



Red Hall Primary School PE and Sport Curriculum Overview



<p>What is the intent of our PE curriculum?</p> <p>At Red Hall Primary school, we strive to develop a high-quality physical education curriculum that inspires all pupils to participate in regular physical activity to support their health and wellbeing.</p> <p>We aim to develop our children’s confidence in 3 key aspects of physical education:</p> <p>motor competence (their knowledge of the range of movements that become increasingly sport- and physical activity-specific)</p> <p>rules, strategies and tactics (their knowledge of the conventions of participation in different sports and physical activities)</p> <p>healthy participation (knowledge of safe and effective participation)</p> <p>In order for our pupils to improve their skills across the three aspects of PE, so they are highly competent and able to reach the aims of the National Curriculum, We spend 2 hours a week with specific PE focus’, ensuring the children of Red Hall have a depth and security of understand which can be seen throughout our curriculum.</p>	<p>What experiences will the children receive?</p> <ul style="list-style-type: none">Investigate and explore sports from around the world, and have the opportunity to experience these in lessons and where possible, in a competitive state.All children will receive 2 hours of PE per week (not including playtimes and lunchtimes).All children will be encouraged to be active for 60 minutes a day.Whenever possible, children will be taught by specialist coaches.Children will be signposted to clubs outside of school, with leaflets, information and contact details being shared with children and parents through social media and newsletters.Money from the PE and Sports Premium funding is allocated on a yearly basis to give children opportunities to experience sports and sporting festivals they would not have otherwise had the opportunity to experience. (Air trails, netball events, football matches).Regional and national sports people will come to speak to the children, when possible (academic year 2021-22, we had a British Gymnast and a GB Kettlebell champion come to speak to the children and explain their sporting abilities and qualities).
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<p>By the end of their time at Red Hall, what will all of our children have?</p> <p>At Red Hall Primary School – one of the ONLY PLATINUM schools in Darlington - our main intent for PE is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active and healthy. This has allowed us to be the voice of Darlington Primary Schools, for PE and School Sport, as we were asked in 2018 to be the Darlington Representatives for the Tees Valley Primary Headteacher’s Alliance. We strongly believe – as a Red Hall community (governors, staff, children and parents) that our curriculum allows our children to develop physically and emotionally and have the choice to decide which activities they would like to continue participating in during later years. We hope this will lead to a life-long passion of being physically active. We strive to offer as many opportunities as possible by offering children a broadened curriculum. All of our children have access to sports such as basketball, football, tennis and so on, along with boccia, bell boating, table top games, circuits, aqua splash and many others. Offering such a broad curriculum is what makes us special. Through designing the curriculum like this, no child is left behind; all children have the opportunity to find a sport which they enjoy and feel they are good at.</p> <p>With this in mind, by the time children leave Red Hall, they will have:</p> <ul style="list-style-type: none">Been taught a range of PE and Sporting Skills, linked to a range of different sports.They will have an understanding of the rules of different sports and most importantly what it takes to be a good sportsperson. As their time at Red Hall progresses, they will become more determined to be active and progress their understanding of PE and Sport as they continue their education.Children will recognise how they contribute to a team.Children will have knowledge of officiating / umpiring different sports, as well as leading teams – should they been seen as a role model.
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Whole School Themes

<u>Autumn 1: Community</u>	<u>Autumn 2: Aspirational</u>	<u>Spring 1: Respect</u>	<u>Spring 2: Inclusive</u>	<u>Summer 1: Nurturing</u>	<u>Summer 2: Growing together</u>
A Moment In Time	Tell Me a Story	The Most Amazing Journey	We Are Family	Magic, Mystery, and Mayhem	Dream BIG
Most PE and Sport teaching is discrete some lessons, if appropriate and where PE and Sport is the focus, follow the school themes.					

How PE is taught in Red Hall:

What does a unit of PE look like in Red Hall?

PE and Sport lessons in Red Hall are sequenced in order to prepare chdn to be able to learn more complex knowledge. New knowledge that chdn learn should be built on top of prior experiences, whilst giving clear and achievable end points.

A normal unit of PE and Sport is around 6 lessons long.



What does PE Lesson look like in Red Hall?

