



## Great Ponton's PE Curriculum

We have designed Great Ponton's PE curriculum with careful consideration following a two year cycle. This allows the children to build upon skills and knowledge acquired. Units have been carefully sequenced, allowing progression across the year groups and phases. Our children's PE journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more. We have ensured full coverage of the National Curriculum with all children having access to Dance, Gymnastics, Athletics, Invasion, Striking and Fielding, Net & Wall, OAA and Swimming. It is our intention to develop physical confidence to support health and fitness through both competitive opportunities and activities that build character and embed values of fairness and respect.

### Coverage of Units to EYFS Gross Motor Skills

**Cycle A**

**Cycle B**

	Autumn Term	Spring Term	Summer Term
<b>EYFS Gross Motor Skills</b>			
<b>Negotiate space and obstacles safely, with consideration for themselves and others</b>	<p>Introduction to PE Unit 1</p> <p>Team Building Year 1/2</p>		
<b>Demonstrate strength, balance and co-ordination when playing</b>	Invasion Year 1		<p>Games Unit 1</p> <p>Games Unit 2</p> <p>Ball Skills Unit 1</p> <p>Ball Skills Unit 2</p> <p>Ball Skills Year 1/2</p> <p>Net &amp; Wall Year 1/2</p> <p>Sending &amp; Receiving Year 1/2</p> <p>Target Games Year 1/2</p>
<b>Move energetically such as running, jumping dancing, hopping, skipping and climbing</b>	<p>Fundamentals Unit 1</p> <p>Fundamentals Unit 2</p>	<p>Gymnastics 1</p> <p>Gymnastics 2</p>	

	Athletics Year 1 Fundamentals Year 1 Athletics Year 2	Dance Year 1 Dance Year 2	
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### Coverage of Units to National Curriculum

**Cycle A**

**Cycle B**

	Autumn Term	Spring Term	Summer Term
Key Stage 1			
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Introduction to PE Unit 1 Fundamentals Unit 1 Fundamentals Unit 2  Athletics Year 1 Fundamentals Year 1 Athletics Year 2		Ball Skills Unit 1 Ball Skills Unit 1  Ball Skills Year 1/2 Net & Wall Year 1/2 Sending & Receiving Year 1/2
Participate in team games, developing simple tactics for attacking and defending	Invasion Year 1	Team Building Year 1/2	Games Unit 1 Games Unit 2  Target Games Year 1/2
Perform dances using simple movement patterns		Gymnastics 1 Gymnastics 2  Dance Year 1 Dance Year 2	

	Autumn Term	Spring Term	Summer Term
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Key Stage 2			
Use running, jumping, throwing and catching in isolation and in combination	Year 3 4 Fundamentals Year 3/4 Fitness	Year 3 4 Ball Skills	Year 3 Athletics  Year 4 Athletics
	Year 5/6 Fitness		Year 5 Athletics Year 6 Athletics
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	Year 3 4 Handball Year 3 4 Tag Rugby  Football Year 3/4 Netball Year 3/4	Year 3/4 Hockey	Year 3 4 Cricket Year 3 Tennis Year 3 4 Rounders  Tennis Year 4
	Year 5 6 Netball Year 5 6 Football Year 5 6 Tag Rugby  Year 5/6 Basketball	Year 5 6 Handball Year 5 6 Badminton Year 5 6 Cricket  Year 5/6 Hockey Year 5 Tennis	Year 5 6 Rounders  Year 6 Tennis
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	Year 5 Gymnastics  Year 6 Gymnastics	Year 3 Gymnastics Year 4 Gymnastics	Year 3/4 Yoga
Perform dances using a range of movement patterns.		Year 3 Dance	
		Year 5 Dance Year 6 Dance	
Take part in outdoor and adventurous activity challenges both individually and within a team	Year 3 OAA  Year 4 OAA	Year 6 OAA	

