor. Climb safely up apparatus by using one foot in front of the other. To plan and show a sequence of movements with a partner.</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Front and back support</p>	<p>Children will be able to hold a position for increasing length using their core strength. Focus on a point that is not moving to keep them steady. Children will be able to balance on 4/3/2 and 1 point of contact. Decreasing the points of contact depending on their ability. Children will be able to show a simple sequence of movements in order.</p>
<b>Small ball skills</b>	<p>Throw accurately with <u>control</u> – underarm and on target.</p> <p>Catch a tennis ball from approximately 1.5metres from an accurate pass/throw.</p>	<p>Catch a ball from increasing distance, working up to 1.5metres away. Watch and predict where the ball is going to land, using prior skills of hand eye co-ordination. Move the ball in different ways using hands, feet and body. Aim at a large object with increasing accuracy, slowly reducing the size of the object. Use the skills learnt in large ball skills and apply these to a smaller ball.</p>	<p>Children will be able to move the ball with increasing control and co-ordination. Children will be able to throw and catch with increasing accuracy ensuring their hands are ready in the catching position.</p>
<b>Kicking and receiving</b>	<p>Display simple attacking and defending skills in a small group skills based game (e.g. intercepting games.)</p> <p>Kick a ball with control and accuracy and on target.</p>	<p>To stay in a 'zone' during a game, by concentrating and keeping awareness of the space and others around them. To decide where the best place to be is during a game. To use one tactic in a game. To follow the rules of the game. Use control and accuracy by kicking to a target.</p>	<p>Control the ball with their feet, using one or both feet. Using their feet to stop the ball and pass it to a friend. To stop a moving ball by placing their foot on the top and avoiding using their hands. Dribbling and shooting with the ball. Showing increasing accuracy and ability to hit with force.</p>
<b>Multi-skills</b>	<p>Children to use the skills that they have acquired in small and large ball skills and games topic to join in with a variety of different activities and small group competitions.</p>	<p>Throw different sized balls that they have been exposed to previously, in a variety of different ways (underarm, chest push, overarm) Throw with accuracy from at least 1 meter away at targets of different heights, no higher than 2 meters.</p>	<p>To be able to throw and catch ball of differing size with increasing accuracy.</p> <p>To be able to run, stop and change directions.</p>

		<p>Investigate ways to alter their throwing technique to achieve greater distance.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>To be able to listen to others in their group and pay attention to when it is their turn.</p> <p>To listen to and follow the rules of the game and understand that they might not always win.</p>
<b>Athletics</b>	<p>To be able to run in a variety of different ways and changing running style to suit.</p> <p>To be able to jump, at first using two feet then progressing to one foot.</p> <p>To be able to compete in small games/competitions against others in their class or school (sports day)</p> <p>Discuss significant people in the world of athletics – Alistair and Jonny Brownlee (Leeds), Hannah Cockcroft.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances, up to 1km.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance (of up to 2 meters) from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>To be aware of the space around them and others in their immediate area.</p> <p>To begin to understand and demonstrate different speeds when running.</p> <p>To begin to be able to sustain running for longer periods, decreasing their speed to work on distance.</p> <p>To be able to jump using two feet and landing with two feet.</p> <p>To begin to be able to vary jumping from two feet to one foot.</p> <p>To combine running and jumping to gain distance.</p>
<b>Net/wall games</b>	<p>To attempt to return the ball to their partner/opponent.</p> <p>To use their hand eye co-ordination to watch and follow the ball in order to return it successfully.</p> <p>To attempt to play short/mini games counting how many hits they can achieve.</p> <p>Discuss significant people in the world of tennis – Andy Murray, Emma Raducanu.</p>	<p>Hand eye coordination, to watch and follow the ball as it moves.</p> <p>Forehand, holding the bat in their chosen hand with their palm facing up.</p> <p>Backhand, holding the bat in their chosen hand with the palm facing down.</p> <p>Ready position, standing with their feet apart, one foot forward and ready to move. Either one or two hands holding onto the bat to control it.</p> <p>Controlling the ball on the bat, can they keep the ball on the bat by having the bat flat?</p> <p>Hit the ball from holding it in their hand and letting go.</p> <p>Beginning to return the ball to their partner by either hitting, tapping or rolling the ball.</p>	<p>To be able to use their eyes to watch the ball to see where it may land.</p> <p>To begin to understand that they have to move to be able to hit and return the ball.</p> <p>To attempt to return the ball using the bat with increasing control and accuracy.</p> <p>To decrease the distance between them and their opponent.</p>