PE and Sport lessons in Red Hall are designed to allow pupils to acquire a deep, long-term, secure and adaptable understanding of the subject. This allows children to have a stronger declarative (knowing what) and procedural knowledge (knowing how).

1. Reflect on prior learning.
 - Reflection (recapping vocab/skills/rules from last year, last term, last week)
 - Concept map (Vocabulary focus of unit)

2. Prepare for learning (Warming up)
 - During warm up, discussion with chdn about why we warm up and discuss safety. Linking to healthy participation.

3. Introduce New information.
 - What are you wanting the chdn to be able to know and do?
 - Building on the chdn previous experiences.

4. Construct meaning.
 - Allowing the children to practice the focussed skill.
 - Clear feedback can be given to children during this, making it clear how the child can progress. Ensure chdn have opportunity to action feedback.

5. Showcase
 - Children to showcase they now know and are able to do.
 - This opportunity can be used to assess the children and build action plans to ensure all children succeed.



Resources to support PE and Sport Curriculum and delivery:



Long Term Plan:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Ball Skills	Gymnastics	Dance	Net and Wall Games	Sending and receiving	Target Games
	Athletics			Invasion Games	Striking and Fielding	Team Building
2	Ball Skills	Gymnastics	Dance	Net and Wall Games	Sending and receiving	Target Games
	Athletics			Invasion Games	Striking and Fielding	Team Building
3	Tag Rugby	Gymnastics	Dance	Basketball	Swimming	Football
	Athletics			Swimming	Tennis	Cricket
4	Rounders	Gymnastics	Dance	Netball	Swimming	Football
	Athletics			Swimming	Hockey	Tennis
5	Tag Rugby	Swimming	Gymnastics	Dance	Basketball	Football
	Swimming	Athletics			Badminton	Cricket
6	Rounders	Swimming	Gymnastics	Dance	Netball	Football
	Swimming	Athletics			Hockey	Tennis

Key:

Athletics	
Gymnastics	
Dance	
Invasion Games	
Net and Wall Games	
Striking and Fielding	
Swimming	
Sending and Receiving	
Target Games	
Ball Skills	
Team Building	

Further Sports/Skills Coverage not seen in PE Curriculum:

In order for our pupils to be highly competent and able to reach the aims of the National Curriculum, we aim to balance breadth and depth in our curriculum. Our children are given the opportunity to experience a range of sports and activities, while ensuring that we don't try to cover too many activities so an appropriate amount of time can be spent on the children mastering the activities planned for their year group. Therefore, we teach a number of sports discreetly, This can be seen in Termly Sporting Events, Sports Days and external visitors coming into school.

<u>Sport/Skill</u>	<u>Where can this be seen?</u>	<u>What is the focus of this sport/Skill?</u>
Outdoor Adventurous Activities	<p>At Red Hall, we use the scheme Outdoor and Orienteering learning from Enrich. This scheme provides us with 100's of cross curricular links where Orienteering can be embedded within the curriculum.</p> <p>Orienteering and Outdoor Learning Enrich Education - Enrich Education (enricheducationuk.com)</p>	<p>The fitness and stamina that orienteering develops, together with map reading and navigational skills, create the foundation for children to take part in a wide range of physical activities later in their lives.</p>
Target Games	<p>Target games are covered in the KS1 Curriculum. However. In KS2 this is taught discreetly, On our Sports Week or during our end of year residentials in the Lake district.</p>	<p>Physical: throw, catch, dodge, block Social: collaboration, respect, leadership, communication Emotional: honesty, determination, confidence Thinking: make decisions, select and apply tactics</p>
Yoga	<p>At Red Hall, we use the scheme Cosmic Yoga. Chdn access cosmic Yoga every day, to support regulation into learning.</p> <p>Children's Yoga Teacher Training Course Cosmic Kids</p>	<p>Cosmic kids yoga is a great way to get your kids to connect their emotions to their bodies and the surrounding environment. Mindfulness has been shown to play a big role in early childhood development</p>
Kettlebells	<p>Kettlebells is ran to target SEMH Focus groups in Red Hall. This is outsourced from Tess Valley Sports. This club runs for 2 hours every week.</p> <p>Homepage - Tees Valley Sport</p>	<p>To engage new target groups of new people and to create leadership character and life skills.</p>

