



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>I can begin to fit myself into spaces, like tunnels, dens, and large boxes. (B-3) Bear hunt</p> <p>I can enjoy starting to kick, throw and catch balls (B-3)</p>	<p>I can enjoy moving when outdoors and inside (B-3)</p> <p>I can respond emotionally and physically to music when it changes (B-3) pom poms/ streamers</p>	<p>I can walk, run, jump and climb - and start to climb and use the stairs independently (B-3) negotiating spaces</p>	<p>I can move and dance to music (B-3)</p> <p>I can increasingly use and remember sequences and patterns of movements which are related to music and rhythm. (3-4) Link to growing- seed, stem, flower</p>	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet (3-4) using large apparatus</p> <p>I can match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width (3-4) use large apparatus and trestles</p>	<p>I can skip, hop, stand on one leg and can hold a pose for a game like musical statues (3-4)</p> <p>I can continue to develop movement; balancing, riding (scooters, trikes, and bikes) and ball skills (3-4) Increased skill level</p>
Orienteering:					<p>Lesson 1</p> <p>- Understand that a diagram/map is a bird's eye representation of the ground</p>	
Reception	Ball skills/spatial awareness	Dance	Gym	Dance	Gym	Ball skills
	<p>I can start to take part in some group activities which he/she makes up for himself/herself, or in teams (3-4)</p> <p>I can skip, hop, stand on one leg and can hold a pose for a game like musical statues (3-4)</p>	<p>I can increasingly use and remember sequences and patterns of movements which are related to music and rhythm. (3-4 Years)</p> <p>I can progress towards a more fluent style of moving, with developing control and grace. (Reception)</p>	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet (3-4 Years)</p> <p>I can match developing physical skills to tasks and activities in the setting. For example, decide whether to crawl, walk or run across a plank, depending on its</p>	<p>I can combine different movements with ease and fluency (Reception)</p> <p>I can develop my overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance,</p>	<p>I can revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing (R)</p> <p>I can develop overall body-strength, balance, co-ordination and agility (R)</p>	<p>I can further develop and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming (R)</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (R)</p>



	I can continue to develop movement; balancing, riding (scooters, trikes and bikes) and ball skills (3-4)		length and width (3-4 years)	gymnastics, sport and swimming. (Reception) I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)	I can demonstrate strength, balance and coordination when playing (ELG)	I can negotiate space and obstacles safely, with consideration for myself and others (ELG)
Learning Focus	Personal	Cognitive	Social	Creative	Applying Physical	Health and Fitness
	I enjoy working on simple tasks with help	I can play with others and take turns and share with help	I can follow simple instructions	I can observe and copy others	I can move confidently in different ways	I am aware of the changes to the way I feel when I exercise
Orienteering					Lesson 2 - Understand what a legend/key is and its importance	
Year 1						
Units	<u>Real PE</u> Unit 1: Personal skills (balance & coordination) <u>Real Gym-1</u> Unit 1: Personal skills (Shape and Travel)	<u>Real PE</u> Unit 2: Social skills (Balance & Dynamic balance and agility) <u>Real Dance - 1</u> Unit 1: Social skills	<u>Real PE</u> Unit 3: Cognitive skills (Balance & Dynamic Balance to Agility) <u>Real Gym-2</u> Unit 2: Cognitive skills (Flight and Rotation)	<u>Real PE</u> Unit 4: Creative Skills (Counter balance and coordination) <u>Real Dance - 2</u> Unit 1: Creative skills Theme – Seasons (pop music focus)	<u>Real PE</u> Unit 5: Applying physical skills (Coordination and agility) <u>Orienteering</u> Lesson 3-7 (Applying physical skills)	<u>Real PE</u> Unit 6: Health and Fitness (Balance, Dynamic balance to Agility) <u>Athletics</u>
Skills	- Side-step in both direction - I can gallop, leading with either foot - I can hop either foot - I can skip - I can stand still for 10 seconds	- I can jump from 2 feet to 2 feet forwards, backwards and side to side - I can balance with both hands and feet touching the floor. I can balance with 1 hand and 2 feet touching the floor. I can balance with 2 hands and 1 foot touching the floor.	- I can walk forwards with fluidity and minimum wobble. - I can walk backwards with fluidity and minimum wobble. - I can stand on a line with a good stance for 10 seconds.	- I can sit and roll a ball along the floor around my body using 2 hands. - I can sit and roll a ball along the floor around my body using 1 hand (right and left). - I can sit and roll a ball down to my toes and back up, then around my upper body using 2 hands. - I can stand and roll a ball down to my toes and back	- I can roll a large ball and collect the rebound. - I can roll a small ball and collect the rebound. - I can throw a large ball and catch the rebound with 2 hands. - I can react and catch a large ball dropped from shoulder height after 2 bounces. - I can react and catch a large ball dropped from shoulder height after 1 bounce.	- I can roll a ball, chase and collect it in a balanced position facing the opposite direction. - I can chase a ball rolled by a partner and collect it in a balanced position facing the opposite direction. - I can hold a mini-front support position. - I can reach round and point to the ceiling with



