

Curriculum Overview

<u>Reception</u>		
Autumn Term first half Games	Spring Term first half Gymnastics	Summer Term first half Dance
<p style="text-align: center;">Focus on using Bean bags (Unit 1) Children should learn:</p> <ul style="list-style-type: none"> • to use space safely • to travel with increasing control and co-ordination • to use a range of small games equipment safely and with increasing control • to concentrate and play and aiming game. 	<p style="text-align: center;">Introductory unit and Stretching and curling (Unit B) Children should learn:</p> <ul style="list-style-type: none"> • to use space safely • to recognise directions and travel with control • to identify and use different parts of the body • to work co-operatively to move simple apparatus • to travel with control in a variety of ways • to show an awareness of contrasts in speed and level. 	<p style="text-align: center;">Wriggling William, Angry Elephant (Unit 2). Blowing Bubbles, Dinosaurs, The shaking puppet, The scarf, Painting patterns, The hungry caterpillar (Unit 3). Children should learn:</p> <ul style="list-style-type: none"> • to move slowly from one spiky shape to another • to show changes in speed • to understand and identify smooth, curving pathways in the air and on the floor • to express and communicate their ideas through movement.
Autumn Term second half Dance	Spring Term second half Games	Summer Term second half Gymnastics and Athletics
<p style="text-align: center;">Stars, Rabbits, Follow my leader, Hickory Dickory Dock, Autumn Leaves. (Unit 1) Icicles and water, Mr Jelly. (Unit 2) Children should learn:</p> <ul style="list-style-type: none"> • to travel safely in and out of markers and other children • to stretch slowly into a star shape • to make shapes on high and low levels • to recognise repeated sound patterns and know when to grow into a star shape and when to travel. 	<p style="text-align: center;">Focus on using a ball (Unit 2) Children should learn :</p> <ul style="list-style-type: none"> • to send and receive a ball with increasing confidence and control • to develop co-ordination when steering, bouncing or kicking a ball • to show an awareness of space and share space safely • to know, understand and show safe use of equipment. 	<p style="text-align: center;">Travelling (Unit A) and Travelling taking weight on different body parts (Unit C) Children should learn:</p> <ul style="list-style-type: none"> • to travel and balance with control when holding stretched or curled shapes • to stop and start on a given signal and share space safely • to show an awareness of contrasts in level • to link two movements together • to travel on different body parts • to safely transfer work from the floor

to apparatus.

Practice athletics skills for sports day

Year 1

Autumn Term first half Gymnastics and Games

Flight Bouncing, jumping and landing (Unit D)

Children should learn:

- to bounce, hop, spring and jump using a variety of take offs and landings
- to observe, recognise and observe different body shapes
- to link together two or more actions with control and be able to repeat them
- to describe what they see using appropriate vocabulary.

Spring Term first half Dance and Games

March, march, march and jack and the beanstalk (Unit 2)

Children should learn:

- to perform simple rhythmic patterns and repeat them in different formations
- to work alone, with guidance from the teacher, to create movement ideas in response to a story or repeated rhythm
- select movements to create a dance
- to observe each other and themselves.

Summer Term first half Dance and Games

Fog and sunshine, Washing day, Handa's surprise (Unit 3)

Children should learn:

- to explore actions in response to the stimuli
- how to use a variety of basic actions to create a dance
- how to communicate mood, feelings and ideas through dance
- to observe each other and talk about their dances using appropriate language.

Ball skills and Games (Unit 1)

Children should learn:

- to know and show different ways of using a ball
- to understand how to use apparatus for its intended purpose
- to observe, copy and play games as an individual and in two's
- to move safely and actively about a space.

Throwing and catching aiming games (Unit 2)

Children should learn:

- to throw and catch using a range of apparatus
- to understand the concept of aiming games
- to change the rules to make a game harder
- to move actively and safely about the space when using equipment.

Developing Partner work (Unit 4)

Children should learn:

- to develop and extend their sending and receiving skills in games with a partner
- to change the rules of a game to make it more challenging
- to play running games and use the apparatus safely
- to observe and describe another child's activity.