	Year 5 OAA		
2 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		Year 3 Dance	
		Year 5 Dance	
Swim competently, confidently and proficiently over a distance of at least 25 metres		Swimming Year 3/4	Swimming Year 5/6
		Swimming Year 3/4	Swimming Year 5/6
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].		Swimming Year 3/4	Swimming Year 5/6
		Swimming Year 3/4	Swimming Year 5/6
Perform safe self-rescue in different water-based situations		Swimming Year 3 4	Swimming Year 5/6
		Swimming Year 3/4	Swimming Year 5/6

Great Ponton's Curriculum Overview – PE– Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Introduction to PE 1 <i>EYFS</i>  Fundamentals Unit 1 <i>EYFS</i>	Fundamentals Unit 2 <i>EYFS</i>  Invasion <i>Year 1</i>	Gymnastics <i>Year 1</i>  Swimming	Dance <i>Year 1</i>  Swimming	Ball Skills Unit 1 <i>EYFS</i>  Sending and Receiving <i>Year 1</i>	Games Unit 1 <i>EYFS</i>  Athletics <i>Year 1</i>
<b>Y1/2</b>	Introduction to PE 1 <i>EYFS</i>  Fundamentals Unit 1 <i>EYFS</i>	Fundamentals Unit 2 <i>EYFS</i>  Invasion <i>Year 1</i>	Gymnastics <i>Year 1</i>  Swimming	Dance <i>Year 1</i>  Swimming	Ball Skills Unit 1 <i>EYFS</i>  Sending and Receiving <i>Year 1</i>	Games Unit 1 <i>EYFS</i>  Athletics <i>Year 1</i>
<b>Y3/4</b>	Fundamentals <i>Year 3/4</i>  Handball <i>Year 3/4</i>	OAA <i>Year 3</i>  Tag Rugby <i>Year 3/4</i>	Swimming  Dance <i>Year 3</i>	Swimming  Ball Skills <i>Year 3/4</i>	Cricket <i>Year 3/4</i>  Tennis <i>Year 3</i>	Athletics <i>Year 3</i>  Rounders <i>Year 3/4</i>
<b>Y5/6</b>	Netball <i>Year 5/6</i>  Football <i>Year 5/6</i>	Tag Rugby <i>Year 5/6</i>  Gymnastic <i>Year 5</i>	Handball <i>Year 5/6</i>  Dance <i>Year 5</i>	Badminton <i>Year 5/6</i>  Cricket <i>Year 5/6</i>	Swimming  Rounders <i>Year 5/6</i>	Swimming  Athletics <i>Year 5</i>

Great Ponton's Curriculum Overview – PE– Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Introduction to PE	Ball Skills Unit 1	Dance Unit 1	Fundamentals Unit 1	Games Unit 1	Gymnastics Unit 1
<b>Y1/2</b>	Fundamentals <i>Year 1</i>	Fundamentals <i>Year 2</i>	Swimming	Swimming	Striking and Fielding <i>Year 1</i>	Athletics <i>Year 2</i>
	Team Building <i>Year 1</i>	Gymnastics <i>Year 2</i>	Dance <i>Year 2</i>	Net and Wall <i>Year 1</i>	Target Games <i>Year 1</i>	Sending & Receiving Year <i>Year 2</i>
<b>Y3/4</b>	Football <i>Year 3/4</i>	OAA <i>Year 4</i>	Swimming	Swimming	Gymnastics <i>Year 4</i>	Yoga <i>Year 3/4</i>
	Fitness <i>Year 3/4</i>	Netball <i>Year 3/4</i>	Gymnastics <i>Year 3</i>	Hockey <i>Year 3/4</i>	Tennis <i>Year 4</i>	Athletics <i>Year 4</i>
<b>Y5/6</b>	Basketball <i>Year 5/6</i>	OAA <i>Year 5</i>	OAA <i>Year 6</i>	Hockey <i>Year 5/6</i>	Swimming	Swimming
	Fitness <i>Year 5/6</i>	Gymnastics <i>Year 6</i>	Dance <i>Year 6</i>	Tennis <i>Year 5</i>	Tennis <i>Year 6</i>	Athletics <i>Year 6</i>