Year 1 and Year 2 Areas to cover throughout the year –

Autumn 1 – Athletics across both sessions

Autumn 2 – Multi-skills across both sessions

Spring 1 – Dance and large ball skills

Spring 2 – Gymnastics and small ball skills

Summer 1- Kicking and receiving across both sessions with striking involved too

Summer 2 – athletics across both sessions

Years 3 and 4 Cycle 1	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>Athletics</b>	<p>Practice different running techniques and find a running style that suits them and their bodies.</p> <p>Focus on breathing when running to improve performance.</p> <p>Combines skills from cricket, rounders and netball to help to master and develop their throwing skills and throwing over distance.</p>	<p>Running technique, focusing on arm and leg actions to improve their running performance, minimum effort for maximum results (speed and distance), jumping, throwing and demonstrate how different techniques can affect their performance.</p> <p>Begin to combine running with jumping over hurdles, focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Practice a variety of running techniques, including, sprinting, sprint finish, relay technique, jumping for distance, learn a pull throw technique, running for distance.</p> <p>Take part in sports day events.</p>	<p>To have had exposure to different running styles and running events (sprint, distance, hurdles, relay). I can run at fast, medium and slow speeds changing speed and direction.</p> <p>To focus on where their arms and legs are when running in different ways, beginning to understand the importance of using the arms to help aid running.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remember when to run and what to do.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Run over a longer distance of at least 600 meters.</p>
<b>Fitness</b>	<p>To work on and improve their stamina and keep going for longer.</p> <p>To demonstrate good co-ordination with their body and mind working together.</p> <p>To develop their competitive side to their personality and to understand the right and wrong time to be competitive.</p>	<p>Children will take part in various different activities which will challenge them physically as well as mentally.</p> <p>Complete challenges now only for themselves but against others in a slightly competitive nature.</p> <p>Activities will include – speed bounces, shuttle runs, bench steps, squats and holding their own body weights in different positions.</p>	<p>Children need to be able to negotiate space and change their speed depending on the task.</p> <p>They need to have the stamina to keep going and to push through the fatigue.</p> <p>Show good co-ordination to control their feet, hands, arms and legs to move them in different ways and at varying different speeds.</p>
<b>Team work</b>	<p>To be able to work in a team with various different people.</p> <p>To work through disagreements and to be able to listen to others.</p> <p>To complete the task as a TEAM.</p>	<p>Work in teams of different sizes to carry out games, activities and races.</p> <p>To use communication as the main tool and work collaboratively with others.</p> <p>To work on trust games such as being blind folded.</p> <p>Games such as; cross the river, keep it up (a balloon arch), spiders web and many more...</p>	<p>Have good communication skills, to be able to listen as well as manage a team of people.</p> <p>To understand that they cannot always be in charge and need to let others take the lead.</p> <p>To understand that the role of the listener is just as important as the role of the leader.</p>

<p><b>OAA</b></p>	<p>To begin to be able to follow a simple map in an area that is familiar to them.</p> <p>To work together with others and communicate effectively, offering their ideas but also beginning to listen to other people's ideas.</p>	<p>Problem solving, tackling the problem and thinking of solutions. Working as part of a team and listening to other people's ideas.</p> <p>Map reading and interpreting the map. Finding the familiar areas on the map and working from there.</p> <p>Spatial awareness of themselves, others and the place they are in and looking for clues.</p> <p>Communicate clearly with others.</p> <p>Begin to use a map to complete a simple orienteering course in an area that is familiar to them.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to think of ways to improve trails to increase the challenge of the course.</p>	<p>To begin to be able to follow a map in a familiar context.</p> <p>To move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely and within a time limit, aware of their surroundings and where they have been as well as where they are going.</p>
<p><b>Dance</b></p>	<p>To be able to copy simple dance moves keeping to a beat or rhythm.</p> <p>To be able to make up their own dance moves, attempting to keep to the beat or rhythm.</p> <p>Working in partnership or in a group with others.</p>	<p>Rhythm in their bodies to move in time to music.</p> <p>Co-ordination and control over their bodies to follow simple moves.</p> <p>Partnership with their peers to perform moves together.</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Understanding of pathways, gesture, motif, personal and general space.</p> <p>Keeping to a beat of the music, changing their movements to suit.</p> <p>Creating own dance moves that fit to a count of 8.</p>	<p>To be able to move their feet in a two step in time to music.</p> <p>To be able to move their hands and feet at the same time.</p> <p>To be able to move their hands, feet, arms and head at the same time.</p> <p>To follow and copy simple dance moves.</p> <p>To be able to watch others routines and give their opinion on what was good and what could be improved.</p>
<p><b>Netball</b></p>	<p>To begin to be able to aim and shoot the netball into the net.</p> <p>To work with team mates communicating their intentions.</p> <p>To follow simple rules of netball to keep short games going.</p>	<p>Pass/throw the ball using chest passes.</p> <p>Receiving the ball, keeping an eye on their opponents to be ready at all times.</p> <p>Shooting the ball and aiming at the net.</p> <p>Moving with the ball, pivoting on the spot until they find ideal shooting position.</p> <p>Finding space on the court and be available to team mates.</p> <p>Aiming their throws for either their opponent to catch or aiming at the net.</p> <p>Team work and communication on the court, making others aware of your intentions.</p>	<p>To be aware of space and use it to support team mates and cause problems for the opposition by blocking their play and passes.</p> <p>Move to find a space when not in possession during a game.</p> <p>To keep possession with some success when holding the ball.</p> <p>Choose the best tactics for attacking and defending.</p>