		<p>I can balance with 1 hand and 1 foot touching the floor.</p> <p>I can balance with 1 hand and 1 foot touching the floor.</p> <p>I can balance with no hands or feet touching the floor.</p>		<p>up, then round my upper body using 2 hands.</p> <ul style="list-style-type: none"> - I can sit holding hands with toes touching, lean in together then apart. - I can sit holding 1 hand with toes touching, lean in together then apart. - I can sit holding hands with toes touching and rock forwards, backwards and side-to-side. 		<p>either hand in a mini-front support.</p>
Learning focus	<p>Personal</p> <p>I can follow instructions, practise safely and work on simple tasks by myself</p>	<p>Social</p> <p>I can understand and follow simple rules and can name some things I am good at</p>	<p>Cognitive</p> <p>I can work sensibly with others, taking turns and sharing</p>	<p>Creative</p> <p>I can explore and describe different movement</p>	<p>Applying Physical</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</p>	<p>Health and Fitness</p> <p>I am aware of why exercise is important for good health</p>
Orienteering					<ul style="list-style-type: none"> -Transfer information on a diagram/map into reality, using basic symbols and matching equipment -Follow & give verbal & written commands to move forwards, backwards, up, down, left and right - Understand how the directions forwards, backwards, up, down, left and right can change depending on which way a person is facing - Follow & give verbal & written commands to move north, south, east and west - Understand that the directions north, south, east and west do not change, regardless of which way a person is facing 	