<p style="text-align: center;">Autumn Term second half Gymnastic and Games</p>	<p style="text-align: center;">Spring Term second half Gymnastics and Athletics</p>	<p style="text-align: center;">Summer Term second half Dance and Games</p>
<p style="text-align: center;">Points and Patches (Unit E) and Wide-Narrow-Curled (Unit G)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to travel, balance and jump confidently and competently on different parts of the body including hands • to hold still balance positions on large or small body parts • to link up to four balances together • to adapt floor work safely onto apparatus • to observe, copy and describe what others are doing. 	<p style="text-align: center;">Rocking and rolling (Unit F)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to spin, rock, turn and roll with control, on various parts of the body • to plan and link a series of movements together • to work safely with and awareness of others • to adapt work from a floor safely onto apparatus. 	<p style="text-align: center;">The Rainbow Fish, We're going on a bear hunt. (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to perform the basic actions of travelling, jumping, turning, gesture and shape • to choose appropriate dance actions and phrases to convey the meaning of the story • to vary speeds, directions and pathways • to perform actions on different pathways and in different formations.
<p style="text-align: center;">Skipping and Bat/ball skills and games (Unit 3)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to steer and send a ball safely in different directions using a bat • to skip with a rope • to change the roles of a game to make it better or more challenging • to understand the importance of rules when playing with a bat. 	<p style="text-align: center;">Athletics (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to remember and repeat a series of running, throwing and jumping activities with growing control • to familiarise themselves with equipment and use it appropriately • recognise how their bodies feel in different activities • to watch, copy and describe what others have done. 	<p style="text-align: center;">Athletics (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to remember, repeat and link combinations of actions • to choose equipment suitable for the task or challenge and use it safely • to describe what their bodies feel like during different activities • to watch, copy and describe what others have done.

Year 2

Autumn Term first half Gymnastics and Games	Spring Term first half Dance and Games	Summer Term first half Dance and Athletics
<p style="text-align: center;">Parts high and parts low (Unit H) and Pathways, Spinning, zig-zag and curving (Unit I)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to travel and balance confidently showing different parts of the body high or low • to demonstrate being close to or far away from the floor and apparatus and show contrasts in shape or speed • to link three movements together smoothly in a planned sequence • to adapt and transfer work safely from the floor to the apparatus • understand and create pathways • perform with a partner. 	<p>The cat, The balloons, Reach for the stars (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to use a range of basic dance actions with understanding • work alone with guidance from the teacher to create movement ideas • use different levels, directions and speeds and choose appropriate actions for the dance idea • to understand and use contrasts in weight • to talk about dance and why they liked it, using appropriate vocabulary. 	<p>Copy cats, Pat-a-cake-polka, Jumping Joan, Elsdon circle, Anything goes, Galopede and Circassian circle (unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to copy and perform simple movements/rhythmic patterns • to understand that dance plays an important part in other cultures • to recognise that dances have changed throughout history • to understand that dance is active and that changes will occur in their bodies • to change and vary their actions.
<p style="text-align: center;">Throwing and catching and Inventing games (Unit 1)</p>	<p>Group Games and inventing rules (Unit 4)</p> <ul style="list-style-type: none"> • to develop simple group tactics 	<p style="text-align: center;">Athletics (Unit 1)</p> <p>Children should learn:</p>

<p>Children should learn:</p> <ul style="list-style-type: none"> to throw, catch and bounce in different ways when standing still or on the move to choose and apply skills to make up games to develop simple strategies for extending their skills to describe a game and teach it to their partner. 	<ul style="list-style-type: none"> to move actively and safely about the space and in teams. to play safely with a partner in running games and when using equipment to use appropriate vocabulary to describe what they and others are doing to understand and play to the rules of the game to demonstrate how to change the games and make it harder. 	<ul style="list-style-type: none"> to choose use their bodies and a variety of equipment with greater control and co-ordination to choose appropriate skills to talk about what their bodies feel like during different activities to watch and describe what others have done.
<p style="text-align: center;">Autumn Term second half Games</p>	<p style="text-align: center;">Spring Term second half Gymnastics and Dance</p>	<p style="text-align: center;">Summer Term second half Games and Athletics</p>
<p style="text-align: center;">Making up Games with a partner and Aiming hitting kicking (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to remember, repeat and link combination of skills in a game to improve the co-ordination, control and consistency of their actions to use and vary simple tactics to observe, play and improve another person's game. 	<p style="text-align: center;">Turning, Spinning and twisting (Unit J) and Linking movements together (Unit K)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to turn, twist and spin on different body parts, showing control and co-ordination to understand that one part of the body must be fixed to create a twist to link three movements together use their understanding to adapt work safely from the floor to the apparatus to compose and perform a simple sequence with a partner. 	<p style="text-align: center;">Group games and inventing rules (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to develop and extend their sending and receiving skills to know rules for a game to develop simple group tactics to move actively about the space and in teams.
<p style="text-align: center;">Dribbling, kicking and hitting (Unit 3)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to develop new skills relevant to specific games to know and apply basic tactics and strategies for attacking play to work co-operatively with another person in a team 	<p style="text-align: center;">Friends, Bubbles, Shadows (Unit 2) and Word and words messages, The three little pigs (Unit 3)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to work co-operatively in pairs threes and groups to create a dance to respond to different stimuli to change and vary actions show 	<p style="text-align: center;">Athletics (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to remember, repeat and link combinations of actions with greater control and co-ordination to choose equipment to help them meet the challenges set and use it safely