<p><b>Gymnastics</b></p>	<p>To be able to perform a series of different movements building on prior knowledge and skill in this area.</p> <p>To work on their core muscles to correctly hold and balance.</p> <p>To work cooperatively with others to perform short sequences.</p> <p>To show flexibility, strength, technique, control and balance.</p>	<p>Travelling in a variety of different ways, using lines, jumps and twists.</p> <p>Tiptoe showing control and balance, step, jump and hop.</p> <p>Hopscotch, alternating feet to perform the jumps, landing correctly each time.</p> <p>Skipping, using high knees and good posture, adding a pointed toe as they progress further.</p> <p>Chassis steps, alternating feet to perform the move.</p> <p>Straight jump with a half turn</p> <p>Cat leap- The cat leap is an alternating scissoring of the legs, with the legs turned out and not tucked in front of the body.</p> <p>Large and small body part balances, including standing and kneeling balances.</p> <p>Progress to balances on apparatus.</p> <p>Matching and contrasting partner balances.</p> <p>Pike, tuck, star, straight, straddle shapes.</p> <p>Front and back support, controlling their core muscles to keep them in place.</p> <p>Balance – Patches and points.</p> <p>Creating a sequence on the floor and on the apparatus.</p> <p>Rolls: Pencil, Egg, Teddy bear, forward, backward-creating a sequence.</p> <p>Jumping, star, pike, straddle, leaps in a sequence on the floor and apparatus</p>	<p>Using prior knowledge of gymnastics learnt to build upon and perfect.</p> <p>To use their core muscles in their stomach to help to hold the positions.</p> <p>To lift off and land from one and two feet.</p> <p>To slowly build up the ability and control needed to produce the different types of rolls.</p> <p>The understanding about the start and the finish of the positions and movements to correct achieve the outcome.</p>
<p><b>Football</b></p>	<p>To develop the basic skills needed for controlling the ball with their feet.</p> <p>To understand when they can/cannot use their hands within a game of football.</p> <p>To begin to understand the simple rules of football and to adhere to these.</p>	<p>Moving the ball in different ways; dribbling, passing, defense, shooting.</p> <p>Controlling the ball and be able to shoot, pass and dribble with accuracy.</p> <p>Turning and moving with the ball.</p> <p>Targeting and defending the goal.</p> <p>Work as a team and listen to others both before, during and after any games.</p>	<p>Hand eye co-ordination to watch the ball and control their body to make the ball move in the way they desire.</p> <p>To ascertain the skills needed for moving and using the ball and gradually work up to playing small 5-a-side matches.</p> <p>Good communication skills and the ability to listen and move at the same time.</p>
<p><b>Cricket</b></p>	<p>To develop the required skills of simple cricket to be able to take part in small games.</p> <p>To be able to hit the ball with increasing control and accuracy.</p> <p>To catch the ball and get their opponent out.</p>	<p>Throwing in an over arm action.</p> <p>Hands in a ready position to catch the ball.</p> <p>Batting skills – holding the bat at their chosen side and using two hands to control the movement. Swing the bat back and then release forward to achieve the move.</p> <p>Bowling accuracy – begin to vary the types of bowls to attempt to get the other team out.</p> <p>Accurate and directional batting when built up the understanding and ability to hit the ball.</p> <p>Catching and wicket keeping, being behind the wicket and standing in a ready position to get the other team out when appropriate.</p>	<p>To use the skills acquired in previous years and lessons about throwing and catching accurately.</p> <p>To hold the bat in a comfortable position for them.</p> <p>To be able to control the bat and hit the ball firmly.</p> <p>To use their hand eye co-ordination skills to follow the ball and catch accurately.</p> <p>To work as part of a team and communicate with one another.</p>

