



# Willow Farm Primary School

## Elements of our PE Curriculum

### Knowledge and Understanding

- a knowledge and understanding of how to stay fit and healthy and the effect of activity on the body
- a knowledge and understanding of how to perform movements and skills in successful way
- a knowledge and understanding of the rules and tactics of specific sports and games
- a knowledge and understanding of the vocabulary related to physical activity and specific sports and games

### The Big Ideas of PE

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Movement	Development of skills and techniques	Application of skills and techniques
Co operation and teamwork	Competition	Games
Tactics	Challenge	Analysis and evaluation
Preparation for life and participation	Health and fitness	Swimming

### Strands of our PE curriculum

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Gymnastics	Dance	Swimming
Athletics	Outdoor and Adventurous	Basic movement and simple games (KS1)
Invasion Games (KS2)	Striking and Fielding Games (KS2)	New and Wall Games (KS2)



## Willow Farm PE Coverage Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Basic Movement and Simple Games (Multi-Skills)	Dance	Gymnastics	Athletics (Sports Hall)	Invasion Games (Football)	Athletics (Outdoor)
	Basic Movement and Simple Games Yoga / Parachute games	Basic Movement and Simple Games Yoga / Parachute games	Dance	Athletics	Basic movement and simple games	Basic movement and simple games
Yr1	Basic Movement and Simple Games (Athletics)	Dance	Gymnastics	Invasion Games (Basketball)	Invasion Games (Football)	Athletics
	Gymnastics	Dance	Basic Movement and Simple Games	Dance	Athletics	Striking and Fielding (Rounders)
Yr2	Athletics	Dance	Gymnastics	Invasion Games (Basketball)	Invasion Games (Football)	Striking and Fielding (Cricket)
	Dance	Gymnastics	Fitness (CrossFit)	Athletics (Sports Day Practice)	Gymnastics (Apparatus)	Striking and Fielding (Rounders)
Yr3	Athletics	Gymnastics	Dance	Invasion Games (Basketball)	Invasion Games (Football)	Athletics
	Dance	Fitness	Invasion Games (Dodgeball)	Invasion Games (Tag Rugby)	Outdoor and Adventurous (Orienteering)	Striking and Fielding (Danish Longball)
Yr4	Athletics	Dance	Gymnastics	Invasion Games (Basketball)	Invasion Games (Football)	Striking and Fielding (Cricket)
	Fitness (Crossfit)	Dance	Fitness (Yoga)	Invasion Games (Hockey)	Striking and Fielding (Cricket)	Athletics
Yr5	Invasion Games (Basketball)	Invasion Games (Netball)	Fitness	Net and Wall (Volleyball)	Invasion Games (Football)	Striking and Fielding (Rounders)
	Athletics	Gymnastics	Invasion Games (Basketball)	Invasion Games (Football)	Striking and Fielding (Rounders)	Striking and Fielding (Cricket)
Yr6	Athletics	Gymnastics	Fitness	Invasion Games (Basketball)	Invasion Games (Football)	Striking and Fielding (cricket)
	Invasion Games Football	Invasion Games Lacrosse	Invasion Games Tag Rugby	Net and Wall (Tennis)	Outdoor and Adventurous (Orienteering)	Striking and Fielding (Rounders)



Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Basic Movement and Simple Games (Multi Skills Fundamentals)</b></p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Describe how the body feels when still and when exercising. (Movement, Space, Turning, Balance, Jumping, Active)</p>	<p><b>Basic Movement and Simple Games (Athletics)</b></p> <p>Remember, repeat and link combinations of actions to use their bodies and a variety of equipment with greater control and coordination. Choose skills and equipment to help them meet the challenges they are set. Recognise and describe what their bodies feel like during different types of activity; watch, copy and describe what they and others have done.</p>	<p><b>Athletics</b></p> <p>Correct starting position Basic running technique Staying in your own lane Running past the finish line. Standing Long Jump Speed Jumping (forwards and backwards) Star Jumps. Throwing at targets accurately and increasing distances using a range of different objects Underarm throw bean bags into hoops.</p>	<p><b>Athletics</b></p> <p>run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed</p>	<p><b>Athletics</b></p> <p>Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language.</p>	<p><b>Invasion Games (Basketball)</b></p> <p>Receiving on the move and able to pivot Send and move in one movement Aiming towards goal from stationary and in different parts of the circle Attacking and Defending play Moving into new space with or without the ball Moving on court taking the player with you to create space for teammates 4 v 4 small sided games</p>	<p><b>Athletics</b></p> <p>choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria</p>
Autumn 1	<p><b>Yoga/ Parachute Games</b></p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Describe how</p>	<p><b>Gymnastics</b></p> <p>show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic</p>	<p><b>Dance</b></p> <p>perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding</p>	<p><b>Dance</b></p> <p>improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic</p>	<p><b>Fitness (Crossfit)</b></p> <p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p><b>Athletics</b></p> <p>Hurdling technique of spring, reach, reaction and body position Working as a team in a relay, running changeovers Jumping Circuits. choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show</p>	<p><b>Invasion Games (Football)</b></p> <p>Show control over the ball and influences small sided games Use a range of attacking and defending skills during team games Play with accuracy, control and speed during games Know when to pass, shoot or dribble with the ball and use a variety of</p>