					- Recognise & identify the real-life representation of a basic diagram/map through colour combinations	
Year 2						
Units	<p><u>Real PE</u> Unit 1: Personal skills (Static balance & coordination)</p> <p><u>Real Gym-1</u> Unit 1: Personal skills (Shape and Travel)</p>	<p><u>Real PE</u> Unit 2: Social skills (Static balance & Dynamic balance to agility)</p> <p><u>Real Dance - 1</u> Unit 1: Social skills</p>	<p><u>Real PE</u> Unit 3: Cognitive skills (Static balance & Dynamic balance)</p> <p><u>Real Gym-2</u> Unit 2: Cognitive skills (Flight and Rotation)</p>	<p><u>Real PE</u> Unit 4: Creative Skills (Counter balance and coordination)</p> <p><u>Real Dance - 2</u> Unit 1: Creative skills Theme – Around the World (Friendship music)</p>	<p><u>Real PE</u> Unit 5: Applying physical skills (Coordination and agility)</p> <p><u>Orienteering</u> Lesson 7 -12 (Applying physical skills)</p>	<p><u>Real PE</u> Unit 6: Health and Fitness (Agility and Static Balance)</p> <p><u>Athletics</u></p>
Skills	<ul style="list-style-type: none"> - I can combine side-steps with 180° front pivots off either foot. - I can combine side-steps with 180° reverse pivots off either foot. - I can skip with knee and opposite elbow both at 90° angle. - I can hopscotch forwards and backwards, hopping on the same leg (right and left). - I can stand still for 30 seconds. - I can complete 5 mini-squats. 	<ul style="list-style-type: none"> - I can jump from 2 feet to 2 feet with a quarter turn in both directions. - I can stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). - I can pick up a cone from one side, swap hands and place it on the other side. - I can return the cone to the opposite side. 	<ul style="list-style-type: none"> - I can walk fluidly, lifting knees up to 90°. - I can walk fluidly, lifting heels up to bottom. - I can stand on a low beam with a good stance for 10 seconds. 	<ul style="list-style-type: none"> - I can sit and roll a ball up and down my legs and round my upper body using 1 hand. - I can stand and roll a ball up and down my legs and round my upper body using 1 hand. - I can hold on and, with a long base, lean back, hold our balance and move back together again. - I can hold on with 1 hand and, with a long base, lean back, hold our balance and move back together again. 	<ul style="list-style-type: none"> - I can throw a tennis ball and catch it with the same hand after 1 bounce. - I can throw a tennis ball and catch it with the same hand without a bounce. - I can throw a tennis ball and catch it with the other hand after 1 bounce. - I can throw a tennis ball and catch it with the other hand without a bounce. - I can strike a large, soft ball along the ground with my hand 5 times in a rally. - I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce. 	<ul style="list-style-type: none"> - Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. - Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. - I can place a cone on my back and take it off with the other hand in a mini-front support. - I can hold a mini-back support position. - I can place a cone on my tummy and take it off with the other hand in a mini-back support.
Learning Focus	Personal	Cognitive	Social	Creative	Applying Physical	Health and Fitness
	I try several times if at first I don't succeed and I ask for help when appropriate.	I can help praise and encourage others in their learning.	I can begin to order instructions, movements and skills. With help I can recognise similarities and	I can begin to compare my movements and skills with those of others. I can select	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with	I can say how my body feels before, during and after exercise. I use



			differences in performance and I can explain why someone is working or performing well.	and link movements together to fit a theme.	some changes in level, direction or speed.	equipment appropriately and move and land safely.
Orienteering					<ul style="list-style-type: none"> - Use a basic diagram/map to navigate to a single point in reality - Use a basic diagram/map to navigate to up to 4 different points in reality - Use a basic diagram/map to navigate to up to 4 different points, avoiding obstacles - Use a basic diagram/map to follow a specific route with up to 4 different points - Use a basic diagram/map to follow a specific route with up to 4 different points, avoiding obstacles - Compete in competitive games following specific instructions and rules - Make decisions and solve problems whilst being physically active - Listen to other pupils and communicate with other pupils to complete a task - Gain strategies to check accuracy e.g., speaking aloud, counting aloud, revisiting, clarifying with a partner etc 	
Year 3						
Units	<p>Real PE Unit 1: Personal skills (Static balance & coordination)</p> <p>Real Gym-1 Unit 1: Personal skills (Shape and Travel)</p>	<p>Real PE Unit 2: Social skills (Balance & Dynamic balance and agility)</p> <p>Real Dance - 1 Unit 1: Social skills</p>	<p>Real PE Unit 3: Cognitive skills (Balance & Dynamic Balance to Agility)</p> <p>Real Gym-2 Unit 2: Cognitive skills (Flight and Rotation)</p>	<p>Real PE Unit 4: Creative Skills (Balance and coordination)</p> <p>Real Dance - 2 Unit 1: Creative skills Theme – Magic (Funk/Disco)</p>	<p>Real PE Unit 5:Applying physical skills (Coordination, Dynamic & applying physical skills)</p> <p>Orienteering Lesson 1 – 3</p>	<p>Real PE Unit 6: Health and Fitness (Balance, Dynamic balance to Agility)</p> <p>Athletics</p>