		Fielding technique, people on the field need to be aware of where the ball is and ready to run when appropriate. Cricket terminology – striking, fielding, batting, bowling, out.	
<b>Tennis</b>	<p>To be able to control the ball and hit/return the ball at a speed and distance that is appropriate for the situation.</p> <p>To be able to return a ball by using either forehand or backhand motion.</p> <p>To challenge themselves to hitting and returning the ball to their partner for a set number of goes.</p>	<p>Practice different serving techniques.</p> <p>Practice different hitting techniques, beginning by using the wall as a 'partner' and working up to a person. Work on hitting with different amounts of force.</p> <p>Look at distance and height and which makes for the most successful serve/hit.</p> <p>Practice different swings, e.g. forehand, backhand, ready position, single bounce.</p>	<p>Good hand eye co-ordination to watch the ball and know where it is going to land/hit.</p> <p>To know which is their dominant hand and which one feels the strongest when holding and controlling the bat.</p> <p>To control their hit to send it in the direction and at the speed they desire.</p>
<b>Rounders</b>	<p>To be able to hold the rounders bat and attempt to hit the ball.</p> <p>To follow simple rounders rules and join in with the game in a variety of capacities.</p>	<p>Throwing, catching and aiming skills taken from previous years of throwing and catching small balls with increasing accuracy.</p> <p>Batting skills, watching the ball and swinging at the correct time.</p> <p>Fielding techniques, making sure they are in a good space and keeping their eye on the ball.</p> <p>Underarm bowling accuracy, focusing on where they want the ball to go and how they are going to get it there.</p> <p>Batting accuracy, holding the bat securely and being about the control it and attempting to hit the ball.</p> <p>Close catching and deep catching techniques making sure their hands are in the ready position for the different techniques.</p> <p>Small sided games, following simple rounders rules.</p>	<p>To throw and catch with control when under limited pressure.</p> <p>To know and use rules fairly to keep games going.</p> <p>Being aware of space and use it to support team mates.</p> <p>Beginning to be able to catch with accuracy from varying distances.</p>
<b>Athletics</b>	<p>To find a running technique that is effective and comfortable for them.</p> <p>To understand the need to change their running technique and speed depending on the intended outcome.</p> <p>To use their bodies in the most effective way and work on their strengths.</p>	<p>Look at effect running styles and ones that require minimal effort for maximum outcome.</p> <p>Practice and perfect their running technique, changing this depending on the intended outcome e.g. sprinting, jumping, long distance.</p> <p>Carrying out activities such as running, jumping, throwing, and aiming.</p> <p>Begin to jump successfully over hurdles of varying sizes.</p>	<p>Focus on their arm and leg action and how these work together.</p> <p>Understand the need for their arms when sprinting and driving with their legs to gain distance and speed especially up hill.</p> <p>Focus on the trail leg and lead leg when running particularly over hurdles.</p>

Years 3 and 4 Cycle 2	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>Gymnastics</b>	<p>To be able to perform a series of different movements building on prior knowledge and skill in this area.</p> <p>To work on their core muscles to correctly hold and balance.</p> <p>To work cooperatively with others to perform short sequences.</p> <p>To show flexibility, strength, technique, control and balance.</p>	<p>Travelling in a variety of different ways, using lines, jumps and twists.</p> <p>Tiptoe showing control and balance, step, jump and hop.</p> <p>Hopscotch, alternating feet to perform the jumps, landing correctly each time.</p> <p>Skipping, using high knees and good posture, adding a pointed toe as they progress further.</p> <p>Chassis steps, alternating feet to perform the move.</p> <p>Straight jump with a half turn</p> <p>Cat leap- The cat leap is an alternating scissoring of the legs, with the legs turned out and not tucked in front of the body.</p> <p>Large and small body part balances, including standing and kneeling balances.</p> <p>Progress to balances on apparatus.</p> <p>Matching and contrasting partner balances.</p> <p>Pike, tuck, star, straight, straddle shapes.</p> <p>Front and back support, controlling their core muscles to keep them in place.</p> <p>Balance – Patches and points.</p> <p>Creating a sequence on the floor and on the apparatus.</p> <p>Rolls: Pencil, Egg, Teddy bear, forward, backward-creating a sequence.</p> <p>Jumping, star, pike, straddle, leaps in a sequence on the floor and apparatus</p>	<p>Using prior knowledge of gymnastics learnt to build upon and perfect.</p> <p>To use their core muscles in their stomach to help to hold the positions.</p> <p>To lift off and land from one and two feet.</p> <p>To slowly build up the ability and control needed to produce the different types of rolls.</p> <p>The understanding about the start and the finish of the positions and movements to correct achieve the outcome.</p>
<b>Dance</b>	<p>To be able to copy simple dance moves keeping to a beat or rhythm.</p> <p>To be able to make up their own dance moves, attempting to keep to the beat or rhythm.</p> <p>Working in partnership or in a group with others.</p>	<p>Rhythm in their bodies to move in time to music.</p> <p>Co-ordination and control over their bodies to follow simple moves.</p> <p>Partnership with their peers to perform moves together.</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Understanding of pathways, gesture, motif, personal and general space.</p> <p>Keeping to a beat of the music, changing their movements to suit.</p> <p>Creating own dance moves that fit to a count of 8.</p>	<p>To be able to move their feet in a two step in time to music.</p> <p>To be able to move their hands and feet at the same time.</p> <p>To be able to move their hands, feet, arms and head at the same time.</p> <p>To follow and copy simple dance moves.</p> <p>To be able to watch others routines and give their opinion on what was good and what could be improved.</p>