	the body feels when still and when exercising	actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body tense, relaxed, stretched and curled; describe what they do in their movement phrases	of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work	and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances		control at take-off in jumping activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.	techniques with control and accuracy 5 v 5 small sided games
Autumn 2	<b>Dance</b> Follow simple instructions. Move using simple rhythms. Explore basic body actions. Watch and talk about movement. Experience of action songs and action rhymes.	<b>Dance</b> perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement	<b>Dance</b> perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work	<b>Dance</b> improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances	<b>Dance</b> respond imaginatively to a range of stimuli related to character and narrative; use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group; refine, repeat and remember dance phrases and dances; perform dances clearly and fluently; show sensitivity to the dance idea and the accompaniment; show a clear understanding of how to warm up and cool down safely; describe, interpret and evaluate dance, using appropriate language	<b>Invasion Games (Netball)</b> pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better	<b>Gymnastics</b> make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles; combine and perform gymnastic actions, shapes and balances; show clarity, fluency, accuracy and consistency in their movements; in small groups, prepare a sequence to be performed to an audience; understand the importance of warming up and cooling down; say, in simple terms, why activity is good for their health, fitness and wellbeing; show an awareness of factors



							influencing the quality of a performance and suggest aspects that need improving
Autumn 2	<p><b>Basic movement and simple games (Yoga / Parachute Games)</b></p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Describe how the body feels when still and when exercising.</p>	<p><b>Dance</b></p> <p>perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p><b>Gymnastics</b></p> <p>plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well</p>	<p><b>Fitness</b></p> <p>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm-up and cool-down.</p>	<p><b>Dance</b></p> <p>improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances</p>	<p><b>Gymnastics</b></p> <p>create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved</p>	<p><b>Invasion Games (Lacrosse)</b></p> <p>use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance</p>
Spring 1	<p><b>Gymnastics (Fundamentals)</b></p> <p>Move safely around the space and equipment. Travel in different ways, including sideways and backwards. Describe how</p>	<p><b>Gymnastics</b></p> <p>show basic control and coordination when travelling and when remaining still; choose and link 'like' actions; remember and repeat these actions accurately and consistently; find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts; use words such as rolling, travelling, balancing, climbing; make their body</p>	<p><b>Gymnastics</b></p> <p>plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic</p>	<p><b>Dance</b></p> <p>improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic</p>	<p><b>Gymnastics</b></p> <p>perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement; adapt their own movements to include a partner in a sequence;</p>	<p><b>Gym (Fitness)</b></p> <p>Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.</p>	<p><b>Gym (Fitness)</b></p> <p>Describe the effect exercise has on the body. Explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down. Understand the difference between stamina and endurance.</p>



