



Barrow CE School





PE Long Term Provision Map

September 2021 to July 2022 (2 Classes)

2021 Acorn Class Autumn Topic and Key Skills		2022 Acorn Class Spring Topic and Key Skills		2022 Acorn Class Summer Topic and Key Skills	
<u>Games: Best of balls</u> <ul style="list-style-type: none"> • To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. • To be able to use a bat or racket to move and control an object. • To develop the ability catch and bounce a ball. • To develop the ability to kick a ball. 	<u>Dance: The Great Fire of London (BBC Time to Move)</u> <ul style="list-style-type: none"> • shape their bodies appropriately to represent an object <ul style="list-style-type: none"> • respond to changes of speed • Body: Hands, bending, travelling, growing • Action: Stirring, kneading • Space: Straight pathways, levels, proximity (around) partner • Dynamics: Steady, sustained, controlled 	<u>Gymnastics: Under the Sea</u> <ul style="list-style-type: none"> • create their own shapes on a range of body parts and hold balances still; • work with a partner to create their own matching balance; • demonstrate three different types of roll correctly • jump off apparatus independently and land safely; • Can compose, remember and perform their own sequence containing at least one roll, balance and jump; • describe what is good about a sequence and identify an area for improvement; • work with a partner to compose and remember 	<u>Multi-skills: Bat and Ball</u> <ul style="list-style-type: none"> • hold a racket correctly; • balance a beanbag on their racket while walking and throw and catch it a short distance into the air • hit a beanbag forwards into a target with some control • use a racket to hit a ball into the air, gradually improving control • hold a cricket bat correctly and use it to control a ball along a line and around cones; • use a cricket bat to hit a ball towards a target with some accuracy; • use a cricket bat to hit a ball that has been rolled to them; • roll a ball accurately and track and stop a rolled ball. 	<u>Dance: African waterhole (BBC Time to Move)</u> <ul style="list-style-type: none"> • develop control, coordination, balance, poise and elevation in the • basic actions of travelling, jumping, turning, gesture and stillness • perform movements or patterns, including some from existing dance traditions • explore moods and feelings and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and travel. 	<u>Invasion Games: Fairground Fun</u> <ul style="list-style-type: none"> • travel forwards, backwards and sideways; • change direction while travelling; • travel with a ball using their feet and hands; • change direction while travelling with a ball; • use their feet to pass a ball to another player; • use their hands to pass a ball to another player; • pass a ball accurately to another player

	<ul style="list-style-type: none"> Relationships: Working alone and in pairs 	a matching sequence containing at least one roll, balance and jump;			
Compete/Perform /Evaluate Acorn Autumn		Compete/Perform/Evaluate Acorn Spring		Compete/Perform/Evaluate Acorn Summer	
<ul style="list-style-type: none"> To use throwing skills in a small sided game. 	<ul style="list-style-type: none"> identify which part of a performance may need to be improved; keep to the beat of the music when performing; work effectively within a group to perform in canon; suggest some ways to improve their movements Perform using a range of actions and body parts with some coordination. 	<ul style="list-style-type: none"> identify which part of a performance may need to be improved; perform paired balances on different pieces of equipment; show control when performing log, teddy bear and curled side rolls; perform at least two types of jump correctly, showing a clear body shape in the air show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow. 	<ul style="list-style-type: none"> watch a partner and give feedback using prompt questions; cooperate with a partner and follow rules to play a target game; take on different roles within a game and understand their purpose 	<ul style="list-style-type: none"> To remember and perform a short dance. To evaluate and improve a short dance. 	<ul style="list-style-type: none"> pass a ball quickly to another player while in a game situation; travel with and pass a ball to another player to score points in a game.
Vocabulary Acorn Class Autumn		Vocabulary Acorn Class Spring		Vocabulary Acorn Class Summer	
Ball, round, big, small, spiky, smooth, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points	Performing, curl, stretch, flickering, rhythmic, skip, jog, see-saw, twisting, turning, twirl, travel,	Crouched forward roll, dish roll, egg roll, half turn jump, jumping jack, landing, log roll, sequence, straight jump, teddy bear roll, travel, tuck jump	Bat, batter, bowler, fielder, racket, roll, runs, tactics, teamwork	Gallop, graceful, control, balance, pathways, co-ordinate, jump, sequence, smoothly, freeze, relaxed, flexible evaluate, improve	Bounce, direction, invasion game, pass, travel, travelling with a ball