					(Applying physical skills)	
Skills	<ul style="list-style-type: none"> - I can hopscotch forwards and backwards, alternating my hopping leg each time. - I can complete 3 step zigzag patterns forwards. - I can complete 3 step zigzag patterns backwards. 	<ul style="list-style-type: none"> - I can jump from 2 feet to 2 feet with 180° turn in either direction. - I can complete a tucked jump. - I can complete a tucked jump with 180° turn in either direction. 	<ul style="list-style-type: none"> - I can perform a marching action, lifting knees and elbows up to a 90° angle. - I can walk fluidly with a heel to toe landing. - I can walk fluidly, lifting knees up and using a heel to toe landing. - I can walk fluidly, lifting heels up to bottom and using a heel to toe landing. 	<ul style="list-style-type: none"> - I can strike a ball with alternate hands in a rally. - I can kick a ball with the same foot. - I can kick a ball with alternate feet. - I can roll 2 balls alternately using both hands, sending 1 as the other is returning. 	<ul style="list-style-type: none"> - I can react quickly and catch a tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg. 	<ul style="list-style-type: none"> - I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. - I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction. - I can complete the above challenges using a tennis ball.
Learning Focus	Personal	Cognitive	Social	Creative	Applying Physical	Health and Fitness
	I know where I am with my learning and I have begun to challenge myself.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.
Orienteering					<ul style="list-style-type: none"> - Transfer information on a diagram into reality, using unfamiliar symbols, following a set order - Understand & carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map - Identify basic orienteering symbols and colours using the legend [map key] 	



Year 4						
Units	<p><u>Real PE</u> Unit 1: Personal skills (balance & coordination)</p> <p><u>Real Gym-1</u> Unit 1: Personal skills (Shape and Travel)</p>	<p><u>Real PE</u> Unit 2: Social skills (Balance & Dynamic balance and agility)</p> <p><u>Real Dance - 1</u> Unit 1: Social skills</p>	<p><u>Real PE</u> Unit 3: Cognitive skills (Balance & Dynamic Balance to Agility)</p> <p><u>Real Gym-2</u> Unit 2: Cognitive skills (Flight and Rotation)</p>	<p><u>Real PE</u> Unit 4: Creative Skills (Balance and coordination)</p> <p><u>Real Dance - 2</u> Unit 1: Creative skills Theme – Travelling by Sea (Viking song?)</p>	<p><u>Real PE</u> Unit 5: Applying physical skills (Coordination, Dynamic & applying physical skills)</p> <p><u>Orienteering</u> Lesson 4 – 6 (Applying physical skills)</p>	<p><u>Real PE</u> Unit 6: Health and Fitness (Balance, Dynamic balance to Agility)</p> <p>Athletics</p>
Skills	<ul style="list-style-type: none"> - I can combine 3-step zigzag patterns with cross-over (swerve) when I change my lead leg (crossing my back leg over my lead leg, planting it on the floor). - I can move in a 3-step zigzag pattern, with a knee raise across my body just before I change lead leg and direction. - I can move in a 3-step zigzag pattern, lifting my foot up behind me just before - I change lead leg and direction. 	<ul style="list-style-type: none"> - I can jump from 2 feet to 2 feet forwards, backwards and side-to-side. - I can hop forward and backwards, freezing on landing. - I can jump from 1 foot to the other forwards and backwards, freezing on landing. - I can hop sideways, raising my knee and freezing on landing. - I can jump from 1 foot to the other sideways, raising my knee and freezing on landing. 	<ul style="list-style-type: none"> - I can walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing. - I can lunge walk forwards (heel to bottom, knees up, extend leg forward and sink hips, heel to toe landing). - I can lunge walk forwards, bringing opposite elbow up to a 90° angle. - I can complete all red dynamic balance challenges with eyes closed. 	<ul style="list-style-type: none"> - I can alternately throw and catch 2 tennis balls against a wall. - I can throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over). - I can throw 2 tennis balls against a wall in a circuit, in both directions. 	<ul style="list-style-type: none"> - I can react and step across my body, bring my hand across my body and catch a tennis ball after 1 bounce. 	<ul style="list-style-type: none"> - I can roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction. - I can do the above challenge with a tennis ball. - I can roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction.
Learning Focus	Personal	Cognitive	Social	Creative	Applying Physical	Health and Fitness
	I know where I am with my learning and I am able to challenge myself.	I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas and evaluate others ideas.	I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I am able to identify areas for improvement.	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression for myself and others.	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency and instruct others.	I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down and think of ideas for this.
Orienteering					- Follow & give verbal & written commands to move north, south, east, west and north-	