	the body feels when still and when exercising.	tense, relaxed, stretched and curled; describe what they do in their movement phrases	actions are being performed well	and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances	understand that strength and suppleness can be improved; lead a partner through short warm-up routines; recognise criteria that lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances; suggest improvements to their own performance		
Spring 1	<p><b>Dance</b></p> <p>Follow simple instructions. Move using simple rhythms. Explore basic body actions. Watch and talk about movement. Experience of action songs and action rhymes.</p>	<p><b>Basic movement and simple games</b></p> <p>use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games</p>	<p><b>Gym (Fitness -Crossfit)</b></p> <p>Recognise and describe how the body feels during and after different physical activities. Explain what is needed to stay healthy.</p>	<p><b>Invasion Games (Dodgeball)</b></p> <p>throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills; explain why it is important to warm up and cool down; say when a player has moved to help others; apply this knowledge to their own play</p>	<p><b>Fitness (Yoga)</b></p> <p>Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</p>	<p><b>Invasion Games (Basketball)</b></p> <p>Receiving on the move and able to pivot. Send and move in one movement. 4 v 4 small sided games. Pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better.</p>	<p><b>Invasion Games (Tag Rugby)</b></p> <p>Risk taking, changing direction with the ball, Attacking and Defending play Team play changing defence in to attack 4 v 4 small sided games. use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games;</p>



							suggest ideas that will improve performance
Spring 2	<b>Athletics</b> Running, Jumping, Throwing	<b>Invasion Games (Basketball)</b> Running, Chasing, Tagging, Ball Control, Dribbling, Awareness of Space Use basic rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw and hit a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games	<b>Invasion Games (Basketball)</b> Throwing and catching skills with opposition Kicking and hitting a ball with an implement accurately Keeping control of a ball with an implement Passing to a partner accurately when under pressure Knowledge of the basic concept of invasion games Knowledge of rules and how to keep them fairly cooperated with a partner	<b>Invasion Games (Basketball)</b> Develop receiving and sending skills Moving with the ball in a variety of different ways Attacking play know where to move to receive a pass Stay with an opponent marking them and sometimes intercepting Move away from an opponent to create space Shooting at a target with moderate success	<b>Invasion Games (Basketball)</b> play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better	<b>Net and Wall (Volleyball)</b> use appropriate range of shots/passes 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; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices	<b>Invasion Games (Basketball)</b> Make accurate passes and control the ball well Apply defending skills; marking, intercepting and tackling Recognise when playing well and identify why Use passing, dribbling and shooting skills with competence and consistency Use the ball effectively when passing, shooting or dribbling



Spring 2	<p><b>Athletics</b> Running, Jumping, Throwing</p>	<p><b>Dance</b> perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement</p>	<p><b>Athletics</b> Correct starting position Basic running technique Staying in your own lane Running past the finish line. Standing Long Jump Speed Jumping (forwards and backwards) Star Jumps. Throwing at targets accurately and increasing distances using a range of different objects Underarm throw bean bags into hoops.</p>	<p><b>Invasion Games (Tag Rugby)</b> throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills; explain why it is important to warm up and cool down; say when a player has moved to help others; apply this knowledge to their own play</p>	<p><b>Invasion Games (Hockey)</b> play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</p>	<p><b>Invasion Games (Football)</b> pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better</p>	<p><b>Net and Wall (Tennis)</b> 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; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices</p>
Summer 1	<p><b>Invasion Games (Football)</b> Teamwork, Running, passing, Movement, Space, Balance</p>	<p><b>Invasion Games (Football)</b> Use basic rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit</p>	<p><b>Invasion Games (Football)</b> Show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and</p>	<p><b>Invasion Games (Football)</b> Develop receiving and sending skills Moving with the ball in a variety of different ways Attacking play know where to move to receive a pass Stay with an opponent marking them and sometimes intercepting</p>	<p><b>Invasion Games (Football)</b> play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and</p>	<p><b>Invasion Games (Football)</b> Risk taking, changing direction with the ball, taking on multiple taggers successfully Passing on the move, passing over a longer distance, passing sideways and backwards Scoring a try in a game after receiving a pass Attacking and Defending</p>	<p><b>Invasion Games (Football)</b> Show control over the ball and influences small sided games Use a range of attacking and defending skills during team games Play with accuracy, control and speed during games Know when to pass, shoot or dribble with the ball and use a variety of</p>