2021 Willow Class Autumn Topic and Key Skills		2022 Willow Class Spring Topic and Key Skills		2022 Willow Class Summer Topic and Key Skills	
<u>Swimming (Level 3)</u> <ul style="list-style-type: none"> Correctly enter and exit the water. Swim freestyle and breathe correctly for a length of the pool. Swim backstroke and breaststroke for a length of the pool Swim more than one length of the pool 	<u>Swimming (Level 3)</u> <ul style="list-style-type: none"> Correctly enter and exit the water. Swim freestyle and breathe correctly for a length of the pool. Swim backstroke and breaststroke for a length of the pool Swim more than one length of the pool 	<u>Gymnastics: Movement (Yr4)</u> <p>Develop flexibility, strength, technique, control and balance by learning:</p> <ul style="list-style-type: none"> a range of different jumps and leaps. a forwards roll and backwards roll to straddle correctly a lunge into cartwheel a straddle on vault <p>Choose effective linking moves to create sequences of movement including; a straight jump full turn, a cat leap half turn and a pivot.</p>	<u>Dance: Winter Sports (BBC Dance Workshop)</u> <ul style="list-style-type: none"> To encourage better co-ordination, control and balance and other movement skills To practise listening, sequencing and movement memory. develop flexibility, strength, technique, control and balance 	<u>Striking and Fielding Cricket</u> <p>To use correct techniques for catching a ball when fielding in cricket.</p> <p>To use an overarm throw to hit a target with accuracy.</p> <p>To use the long barrier technique to stop a rolling ball.</p> <p>To learn defensive and attacking hitting techniques for batting in cricket.</p> <p>To learn the correct technique for bowling overarm in cricket from a standing position.</p>	<u>Athletics (Yr 4)</u> <ul style="list-style-type: none"> recognise and name a variety of different athletic events and techniques; follow step-by-step instructions, copy actions and learn new techniques with some accuracy, control and fluency; apply and try to improve existing running technique for sprinting including the sprint finish. Improve technique and control in relay running, triple jump and pull throw work effectively as part of a team.
Compete/Perform /Evaluate Willow Autumn		Compete/Perform/Evaluate Willow Spring		Compete/Perform/Evaluate Willow Summer	
<ul style="list-style-type: none"> Identify safety procedures and know when to seek help. <u>Year 6 National Curriculum Swimming Test</u> <ul style="list-style-type: none"> ☑ swim competently, confidently and 	<ul style="list-style-type: none"> Identify safety procedures and know when to seek help. <u>Year 6 National Curriculum Swimming Test</u> <ul style="list-style-type: none"> ☑ swim competently, confidently and 	<ul style="list-style-type: none"> perform movements that show good understanding and control of the key skills needed; describe what they have done or changed in order to better their 	<ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones 	<p>To know and apply the rules of Kwik Cricket during a game.</p> <p>show an understanding of the importance of communication and teamwork in a striking and fielding game</p>	<ul style="list-style-type: none"> show increasing control and co-ordination when running and performing a jump or throw; combine and apply new skills and techniques with increasing success, control and fluency when participating in running,

<p>proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> •  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] •  perform safe self-rescue in different water-based situations. 	<p>proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none"> •  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] •  perform safe self-rescue in different water-based situations. 	<p>performance during a lesson;</p> <ul style="list-style-type: none"> • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. 			<p>jumping and throwing activities and games;</p> <ul style="list-style-type: none"> • identify aspects of how a skill or technique has been performed and suggest ways to improve performance;
Vocabulary Willow Class Autumn		Vocabulary Willow Class Spring		Vocabulary Willow Class Summer	
Breaststroke, frog kick backstroke, freestyle (front crawl), flutter kick	Breaststroke, frog kick backstroke, freestyle (front crawl), flutter kick	Backward roll to straddle, cat leap half turn, chassis step control, flexibility, landing, lunge, cartwheel, pivot rebound, sequence, straddle, vault	Posture, levels, sequence, upper body leans, parallel, transition, slalom, puck, spiralling, bobsleigh, figure skating, ice hockey, snowboarding, curling, counter-balance	Strike, field, bowl, underarm throw, overarm throw, batter, fielder, bowler, strategy, tactics, stumps, wickets, long barrier technique	Relay, field event, fling throw, pull throw, push throw, sprint finish, triple jump, take-off, track event