National Curriculum Coverage

Lullaby Lane:

Building block targets are developed in line with the Early Years Framework - [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](#)

Autumn	Spring	Summer
<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Runs safely on whole footMoves in response to music, or rhythms played on instruments such as drums or shakersMay be beginning to show preference for dominant hand and/or leg/footTurns pages in a book, sometimes several at onceHolds mark-making tools with thumb and all fingers <p><u>Managing Self</u></p> <ul style="list-style-type: none">Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult supportCan find welly bag and with support change shoes to wellies	<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Begins to walk, run and climb on different levels and surfacesKicks a stationary ball with either footClimbs up and down stairs by placing both feet on each step while holding a handrail for supportShows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making toolsCan mirror the playful actions or movements of another adult or child <p><u>Managing Self</u></p> <ul style="list-style-type: none">Can hold a cup with two hands and drink well without spillingCan increasingly express their emotions through physical actions, some words and facial expressions.Begins to recognise danger and seeks the support and comfort of significant adultsAble to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington bootsCan change from school shoes into wellies and select a waterproof to wear	<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Holds mark-making tools in a comfortable grip and creates marks with purpose.Jumps up into the air with both feet leaving the floor and can jump forward a small distance.Throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands.Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astrideIs starting to draw lines and circles <p><u>Managing Self</u></p> <ul style="list-style-type: none">Can name and identify different parts of the body (head, shoulders, knees and toes, eyes, ears, mouth, nose, hands)Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottomIs able to see to their toileting needs with support.Feeds self competentlyCan change from school shoes into wellies and with support from other children/adults dress in waterproofs

Nursury:

Building block targets are developed in line with the Early Years Framework - [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](#)

Autumn	Spring	Summer
<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise them.Walks down steps or slopes whilst carrying a small object, maintaining balance and stabilityCan grasp and release with two hands to throw and catch a large ball, beanbag or an objectCreates lines and circles more effectively, pivoting from the shoulder and elbow <p><u>Managing Self</u></p> <ul style="list-style-type: none">Can initiate and describe playful actions or movements for other children to mirror and followCan wash and can dry hands effectively and understands why this is importantCan change from school shoes into wellies and with support from other children/adults dress in waterproofs	<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Can balance on one foot or in a squat momentarily.Manipulates a range of tools and equipment in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons <p><u>Managing Self</u></p> <ul style="list-style-type: none">Usually dry and clean during the dayWilling to try a range of different textures and tastes and expresses a preferenceTakes practical action to reduce risk, showing their understanding that equipment and tools can be used safelyBegins to learn about healthy food and how to keep your body healthy.	<p><u>Fine and Gross Motor Skills</u></p> <ul style="list-style-type: none">Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.Uses a pencil and holds it effectively to form recognisable letters in their name, which are correctly formed using the RWI formGains more bowel and bladder control and can attend to toileting needs most of the time themselves. <p><u>Managing Self</u></p> <ul style="list-style-type: none">Can tell adults when hungry, full up or tired or when they want to rest, sleep or playObserves and can describe in words or actions the effects of physical activity on their bodiesWorking towards understanding a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important to be healthy.

Reception: Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Reception ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Fundamental Movements (Unit One)</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: balance, run, jump, hop, change direction Social: support others, work safely, take turns Emotional: honesty, determination Thinking: decision making, comprehension, select and apply</p>	<p><u>Focus One: Gymnastics (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: shapes, balances, jumps, rocking, rolling, travel Social: work safely, collaboration, share and take turns Emotional: determination, confidence Thinking: comprehension, creativity, select and apply</p>	<p><u>Focus One: Ball Skills</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick Social: work safely, collaboration, co-operation, support others Emotional: perseverance, independence, honesty Thinking: use tactics, comprehension</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus Two: Fundamental Movements (Unit Two)</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: run, jump, throw, catch, roll, skip Social: work safely, co-operation, support others, communication Emotional: honesty, confidence, perseverance, determination Thinking: comprehension, make decisions, creativity</p>	<p><u>Focus One: Dance (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: actions, dynamics, space Social: work safely, respect, collaboration Emotional: independence, confidence Thinking: select and apply actions, creativity, exploration, recall, provide feedback</p>	<p><u>Focus One: Games</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: run, balance, change direction, throw, catch Social: work safely, communication, co-operation, support and encourage others Emotional: confidence, honesty, determination, manage emotions Thinking: comprehension, decision making</p>