		and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games	equipment; use a variety of simple tactics; describe how their bodies work and feel when playing	Move away from an opponent to create space Shooting at a target with moderate success	getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better	play Team play changing defence in to attack 4 v 4 small sided games	techniques with control and accuracy 5 v 5 small sided games
Summer 1	<b>Basic movement and simple games</b> Tag Games, Dodgeball, Running Games, Teamwork	<b>Athletics</b> Remember, repeat and link combinations of actions o to use their bodies and a variety of equipment with greater control and coordination. Choose skills and equipment to help them meet the challenges they are set. Recognise and describe what their bodies feel like during different types of activity. watch, copy and describe what they and others have done.	<b>Gymnastics (Apparatus)</b> plan and repeat simple sequences of actions; show contrasts in shape; perform the basic gymnastic actions with coordination, control and variety; recognise and describe how they feel after exercise; describe what their bodies feel like during gymnastic activity; describe what they and others have done; say why they think gymnastic actions are being performed well	<b>Outdoor and Adventurous (Orienteering)</b> Identify where they are by using simple plans and diagrams of familiar environments; use simple plans and diagrams to help them follow a short trail and go from one place to another; respond to a challenge or problem they are set; begin to work and behave safely; work increasingly cooperatively with others, discussing how to follow trails and solve problems; recognise that different tasks make their body work in different ways; comment on how they went about tackling tasks	<b>Striking and Fielding (Cricket)</b> use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going; explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising	<b>Striking and Fielding (Rounders)</b> strike a bowled ball; use a range of fielding skills, eg catching, throwing, bowling, intercepting, with growing control and consistency; work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games; recognise the activities and exercises that need including in a warm up; identify their own strengths and suggest practices to help them improve	<b>Outdoor and Adventurous (Orienteering)</b> use maps and diagrams to orientate themselves and to travel around a simple course; respond when the task or environment changes and the challenge increases; start to plan sensible responses to physical challenges or problems, talking and working with others in their group; recognise some of the physical demands that activities make on them; identify parts of the work that were successful; respond to feedback on how to go about their work differently



<p>Summer 2</p>	<p><b>Athletics</b> used a variety of balls, beanbags, quoits and bats developed simple motor skills, eg running and changing direction, hopping, jumping and stopping practised following a ball and moving to collect it practised rolling a ball and underarm throwing practised kicking and controlling a ball with their feet</p>	<p><b>Athletics</b> Running, Jumping, Throwing, Personal Best Use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, choose different ways of hitting, throwing, striking; describe what they and others are doing; describe how their body feels during activity.</p>	<p><b>Striking and Fielding (Cricket)</b> show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills</p>	<p><b>Athletics</b> run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed</p>	<p><b>Striking and Fielding (Cricket)</b> use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going; explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising</p>	<p><b>Striking and Fielding (Rounders)</b> Strike a bowled ball with accuracy and consistency Use a range of fielding skills, eg, catching, throwing, bowling, intercepting, with growing control and consistency Use and apply the basic rules consistently and fairly small sided games</p>	<p><b>Striking and Fielding (Rounders)</b> Play a competitive game of rounders Set up a fielding side with less areas for the striking team to play the ball into Identify and solve problems posed towards you by others excellent play Knowing where to hit a ball for the most success Understanding of strategy and tactics used within a game</p>
<p>Summer 2</p>	<p><b>Basic Movement and Simple Games</b> Tag Games, Dodgeball, Running Games, Teamwork</p>	<p><b>Basic Movement and Simple Games</b> use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit</p>	<p><b>Striking and Fielding (Rounders)</b> Throwing and catching activities striking a ball, <i>eg with rackets, sticks</i> play a range of running games, <i>eg beat the runner (chasing a ball passed around bases)</i> play a range of running and fielding games play a range of simple striking and fielding games.</p>	<p><b>Striking and Fielding (Danish Longball)</b> use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some control and accuracy; choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep</p>	<p><b>Athletics</b> understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and</p>	<p><b>Striking and Fielding (Cricket)</b> Strike a bowled ball with accuracy and consistency Use a range of fielding skills, eg, catching, throwing, bowling, intercepting, with growing control and consistency Use and apply the basic rules consistently and fairly 4 v 4 small sided games</p>	<p><b>Striking and Fielding (Rounders)</b> Play a competitive game of cricket and/or rounders Set up a fielding side with less areas for the striking team to play the ball into Identify and solve problems posed towards you by others excellent play</p>



		and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games	Throwing, Chasing, Stopping, Catching, Striking, Running	games going; explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies; describe what they and others do that is successful; suggest what needs practising	sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language		Knowing where to hit a ball for the most success Understanding of strategy and tactics used within a game
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