## Curriculum Overview Autumn Term Cycle A

	Introduction to PE Unit 1	Fundamentals Unit 1	Fundamentals Unit 2	Invasion
<b>EYFS/ Yr 1/2</b>	<b>Enquiry Question:</b> How do we exercise safely?	<b>Enquiry Question:</b> What are the different ways of travelling?	<b>Enquiry Question:</b> How can we improve the way we travel?	<b>Enquiry Question:</b> What is an invasion game?
	<b>Intent:</b> Children begin to understand how to move around an area safely. Children are introduced to equipment and how to exercise safely.	<b>Intent:</b> Children begin to understand the basic fundamental movement skills. Children are introduced to balancing, running, jumping, hopping, changing direction and travelling.	<b>Intent:</b> Children refine their understanding of the basic fundamental movement skills. Children practise balancing, running, jumping, hopping, changing direction and travelling.	<b>Intent:</b> Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games.
	<b>Future Learning:</b> Introduction to PE Unit 2	<b>Future Learning:</b> Fundamentals Unit 2	<b>Future Learning:</b> Fundamentals Year 1/2 Year 3/4	<b>Future Learning:</b> Handball Year 3/4
	Fundamentals Year 3/4	Handball Year 3/4	OAA Year 3	Tag Rugby Year 3/4
<b>Year 3/4</b>	<b>Enquiry Question:</b> How can we use fundamental skills with control and balance?	<b>Enquiry Question:</b> What skills do we need when playing handball?	<b>Enquiry Question:</b> How can we use our communication skills to achieve a common goal?	<b>Enquiry Question:</b> What skills do we need when playing tag rugby?
	<b>Builds on:</b> Fundamentals EYFS/ Yr1/2. Children will further develop their basic fundamental skills; running,	<b>Builds on:</b> Invasion Children will develop key skills such as throwing, catching, dribbling, shooting and	<b>Builds on:</b> Team Building Year 1/2 Children develop problem solving skills through a	<b>Builds on:</b> Invasion/ Ball Skills Year 1/2 Children will learn to keep possession of the ball using

	jumping, hopping, skipping, changing direction with balance and control.	principles of defending and attacking.	range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	attacking skills. They will play uneven and then even sided games.
	<b>Future Learning:</b> Athletics Year 5/6	<b>Future Learning:</b> Handball Year 5/6	<b>Future Learning:</b> OAA Year 5/6	<b>Future Learning:</b> Tag Rugby Year 5/6
	<b>Netball Year 5/6</b>	<b>Football Year 5/6</b>	<b>Tag Rugby Year 5/6</b>	<b>Gymnastics Year 5</b>
<b>Year 5/6</b>	<b>Enquiry Question: How can I use attacking and defending in netball?</b>	<b>Enquiry Question: What are the main tactics when attacking and defending in football?</b>	<b>Enquiry Question: What tactics can we use to outwit an opponent?</b>	<b>Enquiry Question: How can I work with a partner to create sequences using cannon and synchronisation?</b>
	<b>Builds on: Netball Year 3/4</b> Children will develop defending and attacking play during even-sided 5-a-side netball. Children will learn to use a range of different passes to keep possession and attack towards a goal. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball,	<b>Builds on: Football Year 3/4</b> Children will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Children will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping.	<b>Builds on: Tag Rugby Year 3/4</b> Children will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. They will play collaboratively in both uneven and then even sided games. Children will be encouraged to think about how to use skills,	<b>Builds on: Gymnastics Year 3/4</b> Children create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and

	contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.		strategies and tactics to outwit the opposition.	synchronisation and matching and mirroring.
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### Curriculum Overview Spring Term Cycle A