<b>Cricket</b>	<p>To develop the required skills of simple cricket to be able to take part in small games.</p> <p>To be able to hit the ball with increasing control and accuracy.</p> <p>To catch the ball and get their opponent out.</p>	<p>Throwing in an over arm action.</p> <p>Hands in a ready position to catch the ball.</p> <p>Batting skills – holding the bat at their chosen side and using two hands to control the movement. Swing the bat back and then release forward to achieve the move.</p> <p>Bowling accuracy – begin to vary the types of bowls to attempt to get the other team out.</p> <p>Accurate and directional batting when built up the understanding and ability to hit the ball.</p> <p>Catching and wicket keeping, being behind the wicket and standing in a ready position to get the other team out when appropriate.</p> <p>Fielding technique, people on the field need to be aware of where the ball is and ready to run when appropriate.</p> <p>Cricket terminology – striking, fielding, batting, bowling, out.</p>	<p>To use the skills acquired in previous years and lessons about throwing and catching accurately.</p> <p>To hold the bat in a comfortable position for them.</p> <p>To be able to control the bat and hit the ball firmly.</p> <p>To use their hand eye co-ordination skills to follow the ball and catch accurately.</p> <p>To work as part of a team and communicate with one another.</p>
<b>Athletics</b>	<p>Practice different running techniques and find a running style that suits them and their bodies.</p> <p>Focus on breathing when running to improve performance.</p> <p>Combines skills from cricket, rounders and netball to help to master and develop their throwing skills and throwing over distance.</p>	<p>Running technique, focusing on arm and leg actions to improve their running performance, minimum effort for maximum results (speed and distance), jumping, throwing and demonstrate how different techniques can affect their performance.</p> <p>Begin to combine running with jumping over hurdles, focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Practice a variety of running techniques, including, sprinting, sprint finish, relay technique, jumping for distance, learn a pull throw technique, running for distance.</p> <p>Take part in sports day events.</p>	<p>To have had exposure to different running styles and running events (sprint, distance, hurdles, relay). I can run at fast, medium and slow speeds changing speed and direction.</p> <p>To focus on where their arms and legs are when running in different ways, beginning to understand the importance of using the arms to help aid running.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remember when to run and what to do.</p> <p>Link running and jumping activities with some fluency, control and consistency.</p> <p>Throw a variety of objects, changing my action for accuracy and distance.</p> <p>Run over a longer distance of at least 600 metres.</p>

<b>Hockey</b>	<p>To be able to control the ball using the hockey stick.</p> <p>To begin to be able to shoot the ball from increasing distances.</p> <p>To be able to communicate with team mates and work together against opponents.</p>	<p>General ball control, being able to keep the ball close to the hockey stick to dribble the ball. Be able to stop the ball with the stick not their hands.</p> <p>Be able to use the stick to hit the ball with increasing control and speed.</p> <p>Holding the hockey stick correctly; using either their left or right hand as they dominant one and maintaining a strong grip on the stick.</p> <p>Hitting and pushing the ball with increasing pressure to aim the ball and increase distance.</p> <p>Small sided games, using simple hockey rules with children working together to form a team who communicates with one another.</p>	<p>To be aware of space and use it to support team mates and cause problems for the opposition.</p> <p>To know and use rules fairly to keep games going.</p> <p>To can keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>To practice with different holding styles until they find one that suits them and maintains control.</p>
<b>OAA</b>	<p>To begin to be able to follow a simple map in an area that is familiar to them.</p> <p>To work together with others and communicate effectively, offering their ideas but also beginning to listen to other people's ideas.</p>	<p>Problem solving, tackling the problem and thinking of solutions. Working as part of a team and listening to other people's ideas.</p> <p>Map reading and interpreting the map. Finding the familiar areas on the map and working from there.</p> <p>Spatial awareness of themselves, others and the place they are in and looking for clues.</p> <p>Communicate clearly with others.</p> <p>Begin to use a map to complete a simple orienteering course in an area that is familiar to them.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to think of ways to improve trails to increase the challenge of the course.</p>	<p>To begin to be able to follow a map in a familiar context.</p> <p>To move from one location to another following a map.</p> <p>Use clues to follow a route.</p> <p>Follow a route safely and within a time limit, aware of their surroundings and where they have been as well as where they are going.</p>
<b>Rounders</b>	<p>To be able to hold the rounders bat and attempt to hit the ball.</p> <p>To follow simple rounders rules and join in with the game in a variety of capacities.</p>	<p>Throwing, catching and aiming skills taken from previous years of throwing and catching small balls with increasing accuracy.</p> <p>Batting skills, watching the ball and swinging at the correct time.</p> <p>Fielding techniques, making sure they are in a good space and keeping their eye on the ball.</p> <p>Underarm bowling accuracy, focusing on where they want the ball to go and how they are going to get it there.</p> <p>Batting accuracy, holding the bat securely and being about the control it and attempting to hit the ball.</p> <p>Close catching and deep catching techniques making sure their hands are in the ready position for the different techniques.</p> <p>Small sided games, following simple rounders rules.</p>	<p>To throw and catch with control when under limited pressure.</p> <p>To know and use rules fairly to keep games going.</p> <p>Being aware of space and use it to support team mates.</p> <p>Beginning to be able to catch with accuracy from varying distances.</p>