					<p>east, south-east, south-west and north-west</p> <ul style="list-style-type: none"> - Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of which way a person is facing - Using basic diagrams/maps [e.g. count the cones], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points - Using more complex diagrams/maps [e.g. netball court maps], orientate and set the map, maintaining this whilst travelling a route involving more than 4 points - Using basic diagrams/maps, draw their own routes for others to follow - Using the whole school orienteering map, orientate and set the map using known features, to travel to and from control points allocated by a teacher or coach - Use the whole school orienteering map, orientate and set the map using known features, to travel to and from control points chosen independently by the pupil 	
Year 5	Tennis	Football	Basketball	Cricket	Dodgeball	Athletics
Units	<p><u>Net/ wall Games-1</u> Tennis</p> <p><u>Gym</u> <u>Counter balances</u></p>	<p><u>Invasion Games -1</u> Shooting and Keeping</p> <p><u>Dance</u> <u>Greek dancing</u></p>	<p><u>Invasion Games-2</u> Basketball</p> <p><u>Health Related Exercise</u> <u>Circuit training</u></p>	<p><u>Striking and Fielding</u></p> <p><u>Dance</u> <u>Circus dancing</u></p>	<p><u>Orienteering</u> Lesson 6 – 9 (Health and Fitness)</p>	<p><u>Athletics</u></p> <p><u>Rounding</u></p>



<p>Skills</p>	<ul style="list-style-type: none"> - Use a small range of basic shots on both sides of the body - Use forehand, backhand and overhead shots increasingly well in the games they play; - use the volley in games where it is important; - use the skills they prefer with competence and consistency; - understand the need for tactics 	<ul style="list-style-type: none"> - Pass, receive and shoot the ball with some control under pressure - To understand how to make space by moving away and coming back - Understand different ways of attacking and encourage them to use positions for their team carefully. - Understand how they support other players in attack and defence. 	<ul style="list-style-type: none"> - To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. -Understand different ways to attack and defend. - Use marking, and/or interception to improve defending. - Understand how to shoot the ball. <p>To understand how to keep fit and healthy To understand and explain the benefits of a healthy lifestyle To understand the meaning of fitness To explain the dangers of an unhealthy life</p>	<ul style="list-style-type: none"> - To sometimes strike a bowled ball. To retrieve, intercept and stop a ball when fielding. - Begin to develop a wider range of skills and use these under some pressure. - Use tactics effectively in a competitive situation. - To bowl a ball both underarm and overarm. 	<p>To perform a series of movement or exercises designed to focus on explosive movements e.g squatting</p> <ul style="list-style-type: none"> - To move between stations efficiently and perform different skills and movements. - To record their scores and compare them against previous scores. - To develop their own aerobic fitness - To develop flexibility through stretching and movements 	<ul style="list-style-type: none"> - Choose the best pace for a running event. - Perform a range of jumps showing some technique. - Show control at take-off in jumping activities. - Show accuracy and good technique when throwing for distance. - Understand how stamina and power help people to perform well in different athletic activities.
<p>Learning Focus</p>	<p>Personal</p>	<p>Cognitive</p>	<p>Social</p>	<p>Creative</p>	<p>Applying Physical</p>	<p>Health and Fitness</p>
<p>Orienteering</p>					<ul style="list-style-type: none"> - Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed for the event - Make tactical decisions to travel the orienteering course to meet a different purpose such as “developing stamina” or “develop clear and concise communication” - Work individually, in pairs and in larger teams, planning and 	