	Swimming	Gymnastics Year 1	Swimming	Gymnastics Year 2
<b>EYFS/ Yr 1/2</b>	<b>Enquiry Question:</b>	<b>Enquiry Question:</b> How can I move safely in gymnastics?	<b>Enquiry Question:</b>	<b>Enquiry Question:</b> What basic gymnastic actions can I make using the floor and apparatus?
	<b>Intent:</b>	<b>Intent:</b> In this unit children learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.	<b>Intent:</b>	<b>Intent:</b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the

		.		use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus.
	<b>Future Learning:</b>	<b>Future Learning: Gymnastics Year 3</b>	<b>Future Learning:</b>	<b>Future Learning: Gymnastics Year 4</b>
	<b>Swimming</b>	<b>Dance Year 3</b>	<b>Swimming</b>	<b>Ball Skills Year 3/4</b>
<b>Year 3/4</b>	<b>Enquiry Question:</b>	<b>Enquiry Question: How can I create a short dance using timing?</b>	<b>Enquiry Question:</b>	<b>Enquiry Question: What skills do I need to be accurate with a ball?</b>
	<b>Builds on:</b>	<b>Builds on: Dance EYFS</b> Children create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances.	<b>Builds on:</b>	<b>Builds on: Ball Skills EYFS</b> Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games.
	<b>Future Learning:</b>	<b>Future Learning: Dance Year 4</b>	<b>Future Learning:</b>	<b>Future Learning: Handball/ Cricket/Netball</b>
	<b>Handball Year 5/6</b>	<b>Dance Year 5</b>	<b>Badminton Year 5/6</b>	<b>Cricket Year 5/6</b>

<b>Year 5/6</b>	<b>Enquiry Question: How can we work collaboratively to maintain possession of the ball?</b>	<b>Enquiry Question: How can we use dance to communicate ideas and feelings?</b>	<b>Enquiry Question: What skills are required to create a continuous rally?</b>	<b>Enquiry Question: How can we develop batting and fielding skills to outwit an opponent?</b>
	<b>Builds on: Handball Year 3/4</b> Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting, and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches.	<b>Builds on: Dance Year 3 and 4</b> Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work.	<b>Builds on: Tennis/ Rounders</b> Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe.	<b>Builds on: Cricket 3/4</b> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.

### Curriculum Overview Summer Term Cycle A

	Games Unit 1	Ball Skills Unit 1	Games Unit 2	Ball Skills Unit 2
EYFS/ Yr 1/2	<b>Enquiry Question: How do we use the rules to play a game?</b>  <b>Intent:</b> In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	<b>Enquiry Question: How do we use our bodies to control a ball?</b>  <b>Intent:</b> In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	<b>Enquiry Question: How do we play fairly?</b>  <b>Intent:</b> In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	<b>Enquiry Question: How can we use a ball</b>  <b>Intent:</b> In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.
	Future Learning: Games Unit 2	Future Learning: Ball Skills year 1&2	Future Learning: Cricket/Rounders/S&R	Future Learning: Netball/Football
	<b>Cricket year 3/4</b>	<b>Tennis Year 3</b>	<b>Athletics Year 3</b>	<b>Rounders 3/4</b>
Year 3/4	<b>Enquiry Question: What skills do we need to bat and field in cricket?</b>	<b>Enquiry Question: What are the key skills required for tennis?</b>	<b>Enquiry Question: How can we develop our running, jumping and throwing techniques?</b>	<b>Enquiry Question: What skills do we need to bat and field in rounders?</b>

	<p><b>Builds on: Games Sending &amp; Receiving Year 1/2</b> Children learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p>	<p><b>Builds on: Net &amp; Wall Year 1/2</b> In this unit children develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p><b>Builds on: Athletics Year 1 &amp; 2</b> In this unit, children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Children are also given opportunities to measure, time and record scores.</p>	<p><b>Builds on: Sending &amp; Receiving Year 1/2</b> Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>
	<p><b>Future Learning:</b> Cricket 5/6</p>	<p><b>Future Learning:</b> Tennis Year 4</p>	<p><b>Future Learning:</b> Athletics Year 4</p>	<p><b>Future Learning:</b> Rounders Year 5/6</p>
	<p><b>Swimming</b></p>	<p><b>Rounders 5/6</b></p>	<p><b>Swimming</b></p>	<p><b>Athletics Year 5</b></p>
<p><b>Year 5/6</b></p>	<p><b>Enquiry Question:</b></p>	<p><b>Enquiry Question:</b> How can we develop batting and fielding skills to outwit an opponent in rounders?</p>	<p><b>Enquiry Question:</b></p>	<p><b>Enquiry Question:</b> How can I improve by identifying areas of strength and areas for development?</p>