<ul style="list-style-type: none"> to observe and select information to evaluate their own and others' work. 	<p>contrasts in shape, speed and size</p> <ul style="list-style-type: none"> to select and use appropriate basic dance skills to recognise, describe and comment on quality of basic actions and relationships to observe each other dancing and say what they like or can be made better. 	<ul style="list-style-type: none"> to describe what their bodies feel like during exercise to watch and describe what others have done.
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Year 3		
Autumn Term first half Gymnastics and Games	Spring Term first half Dance and Games	Summer Term first half Gymnastics and Athletics
<p style="text-align: center;">Stretching and curling (Unit L)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes to receive and transfer body weight safely in different situations and create a sequence with a partner to identify how the overall 	<p style="text-align: center;">Who am I?, The language of dance (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to improve freely develop different ways of Travelling, jumping and turning and create dance phrases to perform the basic actions and dances clearly and fluently to work with a partner 	<p style="text-align: center;">Pathways (Unit N)</p> <p>Children should learn to:</p> <ul style="list-style-type: none"> to understand, identify and use flexible and direct pathways to travel along different pathways using appropriate movements to construct sequences which use planned variations in speed, level and pathways

<p>performance of a sequence can be improved</p> <ul style="list-style-type: none"> to adapt and transfer skills safely onto more complex apparatus at every stage on learning. 	<ul style="list-style-type: none"> to observe themselves and others dancing. 	<ul style="list-style-type: none"> to adapt and transfer what they have learned onto appropriate apparatus.
<p>Ball skills invasion focus (Unit 1) Children should learn:</p> <ul style="list-style-type: none"> to consolidate and improve the quality of their skills to improve their ability to select and apply simple tactics to work co-operatively in small groups to recognise how a small game activity can be improved. 	<p>Net, Court, wall games (Unit 3) Children should learn:</p> <ul style="list-style-type: none"> to consolidate and improve the quality and consistence of their hitting skills to develop the range of skills used to select and use a range of simple tactics to adapt, make and keep to the rules for net games 	<p>Athletics (Unit 1) Children should learn:</p> <ul style="list-style-type: none"> to link, remember and repeat combinations of actions with more consistency and control to understand what equipment is needed for different challenges and be able to use them safely to describe how their bodies feel when doing different exercises to understand and describe what others are doing.
<p>Autumn Term second half Gymnastics and Games</p>	<p>Spring Term second half Dance and Games</p>	<p>Summer Term second half Gymnastics and Athletics</p>
<p>Symmetry and A- symmetry (Unit M) Children should learn:</p> <ul style="list-style-type: none"> To understand and identify symmetry and asymmetry To move and balance showing specific planned shapes and variations in speed and level To individually and in two's be able to analyse and say why they like a sequence To adapt and transfer learned skills onto appropriate apparatus. 	<p>The Explorers and The Hornpipe (Unit 2) Children should learn:</p> <ul style="list-style-type: none"> To perform basic dance actions with greater control and fluency To perform with a sense of phrasing, rhythmically and musically To select and apply appropriate movements for the dance idea To evaluate their own and others' performances To create and structure a whole dance. 	<p>Traveling with a change of front and change of direction (Unit O) Children should learn:</p> <ul style="list-style-type: none"> to understand, identify and use change of front and direction to understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy to select and combining skill to create sequences showing change of front and direction to adapt and transfer what they have learned onto apparatus.
<p>Creative game making (Unit 2) Children should learn:</p> <ul style="list-style-type: none"> to make up and play small sided 	<p>Striking and fielding games (Unit 4) Children should learn:</p> <ul style="list-style-type: none"> to consistently strike a ball in a 	<p>Athletics (Unit 2) Children should learn:</p> <ul style="list-style-type: none"> to consolidate and improve the