					<p>co-operating effectively and allocating roles</p> <ul style="list-style-type: none"> - Work individually, in pairs and in larger teams to review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles - Recognise and discuss the dangers of OAA tasks and how to keep themselves and others safe 	
Year 6	Netball	Badminton	Handball	Dodgeball/Hockey	Orienteering	Athletics
UNIT	<p><u>Invasion games:</u> Netball</p> <p><u>Gym:</u> Matching and Mirroring</p>	<p><u>Net/Wall:</u> Badminton</p> <p><u>Dance:</u> Carnival</p>	<p><u>Invasion games:</u> Hockey</p> <p>Leadership:</p>	<p><u>Invasion games:</u> Dodgeball</p> <p><u>Dance:</u> Titanic</p>	<p><u>Orienteering:</u> Lessons 10 -12 - Each lesson should take two lessons.</p> <p><u>Health Related Exercise:</u> Circuit training</p>	<p>Athletics</p> <p><u>Striking and fielding:</u> Rounds</p>
Skills	<ul style="list-style-type: none"> - To understand the different positions in a netball team. - Pass, receive and shoot the ball with increasing control under pressure. - Create and use a variety of tactics to help a team. - To be able to use chest, bounce and lob pass confidently. - To be able shoot using correct Netball technique. - To understand movement and how to land and step in Netball. - To start to create circular movements and shapes with the body to a beat - To start to create a sequence with abstract movement with a partner 	<ul style="list-style-type: none"> - Use a wide range of basic and shots on both sides of the body - Use forehand, backhand and overhead shots with confidence in games they play; - use the volley in games where it is important; - To start to learn about drop shots. - Use a wider range of skills in game situations. - Play cooperatively with a partner or in a team. Demonstrate good decision making when making shots within a game. - Identify and use a variety of tactics. - Devise a scoring system. - Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. 	<ul style="list-style-type: none"> - Select the appropriate action for the situation. - Select and apply different movement skills to lose a defender. - Use marking, and/or interception to improve defending. - Learn the rules of Handball - Be able to successfully pass and receive a handball - To be able to shoot effectively to hit a target - To be able to block or intercept a pass - Understand how to become an effective leader - to identify different attributes that make a good leader - pupils will start to plan and lead an activity. 	<ul style="list-style-type: none"> - To be able to catch a ball with confidence and refine catching techniques - Develop blocking techniques - Develop ducking and jumping techniques - Develop throwing techniques - Develop attacking skills in Dodgeball and recognise the importance of team work and communication - To understand the rules of dodgeball about entering and leaving the field of play - Create and use space to help a team. - Understand how to hold a hockey stick properly - Develop ball dribbling skills - Learn about the positions of Hockey - Be able to pass and shoot using proper hockey technique 	<ul style="list-style-type: none"> - To perform a series of movement or exercises designed to focus on explosive movements e.g squatting - To move between stations efficiently and perform different skills and movements. - To record their scores and compare them against previous scores. - To develop their own aerobic fitness - To develop flexibility through stretching and movements - To understand how to keep fit and healthy - To understand and explain the benefits of a healthy lifestyle - To understand the meaning of fitness 	<ul style="list-style-type: none"> - Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. - Throw with greater control, accuracy and efficiency. - Perform a range of jumps showing power, control and consistency at both take-off and landing. - Understand why exercise is good for fitness, health and wellbeing.



	- To introduce small lifts into their sequences	<ul style="list-style-type: none"> - Know where to stand when attacking and defending. - To group movements and by selecting and applying choreography to a routine. - To use their bodies to apply movements with control and rhythm - To experience dances from cultural backgrounds - To rehearse and perform dances based on previous learning. 		<ul style="list-style-type: none"> - to represent parts of a ship through interpretive movement - To create different movements that represent a ship arriving at port - To understand how movements have changed since 1912 - To work within a group to develop a series of movements. - 	<ul style="list-style-type: none"> - To explain the dangers of an unhealthy life 	
Learning Focus	Personal	Cognitive	Social	Creative	Applying Physical	Health and Fitness
Orienteering					<ul style="list-style-type: none"> - Organise and plan an event which requires adventure and map reading skills using editable templates, maps, questions, and prompts for up to 30 people to take part in - Using the whole school orienteering map, orientate and set the map using a mechanical or electronic compass, aligning it with their position on the map and the North lines - Use a compass to identify which way is North to assist travelling in all 8 compass point directions - Take part in competitive orienteering-style challenges 	



					Sustain physical activity in orienteering-style challenges for at least 30 minutes - Explain the benefits of OAA and orienteering-style activities	
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