Year One: Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year One, ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Ball skills.</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: run, balance, agility, co-ordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills</p>	<p><u>Focus One: Dance (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</p>	<p><u>Focus One: Sending and Receiving</u></p> <p>By the end of the theme the children will know and do the following: Physical: roll, throw, catch, track, kick, receive with feet, send with racket Social: support others, communication Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills</p> <p><u>Focus Two: Striking and Fielding</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm throw, overarm throw, catch, track, bat Social: communication, collaboration, support and encourage others, kindness Emotional: manage emotions, honesty, perseverance Thinking: comprehension, use tactics, select and apply, decision making</p>
Autumn Two	Spring Two	Summer Two
<p>Focus One: Gymnastics (Whole Half Term)</p> <p>By the end of the theme the children will know and do the following: Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll Social: respect, collaboration, sharing, work safely Emotional: confidence, self regulation, perseverance Thinking: comprehension, select and apply action, creativity</p>	<p><u>Focus One: Net/wall games</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, hit a ball, track a ball Social: support others, work safely, communication, co-operation Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</p> <p><u>Focus Two: Invasion Games</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, identifying strengths and areas for development, select and apply</p>	<p><u>Focus One: Target Games</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm throw, overarm throw Social: collaboration, leadership, work safely, encourage others Emotional: perseverance, honesty Thinking: comprehension, select and apply, creativity</p> <p><u>Focus Two: Team Building</u></p> <p>By the end of the theme the children will know and do the following: Physical: run, jump, hit, balance, co-ordination Social: trust, communication, inclusion Emotional: determination, confidence Thinking: identify, comprehension, reflection, planning</p>

Year Two - Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year Two, ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Ball skills.</u></p> <p>By the end of the theme the children will know and do the following: Physical: roll, track, dribble with feet, kick, throw, catch, dribble with hands Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance, determination Thinking: comprehension, select and apply skills, use tactics</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills</p>	<p><u>Focus One: Dance (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity</p>	<p><u>Focus One: Sending and Receiving</u></p> <p>By the end of the theme the children will know and do the following: Physical: roll, track, catch, receive with feet, kick, send and receive with a racket Social: communication, collaboration, leadership Emotional: honesty, determination Thinking: identifying how to improve, comprehension</p> <p><u>Focus Two: Striking and Fielding</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm throw, overarm throw, catch, track, bowl, bat Social: communication, encourage others, collaboration Emotional: honesty, perseverance, determination, acceptance Thinking: use tactics, comprehension, select and apply, decision making</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus One: Gymnastics (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll Social: leadership, work safely, respect Emotional: confidence, independence Thinking: select and apply actions, creativity</p>	<p><u>Focus One: Net/wall games</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, hit, track Social: co-operation, respect, support others Emotional: perseverance, honesty Thinking: select and apply, reflection, decision making, comprehension</p> <p><u>Focus Two: Invasion Games</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed Social: communication, kindness, support others, co-operation, respect, collaborate Emotional: empathy, perseverance, honesty, integrity, independence Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</p>	<p><u>Focus One: Target Games</u></p> <p>By the end of the theme the children will know and do the following: Physical: roll, overarm throw, underarm throw, strike, dodge, jump Social: congratulate, support others, co-operation, kindness Emotional: manage emotions, honesty Thinking: identify areas of strength and areas for development, select and apply, comprehension, decision making</p> <p><u>Focus Two: Team Building</u></p> <p>By the end of the theme the children will know and do the following: Physical: balance, jump, run, co-ordination Social: support and encourage others, communication, inclusion, trust, kindness Emotional: perseverance, confidence, determination, accepting Thinking: comprehension, identify strengths and areas for development, problem solving</p>