	<p><b>Builds on:</b></p>	<p><b>Builds on: Rounders Year 3/4</b>  Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder, and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games.</p>	<p><b>Builds on:</b></p>	<p><b>Builds on: Athletics Year 3 &amp; 4</b> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
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### Curriculum Overview Autumn Term Cycle B

	Athletics Year 1	Athletics Year 2	Fundamentals Year 1	Team Building Year 1/2
EYFS/ Yr 1/2	<b>Enquiry Question:</b> How can we develop our running, jumping and throwing techniques?  <b>Intent:</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	<b>Enquiry Question:</b> How can we improve our running, jumping and throwing techniques?  <b>Intent:</b> In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	<b>Enquiry Question:</b> How can we combine the skills of running, jumping and balancing?  <b>Intent:</b> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	<b>Enquiry Question:</b> How can we use our communication skills?  <b>Intent:</b> In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.
	Future Learning: Athletics Year 2	Future Learning: Athletics Year 3	Future Learning: Fundamentals Year 2	Future Learning: OAA Year 3
	Football Year 3/4	Fitness Year 3/4	OAA Year 4	Netball Year 3/4
Year 3/4	<b>Enquiry Question:</b> How can we develop our basic footballing skills?	<b>Enquiry Question:</b> What are the different components of fitness?	<b>Enquiry Question:</b> How can we improve our communication skills to solve problems?	<b>Enquiry Question:</b> How can we develop our basic netball skills?

	<b>Builds on: Sending &amp; Receiving/ Invasion</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	<b>Builds on: Fundamentals Year 2</b> Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.	<b>Builds on: OAA Year 3</b> Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.	<b>Builds on: Invasion Year 2</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.
	<b>Future Learning: Football Year 5/6</b>	<b>Future Learning: Fitness Year 5/6</b>	<b>Future Learning: OAA Year 5</b>	<b>Future Learning: Netball Year 5/6</b>
	<b>Basketball Year 5/6</b>	<b>Fitness Year 5/6</b>	<b>OAA Year 5</b>	<b>Gymnastics Year 6</b>
<b>Year 5/6</b>	<b>Enquiry Question: How can we develop the key principles of attacking and defending in basketball?</b>	<b>Enquiry Question: How can we develop the components of fitness?</b>	<b>Enquiry Question: How can we develop our teamwork skills?</b>	<b>Enquiry Question: How can we use apparatus to develop sequences?</b>

	<p><b>Builds on: Net &amp; Wall/ Netball Year 3/4</b></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances</p>	<p><b>Builds on: Fitness Year 3/4</b></p> <p>Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</p>	<p><b>Builds on: OAA Year 4</b></p> <p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead groups and utilise negotiation skills. Pupils learn to orientate and navigate using a map.</p>	<p><b>Builds on: Gymnastics Year 5</b></p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>
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### Curriculum Overview Spring Term Cycle B

	Dance Year 1	Swimming	Swimming	Dance Year 2
EYFS/ Yr 1/2	Enquiry Question: What are the basic elements of dance?	Enquiry Question:	Enquiry Question:	Enquiry Question: How can we use dance to express our feelings?
	<b>Intent:</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	<b>Intent:</b>	<b>Intent:</b>	<b>Intent:</b> Pupils explore space and how their body can move to express an idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.
	Future Learning: Dance Year 2	Future Learning:	Future Learning:	Future Learning: Dance Year 3
	Gymnastics Year 3	Swimming	Swimming	Gymnastics Year 4