<p>games</p> <ul style="list-style-type: none"> to select and use appropriate skills to describe and evaluate the effectiveness of the performance to work co-operatively with others. 	<p>controlled manner</p> <ul style="list-style-type: none"> to field and intercept a ball and return it accurately to select and use appropriate skills and simple tactics in a small game activity to recognise a good performance or what needs to be improved. 	<p>quality and range of the techniques they use</p> <ul style="list-style-type: none"> to develop their ability to use simple tactics to describe how the body reacts to different types of activity to describe and evaluate the effectiveness of performances.
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Year 4		
Autumn Term first half Dance and Games	Spring Term first half Dance and Games	Summer Term first half Gymnastics and Athletics
<p>These shoes are made for walking, Giraffes can't dance, Incognito (Unit 1) Electricity (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to respond to a range of stimuli 	<p>Wimbledon, Musical statues (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to develop simple motifs to use different partner-work devices to perform a dance with two sections 	<p>Receiving body weight (unit Q)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to understand how different body parts are capable of transferring and receiving body weight

<ul style="list-style-type: none"> to respond imaginatively to character and narrative to use simple motifs and movement patterns to structure dance phrases repeat and remember dance phrases to structure a dance with a partner to describe and interpret dance using appropriate language. 	<p>A and B</p> <ul style="list-style-type: none"> to capture the mood of the dance. 	<ul style="list-style-type: none"> to move and construct their own apparatus and transfer work safely from the floor to move into and from a range of skills with control and accuracy to create sequences showing contrasts in shape, speed and level.
<p>Net, court wall games (Unit 1) Children should learn:</p> <ul style="list-style-type: none"> to consolidate their striking skills and improve their control and quality to vary the shots and employ them appropriately to recognise what they do well and what needs improving to adapt rules of net games. 	<p>Invasion games (Unit 3) Children should learn:</p> <ul style="list-style-type: none"> to develop the range and consistency of their skills in the games played to play in small invasion games using a variety of formations to understand, use and adapt simple tactics to play the rules. 	<p>Athletics (Unit 1) Children should learn:</p> <ul style="list-style-type: none"> to consolidate the quality and range of techniques they use for particular activities to develop their ability to use simple tactics in different situations to know and describe the short-term effects of exercise on the body to describe and evaluate the effectiveness of performances.
<p>Autumn Term second half Gymnastics and Games</p>	<p>Spring Term second half Gymnastics and Games</p>	<p>Summer Term second half Gymnastics and Athletics</p>
<p>Balance (unit P) Children should learn:</p> <ul style="list-style-type: none"> to identify and use different body parts to balance on and know which combinations produce stable or unstable bases to balance and show specific planned body shapes to move into and from balances with control and accuracy to create a sequence on balance showing planned variations in shape, speed and levels 	<p>Balance leading into change of front or direction (Unit R) Children should learn:</p> <ul style="list-style-type: none"> to move into and from specific planned balances with an awareness of change of front to identify and use planned variations in direction to create a sequence with a partner on floor and apparatus to show changes of front and direction to observe and describe the movements of others using appropriate language. 	<p>Rolling (Unit S) Children should learn:</p> <ul style="list-style-type: none"> to rotate and roll on different body parts to rotate and roll in different directions showing different shapes, sizes and speeds to create a sequence with a partner on floor and apparatus using a variety of linking movements to observe the work of others and make judgements against given criteria.