YEAR THREE - Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year Three, ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Tag Rugby</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, run, change direction, change speed Social: support others, inclusion, communication, collaboration, respect Emotional: determination, honesty, independence, perseverance Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: sprint, jump for distance, push throw, pull throw Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique</p>	<p><u>Focus One: Dance (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: actions, dynamics, space, relationships Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback</p>	<p><u>Focus One: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position Social: communication, support and encourage others, keep myself and others safe, collaboration, Emotional: confidence, honesty, determination, independence, perseverance Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p> <p><u>Focus Two: Tennis</u></p> <p>By the end of the theme the children will know and do the following: Physical: forehand, backhand, throwing, catching, rallying Social: co-operation, collaboration, respect, support and encourage others Emotional: honesty, perseverance Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus One: Gymnastics (Whole Half Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills</p>	<p><u>Focus One: Basketball</u></p> <p>By the end of the theme the children will know and do the following: Physical: run, jump, throw, catch, dribble, shoot Social: working safely, collaboration, support and encourage others Emotional: honesty, determination, perseverance Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection</p> <p><u>Focus Two: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position Social: communication, support and encourage others, keep myself and others safe, collaboration, Emotional: confidence, honesty, determination, independence, perseverance Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p><u>Focus One: Football</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble, pass, receive, track Social: co-operation, respect, communication Emotional: determination, honesty, persevere, independence Thinking: decision making, comprehension, select and apply, use tactics</p> <p><u>Focus Two: Cricket</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier Social: collaboration and communication, respect Emotional: perseverance, honesty, determination Thinking: observing and providing feedback, applying strategies</p>

YEAR FOUR: Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year Four. ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Rounders</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat Social: collaboration, communication, co-operate, support and encourage others Emotional: honesty, fair play, confidence, determination Thinking: comprehension, select and apply skills, tactics, make decisions</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: pace, sprint, jump for distance, throw for distance Social: collaboration, leadership Emotional: perseverance, determination, honesty, Thinking: reflection, observing and providing feedback, exploring ideas, comprehension</p>	<p><u>Focus One: Dance</u></p> <p>By the end of the theme the children will know and do the following: Physical: actions, dynamics, space, relationships Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p><u>Focus One: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position Social: communication, support and encourage others, keep myself and others safe, collaboration, Emotional: confidence, honesty, determination, independence, perseverance Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p> <p><u>Focus Two: Hockey</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble, pass, receive, intercept, run, shoot Social: communication, collaboration, work safely, respect Emotional: honesty, perseverance, determination Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus One: Gymnastics</u></p> <p>By the end of the theme the children will know and do the following: Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve</p>	<p><u>Focus One: Netball</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, change direction, change speed, shoot Social: communication, collaboration, support others Emotional: honesty and fair play, persevere, confidence Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply</p> <p><u>Focus Two: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position Social: communication, support and encourage others, keep myself and others safe, collaboration, Emotional: confidence, honesty, determination, independence, perseverance Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p><u>Focus One: Football</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble, pass, receive, track Social: co-operation, respect, communication Emotional: determination, honesty, persevere, independence Thinking: decision making, comprehension, select and apply, use tactics</p> <p><u>Focus Two: Tennis</u></p> <p>By the end of the theme the children will know and do the following: Physical: throwing, catching, forehand, backhand, rallying Social: co-operation, support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics</p>