<b>Netball</b>	<p>To begin to be able to aim and shoot the netball into the net.</p> <p>To work with team mates communicating their intentions.</p> <p>To follow simple rules of netball to keep short games going.</p>	<p>Pass/throw the ball using chest passes. Receiving the ball, keeping an eye on their opponents to be ready at all times. Shooting the ball and aiming at the net. Moving with the ball, pivoting on the spot until they find ideal shooting position. Finding space on the court and be available to team mates. Aiming their throws for either their opponent to catch or aiming at the net. Team work and communication on the court, making others aware of your intentions.</p>	<p>To be aware of space and use it to support team mates and cause problems for the opposition by blocking their play and passes. Move to find a space when not in possession during a game. To keep possession with some success when holding the ball. Choose the best tactics for attacking and defending.</p>
----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 and Year 4 Areas to cover throughout the year –

Autumn 1 – Athletics and fitness

Autumn 2 – Team games and OAA

Spring 1 – Dance and netball

Spring 2 – Gymnastics and football

Summer 1- Cricket and tennis

Summer 2 – Rounders and athletics

Years 5 and 6 Cycle 1	Composite What do the children need to be able to achieve by the end of this topic/scheme of work?	Components How will the children get there?	
		What will they do?	Skills needed to achieve this?
<b>SAQ</b>	<p>To be able to move with increased speed and accuracy over different distances and through/around obstacles.</p> <p>To have good perception and alertness to their surroundings and the ability to change their movements automatically.</p>	<p>To train and develop their ability to use their mind and body in unison.</p> <p>To work on speed games where they have to change direction and maintain the speed and accuracy of the movement.</p>	<p>To improve their ability to perform explosive multi-directional movements.</p> <p>Working with the body to reprogram their brain to work in sync with their muscles to make them move in the desired way.</p>
<p><b>Athletics</b></p> <p>To be carried out in two parts (autumn 1 and Summer 2)</p>	<p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p> <p>To combine the skills learnt from other areas throughout the year and school years to effectively take part in a variety of different athletics events.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practice and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p>Using a controlled movement when taking off and landing in a jump.</p> <p>Throwing with accuracy in a variety of different ways with a variety of different equipment (javelin, bean bag, ball, and discus).</p> <p>Follow specific rules.</p> <p>Passing a baton effectively in a relay.</p> <p>Running for both short and long distances.</p> <p>Taking part in school sports events.</p> <p>Demonstrate stamina.</p> <p>Use my skills in a range of different situations.</p>
<b>Tag rugby</b>	<p>To be able to combine skills from athletics to work on speed and agility of their movements.</p> <p>To work as a team to carry out a small game.</p> <p>To listen to and communicate with others.</p>	<p>Use 'striver challenge' planning.</p> <p>To work up to playing a game against opponents.</p> <p>Partner work for passing, catching, aiming and defending.</p>	<p>To evade and tag opponents.</p> <p>To run at various speeds and with control and co-ordination, awareness of space and their intended outcome.</p> <p>Pass and receive a pass at various speeds.</p> <p>To refine attacking and defending skills.</p> <p>Tactics for working as a team.</p>

<b>Netball</b>	<p>To take part in short netball games in both friendly and competitive situations.</p> <p>To use all the skills of passing, shooting and control in their play.</p>	<p><b>High 5 rules and resources</b></p> <p>Control the ball with one or two hands while moving.  3 different types of passes, including chest pass, bounce pass and overhead pass.  Demonstrate accuracy when passing, ensuring they have a clear vision of where they are aiming.  To be able to pass while moving or to a moving player.  Moving into appropriate spaces.  Learn and understand the word tactic.</p>	<p>Develop effective techniques and tactics.  Work on and perfect different passing techniques out of a game situation.  Work on moving around the area and ensuring they know how to 'find a space' with a clear reason behind being in that space.</p>
<b>Dance</b>	<p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance.  Perform dances fluently and with control.</p> <p>Perform to a piece of music expressively and sensitively.</p> <p>Compare and improve performances with previous ones.</p>	<p>Learn different styles of dance and focus on dancing with other people.  Create, perform and watch dances in a range of styles, working with partners and groups.  To be encouraged to become more adventurous when improvising and exploring ideas.  Use props and costumes to enhance performances.  Extend a range of movements they use and develop new skills.  Work with a partner, taking weight from others, supporting, leaning, balancing and small lifts.  Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  Confidently use equipment to vault and incorporate this into sequences.  Apply skills and techniques consistently, showing precision and control.  Develop strength, technique and flexibility throughout performances.</p>	<p>Perform to an accompaniment, expressively and sensitively.  Movements that are controlled.  Perform a dance which shows clarity, fluency, accuracy and consistency.  Identify and repeat the movement patterns and actions of a chosen dance style.  Compose individual, partner and group dances that reflect the chosen dance style.  Show a change of pace and timing in their movements.  Develop an awareness of their use of space  Develop imaginative dances in a specific style.  Choose my own music, style and dance.  Pupils should be taught to create dances using a range of movement patterns, including those from different times, places and cultures.  Respond to a range of stimuli and accompaniment.  Through dance, develop flexibility, strength, technique, control and balance.  Perform dances using a range of movement patterns.</p>