<p>Problem- solving and inventing games (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to consolidate and improve their skills in a creative and problem-solving situation • to adapt and transfer appropriate principles of play and tactics • to make up rules and be prepared to modify or change them • to co-operate and make collective decisions. 	<p>Striking and fielding games (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to consolidate skills and improve technique • to receive a ball from one direction and strike it into or field it from another direction • to develop simple tactics in a game activity • to understand what makes up good technique. 	<p>Athletics (unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to consolidate and improve the quality, range and consistency of the techniques they use for specific activities • to develop their ability to choose and use simple tactics and strengths in different situations • to describe how the body reacts to different types of activity • to describe and evaluate the effectiveness of performance and recognise aspects that need improving.
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Year 5

Autumn Term first half Dance and Games	Spring Term first half Gymnastics and Games	Summer Term first half Dance and Athletics
<p style="text-align: center;">Rubbish (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to use visual stimuli as a starting point for dance movement • to work in small groups to develop ideas • to use props as an integral part of the dance. 	<p style="text-align: center;">Bridges (Unit T)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to use balancing on different body parts to create bridge shapes bot as individuals and with a partner • to sustain concentration and practise to improve the quality and accuracy of their movements • to work co-operatively with a partner and create a sequence showing planned variations in level, direction and shape • to understand the compositional principles of sequencing and recognise when something is absent. 	<p style="text-align: center;">City life and Pleased to see you (Unit 3) and volcanoes and Punch and wrestle (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to perform with expression to convey a variety of moods and feelings • to practise dance in order to refine the quality • to demonstrate competence in actions and dynamics • to comment on work in order to improve skills and performance. • to respond to a range of stimuli • to explore, improve and plan dances in groups • to practise dance in order to refine the quality.
<p style="text-align: center;">Net, court, wall games (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to develop the range and consistency of their skills in tennis and volleyball activities • to release the ball from different angles and send it at different angles • to work in pairs or small groups to develop attack and defence in net games • to evaluate performance and explain what needs improving. 	<p style="text-align: center;">Invasion Games (Unit 3)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to develop new skills relevant to specific invasion games • to know and apply basic tactics and strategies for attacking play • to work co-operatively with others in team • to observe and select information to evaluate their own and others' work. 	<p style="text-align: center;">Athletics (Unit 1)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to develop consistency in their actions • to choose appropriate equipment and technique • to understand the basic principles for warming up • to understand why exercise is good for you • to evaluate their own and others work and suggest ways to improve it.
<p style="text-align: center;">Autumn Term second half Gymnastics and Games</p>	<p style="text-align: center;">Spring Term second half Games and Dance</p>	<p style="text-align: center;">Summer Term second half Gymnastics and Athletics</p>
<p style="text-align: center;">Flight (Unit U)</p> <p>Children should learn:</p>	<p style="text-align: center;">What a card and Word power (unit 2)</p> <p>Children should learn:</p>	<p style="text-align: center;">Functional use of the limbs (Unit V) and Spinning and turning (Unit W)</p>

<ul style="list-style-type: none"> • to understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet • to sustain concentration and practise to improve the precision and fluency of their movement • to design and create a sequence using planned variations in levels, directions and pathways • to transfer flight safely onto apparatus. 	<ul style="list-style-type: none"> • to explore and improvise ideas, working on their own, with a partner and in a group • to compose dances by using, adapting and developing steps, formations and patterning • to perform dances expressively • to work in different group formations. 	<p>Children should learn:</p> <ul style="list-style-type: none"> • to understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping • to adapt, refine and improve specific skills using this knowledge • to design longer sequences to use planned variations in shape, speed and direction • to work in pairs to evaluate and improve composition • to identify and use spinning, rotation and rolling around three different axis • to observe and analyse a sequence and evaluate it using appropriate terminology.
<p style="text-align: center;">Invasion and Target (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to consolidate existing skills and develop new ones • to select and apply skills more consistently in specific invasion activities and games • to select and apply basic invasion principle and adapt them to different situations • to use information to evaluate their own and others' work. 	<p style="text-align: center;">Striking and Fielding games (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to develop their range of bowling, striking and fielding games • to experience all roles in small-sided striking/fielding games • to play to rules and adapt basic tactics to use them in a range of games • to recognise strengths and weaknesses in their own performance. 	<p style="text-align: center;">Athletics (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> • to develop consistent techniques in various events • to choose appropriate techniques for different events • to understand how to warm up safely • to understand why exercise is good for you • to evaluate their own and other's work and suggest ways to improve it.