YEAR FIVE - Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year Five, ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Tag Rugby</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, run, change direction, change speed Social: communication, support others, collaboration Emotional: honesty and fair play, confidence, determination, trust Thinking: decision making, comprehension, reflection, identify strengths and areas for development, plan</p> <p><u>Focus Two: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position Social: support others, work safely, inclusion, communication, collaboration Emotional: determination, work fairly, honesty, confidence, perseverance Thinking: comprehension, creativity, make decisions, tactics</p>	<p><u>Focus One: Gymnastics (Whole Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: work safely, support others, collaboration Emotional: confidence, perseverance, resilience, determination Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate, and improve sequences</p>	<p><u>Focus One: Basketball</u></p> <p>By the end of the theme the children will know and do the following: Physical: run, jump, throw, catch, dribble, shoot Social: collaboration, communication, co-operation, respect Emotional: honesty and fair play, confidence, persevere Thinking: reflection, decision making, select and apply, use tactics, observe, and provide feedback, identify areas of strength and areas for development</p> <p><u>Focus Two: Badminton</u></p> <p>By the end of the theme the children will know and do the following: Physical: underarm forehand, underarm backhand, overarm forehand, serve, rally, run Social: co-operation, collaboration, communication, respect Emotional: perseverance, patience, honesty Thinking: comprehension, use tactics and rules, make decisions, select and apply</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus One: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position Social: support others, work safely, inclusion, communication, collaboration Emotional: determination, work fairly, honesty, confidence, perseverance Thinking: comprehension, creativity, make decisions, tactics</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw Social: collaboration, negotiation, communication, supporting others Emotional: perseverance, confidence, concentration, determination Thinking: observing and providing feedback, selecting, and applying, comprehension</p>	<p><u>Focus One: Dancing (Whole Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: actions, dynamics, space, relationships Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence, perseverance Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</p> <p>:</p>	<p><u>Focus One: Football</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble, pass, receive, track, tackle Social: communication, respect, collaboration, co-operation Emotional: honesty, persevere, determination Thinking: assess, explore, decision making, select and apply.</p> <p><u>Focus Two: Cricket</u></p> <p>By the end of the theme the children will know and do the following: Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting Social: collaboration, communication, respect Emotional: honesty, perseverance Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>

YEAR SIX: Before teaching, please review the children’s prior learning. This will give a clear picture of their starting points in Year Six. ready to deepen their understanding.

Autumn One	Spring One	Summer One
<p><u>Focus One: Rounders</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, bowl, bat, field Social: communication, collaboration, respect, co-operation Emotional: honesty, self regulation, sportsmanship Thinking: select and apply skills, reflection, assess, tactics</p> <p><u>Focus Two: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position Social: support others, work safely, inclusion, communication, collaboration Emotional: determination, work fairly, honesty, confidence, perseverance Thinking: comprehension, creativity, make decisions, tactics</p>	<p><u>Focus One: Gymnastics (Whole Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight Social: work safely, collaboration, communication, respect Emotional: independence, confidence, determination Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p>	<p><u>Focus One: Netball</u></p> <p>By the end of the theme the children will know and do the following: Physical: throw, catch, change direction, change speed, shoot Social: communication, collaboration, respect Emotional: honesty and fair play, pride, empathise, persevere Thinking: select and apply, decision making, comprehension</p> <p><u>Focus Two: Hockey</u></p> <p>By the end of the theme the children will know and do the following:</p> <p>Physical: dribble, pass, receive, tackle, intercept, run, shoot Social: communication, collaboration, respect, support others Emotional: perseverance, honesty and fair play, determination Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection</p>
Autumn Two	Spring Two	Summer Two
<p><u>Focus One: Swimming</u></p> <p>By the end of the theme the children will know and do the following: Physical: rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position Social: support others, work safely, inclusion, communication, collaboration Emotional: determination, work fairly, honesty, confidence, perseverance Thinking: comprehension, creativity, make decisions, tactics</p> <p><u>Focus Two: Athletics</u></p> <p>By the end of the theme the children will know and do the following: Physical: pace, sprint, jump for distance, push throw, fling throw Social: negotiating, collaborating, respect Emotional: empathy, perseverance, determination Thinking: observing and providing feedback, comprehension</p>	<p><u>Focus One: Dancing (Whole Term)</u></p> <p>By the end of the theme the children will know and do the following: Physical: actions, dynamics, space, relationships Social: share ideas, collaboration, support, communication, inclusion, respect, leadership Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills</p> <p>:</p>	<p><u>Focus One: Football</u></p> <p>By the end of the theme the children will know and do the following: Physical: dribble, pass, receive, track, tackle Social: communication, respect, collaboration, co-operation Emotional: honesty, persevere, determination Thinking: assess, explore, decision making, select and apply.</p> <p><u>Focus Two: Tennis</u></p> <p>By the end of the theme the children will know and do the following: Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying Social: support and encourage others, co-operation, collaboration, respect Emotional: honesty, perseverance Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development</p>