<b>Year 3/4</b>	<b>Enquiry Question: How can we use extension and body tension within gymnastics?</b>	<b>Enquiry Question:</b>	<b>Enquiry Question:</b>	<b>Enquiry Question: How can we develop complex gymnastic sequences?</b>
	<p><b>Builds on: Gymnastics Year 2</b> In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<b>Builds on:</b>	<b>Builds on:</b>	<p><b>Builds on: Gymnastics Year 3</b> In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the</p>

				quality and control of their actions.
	<b>Future Learning: Gymnastics Year 4</b>	<b>Future Learning:</b>	<b>Future Learning:</b>	<b>Future Learning: Gymnastics Year 5</b>
	<b>OAA Year 6</b>	<b>Dance Year 6</b>	<b>Hockey 5/6</b>	<b>Tennis Year 5</b>
<b>Year 5/6</b>	<b>Enquiry Question: How can we create a strategy or plan to solve problems?</b>	<b>Enquiry Question: How can we use different choreographic tools to create a routine?</b>	<b>Enquiry Question: Can we improve our attacking and defending within hockey?</b>	<b>Enquiry Question: What are the key skills required in tennis?</b>
	<b>Builds on: OAA Year 5</b> Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	<b>Builds on: Dance Year 5</b> Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	<b>Builds on:</b> In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and	<b>Builds on: Tennis Year 4</b> In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.

			honesty while self managing games.	
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### Curriculum Overview Summer Term Cycle B

	Ball Skills Year 1/2	Net & Wall Year 1/2	Target Games	Sending and Receiving Year 1/2
<b>EYFS/ Yr 1/2</b>	<p><b>Enquiry Question: What are the fundamental skills required when working with a ball?</b></p> <p><b>Intent:</b> In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p><b>Enquiry Question: How do we track a ball?</b></p> <p><b>Intent:</b> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p><b>Enquiry Question: How can we develop our aim using objects?</b></p> <p><b>Intent:</b> In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance</p>	<p><b>Enquiry Question: Can we develop our sending &amp; receiving skills?</b></p> <p><b>Intent:</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>

			of abiding by rules to keep themselves and others safe.	
	<b>Future Learning: Ball Skills Year 3/4</b>	<b>Future Learning: Tennis Year 3</b>	<b>Future Learning: Cricket Year 3/4</b>	<b>Future Learning: Cricket Year 3/4</b>
	<b>Yoga Year 3</b>	<b>Tennis Year 4</b>	<b>Yoga Year 4</b>	<b>Athletics Year 4</b>
<b>Year 3/4</b>	<b>Enquiry Question: What is mindfulness?</b>	<b>Enquiry Question: What is the scoring system and how do we use this within tennis?</b>	<b>Enquiry Question: How can we develop our mindfulness?</b>	<b>Enquiry Question: How can we improve our running, jumping and throwing techniques?</b>
	<b>Builds on:</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	<b>Builds on: Tennis Year 3</b> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	<b>Builds on: Yoga Year 3</b> Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.	<b>Builds on: Athletics Year 3</b> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.
	<b>Future Learning: Gymnastics Year 5</b>	<b>Future Learning: Tennis Year 5</b>	<b>Future Learning: Yoga Year 5</b>	<b>Future Learning: Athletics Year 5</b>
	<b>Swimming</b>	<b>Tennis Year 6</b>	<b>Swimming</b>	<b>Athletics Year 6</b>

<b>Year 5/6</b>	<b>Enquiry Question:</b>	<b>Enquiry Question: How can we develop our key skills in tennis?</b>	<b>Enquiry Question:</b>	<b>Enquiry Question: Can we improve our personal best?</b>
	<b>Builds on:</b>	<b>Builds on: Tennis Year 5</b> In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.	<b>Builds on:</b>	<b>Builds on: Athletics Year 5</b> In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.