Year 6

Autumn Term first half Dance and Games	Spring Term first half Gymnastics and Games	Summer Term first half Dance and Athletics
<p>The world of Sport and Mix and match (unit 1) Children should learn:</p> <ul style="list-style-type: none"> • to perform with clear intention and meaning • to perform set patterns with knowledge and understanding of their meaning • to work collaboratively in small and large groups • to comment upon appropriate actions • to value the contributions that dance makes to different cultures. 	<p>Working together Matching, Mirroring and Contrasting (Unit X) Working together synchronisation and canon (Unit Y) Children should learn:</p> <ul style="list-style-type: none"> • to understand, identify and demonstrate contrasting, matching and mirroring balances and movements • to identify and use different spatial relationships with a partner • to work in pairs to construct, practise, evaluate and improve the composition and quality of a sequence • to adapt and transfer sequences from floor to apparatus • to travel rhythmically and develop timing with a partner or small group using synchronisation and canon • to adapt and develop movements and skills and work co-operatively with a partner or small group • to extend their understanding and use of level, speeds and pathways • to understand the compositional principles of sequencing and recognise when they are absent. 	<p>English Country Dance (Years 5&6) Children should learn:</p> <ul style="list-style-type: none"> • to perform basic actions with increased control, co-ordination, fluency and accuracy • to perform set dances from different times and places • to work collaboratively in small groups • to use appropriate language terminology • to describe how dance contributes to fitness and well-being.
Invasion games Hockey and football (Unit 1)	Striking and fielding game (Unit 3)	Athletics (unit 1)

<p>Children should learn:</p> <ul style="list-style-type: none"> to combine and perform skills more fluently in implement and kicking invasion games to understand and apply a range of tactics for attack and defence to evaluate their own and others' work and suggest ways to improve it to understand the need to prepare properly for games. 	<p>Children should learn:</p> <ul style="list-style-type: none"> to develop the consistency and accuracy of their striking and fielding skills to select and use skills appropriately in a game situation to play a wide range of striking and fielding games and transfer common principles to recognise strengths and weaknesses in their own performance. 	<p>Children should learn:</p> <ul style="list-style-type: none"> to increase the number of techniques and develop consistency to choose appropriate techniques for specific events to understand the basic principles of warming up to evaluate their own and other's work and suggest ways to improve it.
<p style="text-align: center;">Autumn Term second half Dance and Games</p>	<p style="text-align: center;">Spring Term second half Games and Dance</p>	<p style="text-align: center;">Summer Term second half Gymnastics and Athletics</p>
<p>Theseus and the Minotaur and Cat's Cradle (Unit 2) The rainforest and Hunting in unknown territory (Unit 3)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to work creatively and imaginatively on their own and with a partner to perform dances fluently and with control to observe and evaluate their own and other's dances warm up and cool down independently to explore, improvise and combine movement ideas fluently and effectively 	<p style="text-align: center;">Flight from danger (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to perform with expression and show clear understanding of the dance to demonstrate the ability to translate ideas into symbolic movement to show confidence in including personal responses in relation to observation. 	<p style="text-align: center;">Working together Holes and barriers (Unit Z)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to travel over or under shapes made by a partner with or without contact to extend their skills to travel over a moving base to work co-operatively with a partner to design a sequence which shows variations in shape, speeds and direction and evaluate its effectiveness to adapt and transfer skills and sequence to apparatus.
<p style="text-align: center;">Net court wall games (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to play small sided and modified versions of net/wall games to develop the range and consistency of their skills to use and adapt rules, strategies and 	<p style="text-align: center;">Invasion Games (Unit 4)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to choose, combine and perform ball-handling skills more fluently and effectively in games to use attacking and defending strategies more consistently in similar 	<p style="text-align: center;">Athletics (Unit 2)</p> <p>Children should learn:</p> <ul style="list-style-type: none"> to increase the number of techniques and develop consistency to choose appropriate techniques for specific events to understand why exercise is good

<p>tactics with a knowledge of basic principles of attack and defence to evaluate and explain what needs to be improved.</p>	<p>games</p> <ul style="list-style-type: none">• to develop their ability to evaluate work and suggest improvements• to understand why exercise is good for their fitness, health and well-being.	<p>for fitness, health and well being</p> <ul style="list-style-type: none">• to evaluate their own and others work and suggest ways to improve it.
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