<p><b>Gymnastics</b></p>	<p>Continue to develop gymnastic specific skills and perform with consistency, accuracy, confidence and control.</p>	<p>Develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner. Show as much precision as possible working on keeping their whole body in control.          Create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.          Select ideas to compose specific sequences of movements, shapes and balances.          Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control.          Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.          Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently.          Develop strength, technique and flexibility throughout performances.          Combine equipment with movement to create sequences. Plan and perform a sequence with a partner.          Choose their own apparatus and design and simple layout.          Using a combination of floor work and apparatus          Hurdle step onto springboard.          Squat on vault, straddle on vault          Star jump off, tuck jump off, straddle jump off, pike jump off          Tiptoe, step, jump and hop.          Combine and perfect hopscotch and skipping.          Straight jump full and half turn showing control over their bodies.          Cat leap, cat leap full/half turn.          Pivot.          1, 2, 3 and 4- point balances          Balances on apparatus with increasing difficulty.          Full body weight partner balances.          Front and back support with increasing hold due to core muscle strength development.</p>	<p>Make complex or extended sequences.          Perform consistently to different audiences.          Use movements that are accurate, clear and consistent.          Combine my own work with that of others.          Link my sequences to specific timings.          Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.</p>
<p><b>OAA</b></p>	<p>Take part in different competitive orienteering activities, including speed and relay events.</p>	<p>Children to take part in more complex orienteering events during school residential.          To learn to read maps more accurately and to adapt their skills to meet challenges set in new environments.          Do some research and undertake a journey safely, developing the skills to be more resilient.          Take on more demanding leadership roles and learn to</p>	<p>To set a map using a compass.          To set the direction of travel from the map using a compass as a guide and aid.          To follow instructions in order to complete an orienteering course.</p>

		take the initiative.	
<b>Badminton</b>	To take part in small badminton games against opponents.	Develop the range and quality of their skills when playing games using rackets. Learn specific tactics and skills for badminton. Effective serving techniques and tactics. Aim to get the shuttlecock into an area to make it difficult for their opponent.	Grip and control of the racket in their preferred hand. Ability to direct the shuttlecock. To receive and retrieve. To know the rules of badminton. To take part in a game.
<b>Cricket</b>	Master the fundamental skills and movement to start to develop the sport specific skills, performing them with consistency and accuracy.	Learn how to hit or strike the ball into different spaces so they can score runs. When fielding, they learn how to work together to keep the batters' scores down. In striking and fielding games players learn how to strike the ball and try to avoid fielders so they can run to score runs. When fielding, they try to prevent runs or points being scored. Children to develop the range and quality of their skills and understanding about cricket. Learn how to play different roles in the game; bowler, wicket-keeper, fielder and batter. Focus on developing their technique and using a wide range of shots, working in larger teams for some of the time. Concentrate on developing their bowling technique and using tactics as a fielding team.	To use a variety of different hits to direct the ball into different spaces away from fielders. To hold the bat effectively to produce strong hits of the ball. Good hand eye co-ordination to watch the ball and catch it from different places of varying distances. To be able to hold the bat effectively and swing to hit the ball. Developed hand eye co-ordination to watch the ball in all roles of the game. To arrange the fielding team and use it as a tactical move against their opponents.
<b>Rounders</b>	To continue to develop sport specific skills and perform with consistency, accuracy, confidence and control.	Children to begin to develop the range and quality of their skills and understanding about rounders.  Learn how to play different roles; bowling, backstop, fielder and batter.  Focus on developing their technique, using a wide range of shots, working in larger teams for some of the time. Concentrate on developing their bowling technique and using tactics as a fielding team.	To be able to hold and use the bat effectively. To be able to bowl with control and with some tactical intent. To communicate effectively as a team working together to achieve the same goal.

<p><b>Swimming</b></p> <p><b>Year 5 only</b></p>	<p>For children to swim between 25-100 meters and keep swimming for 45 to 50 seconds.</p> <p>Use three different strokes swimming on their front and back.</p> <p>Children to know the dangers of water locally and nationally.</p>	<p>Control breathing and swim confidently and fluently on the surface and under the water.</p> <p>Learn survival techniques and self-rescue skills.</p> <p>Swim over longer distances using floats as aids.</p> <p>Use a more controlled leg kick for effective swimming.</p> <p>Learn how to keep afloat.</p>	<p>To get use to the water and how it feels on their bodies.</p> <p>To use swimming aids where necessary to support swimming confidence and control.</p> <p>To practice life saving techniques if they were to fall into water unexpectedly or get into danger when out swimming.</p>
--------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Years 5 and 6 Cycle 2</b></p>	<p><b>Composite What do the children need to be able to achieve by the end of this topic/scheme of work?</b></p>	<p><b>Components How will the children get there?</b></p>	
		<p><b>What will they do?</b></p>	<p><b>Skills needed to achieve this?</b></p>
<p><b>Tennis</b></p>	<p>To be able to take part in simple tennis matches beginning to use tactical hits of the ball with their racket.</p> <p>To hold the racket effectively to hit the ball with accuracy and control.</p>	<p>Hand eye coordination.</p> <p>Forehand, backhand, ready position, single bounce.</p> <p>Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for net/wall games.</p> <p>Spend time developing effective serving techniques and tactics.</p> <p>Aim to get the ball to land in the target area and make it difficult for their opponent to return it.</p>	<p>To be able to throw a ball accurately.</p> <p>Hold the racket correctly using a strong, secure grip.</p> <p>Using forehand and backhand to hit the ball.</p>
<p><b>Football</b></p>	<p>Children will work well as a team when attacking, and explore a range of ways to defend.</p> <p>Play uneven-sided games.</p>	<p>Dribbling the ball with control and keeping it by their feet.</p> <p>Controlling the ball during play in a variety of different ways depending on the intention.</p> <p>Passing the ball with a clear view of where it needs to go and how it will get there.</p> <p>Shooting the ball with a clear aim in mind.</p> <p>Scoring a goal using different techniques, including heading the ball.</p> <p>Defending, making sure they are working as a team and have an awareness of where the ball in. Making sure they are being fair to all and do not foul.</p> <p>Team work and communicating with others clearly throughout the game.</p>	<p>Use a number of techniques to pass, dribble and shoot.</p> <p>Gain possession by working as a team.</p> <p>Pass the ball in a variety of different ways.</p>

<p><b>Dance</b></p>	<p>Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of the dance.</p>	<p>Learn different styles of dance and focus on dancing with other people.          Create, perform and watch dances in a range of styles, working with partners and groups.          To be encouraged to become more adventurous when improvising and exploring ideas.          Use props and costumes to enhance performances.</p>	<p>Perform to an accompaniment, expressively and sensitively.          Movements that are controlled.          Perform a dance which shows clarity, fluency, accuracy and consistency.          Identify and repeat the movement patterns and actions of a chosen dance style.          Compose individual, partner and group dances that reflect the chosen dance style.          Show a change of pace and timing in their movements.          Develop an awareness of their use of space</p>
<p><b>Gymnastics</b></p>	<p>Continue to develop gymnastic specific skills and perform with consistency, accuracy, confidence and control.</p>	<p>Develop a wider range of actions and use their skills and abilities individually, and in sequence with a partner.          Show as much precision as possible working on keeping their whole body in control.          Create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience.          Select ideas to compose specific sequences of movements, shapes and balances.          Adapt their sequences to fit new criteria or suggestions.          Perform jumps, shapes and balances fluently and with control.          Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.          Confidently use equipment to vault in a variety of ways.          Apply skills and techniques consistently.          Develop strength, technique and flexibility throughout performances.          Combine equipment with movement to create sequences.</p>	<p>Make complex or extended sequences.          Perform consistently to different audiences.          Use movements that are accurate, clear and consistent.</p>

<p><b>Cricket</b></p>	<p>Master the fundamental skills and movement to start to develop the sport specific skills, performing them with consistency and accuracy.</p>	<p>Learn how to hit or strike the ball into different spaces so they can score runs.          When fielding, they learn how to work together to keep the batters' scores down.          In striking and fielding games players learn how to strike the ball and try to avoid fielders so they can run to score runs.          When fielding, they try to prevent runs or points being scored.</p>	<p>To use a variety of different hits to direct the ball into different spaces away from fielders.          To hold the bat effectively to produce strong hits of the ball.          Good hand eye co-ordination to watch the ball and catch it from different places of varying distances.</p>
<p><b>Athletics</b></p>	<p>Continue to develop athletic specific skills and perform them with consistency, accuracy, confidence, control and speed.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.          Identify their reaction times when performing a sprint start.          Continue to practice and refine their technique for sprinting, focusing on an effective sprint start.          Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.          Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Using a controlled movement when taking off and landing in a jump.          Throwing with accuracy in a variety of different ways with a variety of different equipment (javelin, bean bag, ball, and discus).          Follow specific rules.          Passing a baton effectively in a relay.          Running for both short and long distances.          Taking part in school sports events.</p>
<p><b>Swimming</b></p>	<p>For children to swim between 25-100 meters and keep swimming for 45 to 50 seconds.</p> <p>Use three different strokes swimming on their front and back.</p> <p>Children to know the dangers of water locally and nationally.</p>	<p>Control breathing and swim confidently and fluently on the surface and under the water.</p> <p>Learn survival techniques and self-rescue skills.</p> <p>Swim over longer distances using floats as aids.</p> <p>Use a more controlled leg kick for effective swimming.</p> <p>Learn how to keep afloat.</p>	<p>To get use to the water and how it feels on their bodies.          To use swimming aids where necessary to support swimming confidence and control.          To practice life saving techniques if they were to fall into water unexpectedly or get into danger when out swimming.</p>

Year 5 and Year 6 Areas to cover throughout the year –

Autumn 1 – SAQ and Athletics

Autumn 2 – Tag rugby across both sessions

Spring 1 – Netball and dance

Spring 2 – Gymnastics and OAA

Summer 1- Badminton and cricket

Summer 2 – Rounders and athletics