Year A Acorn Class Autumn Topic and Key Skills		Year A Acorn Class Spring Topic and Key Skills		Year A Acorn Class Summer Topic and Key Skills	
<p><u>Games: Best of balls</u></p> <ul style="list-style-type: none"> • To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. 	<p><u>Dance: The Seasons</u></p> <ul style="list-style-type: none"> • show control as they travel, jump and spin; • improvise independently and adapt previous ideas to include in a dance; 	<p><u>Gymnastics: Traditional Tales</u></p> <ul style="list-style-type: none"> • adapt star, straight and tuck shapes to create balances showing some control; • travel and balance in different ways, showing 	<p><u>Multi-skills: Bat and Ball</u></p> <ul style="list-style-type: none"> • hold a racket correctly; • balance a beanbag on their racket while walking and throw and catch it a short distance into the air 	<p><u>Dance: Dinosaurs</u></p> <ul style="list-style-type: none"> • To develop the ability to create movements to music. • To join practice movements and join 	<p><u>Invasion Games: Fairground Fun</u></p> <ul style="list-style-type: none"> • travel forwards, backwards and sideways; • change direction while travelling;

<ul style="list-style-type: none"> •To be able to use a bat or racket to move and control an object. •To develop the ability catch and bounce a ball. •To develop the ability to kick a ball. 	<ul style="list-style-type: none"> • combine actions to create a short motif; • mirror the movements of a partner; • copy and repeat actions in time with the music; • describe the sequence of a barn dance; • shape their bodies appropriately to represent an object and respond to changes of speed; 	<p>changes in speed and direction;</p> <ul style="list-style-type: none"> • create a sequence using a range of controlled balances and different ways of travelling; • create their own sequence using a variety of rolls and balances; 	<ul style="list-style-type: none"> • hit a beanbag forwards into a target with some control • use a racket to hit a ball into the air, gradually improving control • hold a cricket bat correctly and use it to control a ball along a line and around cones; • use a cricket bat to hit a ball towards a target with some accuracy; • use a cricket bat to hit a ball that has been rolled to them; • roll a ball accurately and track and stop a rolled ball. 	<p>them together to create a motif.</p> <ul style="list-style-type: none"> • To practice and improve a dance motif. • To work as a team to create a short dance. 	<ul style="list-style-type: none"> • travel with a ball using their feet and hands; • change direction while travelling with a ball; • use their feet to pass a ball to another player; • use their hands to pass a ball to another player; • pass a ball accurately to another player
Compete/Perform /Evaluate Acorn Autumn		Compete/Perform/Evaluate Acorn Spring		Compete/Perform/Evaluate Acorn Summer	
<ul style="list-style-type: none"> •To use throwing skills in a small sided game. 	<ul style="list-style-type: none"> • identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • work effectively within a group to perform in canon; • suggest some ways to improve their movements • Perform using a range of actions and body 	<ul style="list-style-type: none"> • choose and perform two contrasting balances showing some control; • maintain a clear body shape when performing a log and egg roll; • perform a controlled straight jump on the floor, landing safely; • watch and describe a partner's sequence using prompt questions; 	<ul style="list-style-type: none"> • watch a partner and give feedback using prompt questions; • cooperate with a partner and follow rules to play a target game; • take on different roles within a game and understand their purpose 	<ul style="list-style-type: none"> • To remember and perform a short dance. • To evaluate and improve a short dance. 	<ul style="list-style-type: none"> • pass a ball quickly to another player while in a game situation; • travel with and pass a ball to another player to score points in a game.

	parts with some coordination.	<ul style="list-style-type: none"> • perform a front support wheelbarrow and support their partner in this position; • identify examples of quality balances and controlled rolls in a sequence that they have watched and identify some skills needed for effective teamwork 			
Vocabulary Acorn Class Autumn		Vocabulary Acorn Class Spring		Vocabulary Acorn Class Summer	
Ball, round, big, small, spiky, smooth, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points	Barn dance, canon, improvise, mirroring, travel, motif, unison	Dish roll, egg roll, front support, front support wheelbarrow, sequence, jumping jacks, straight jump, tension, travel, tuck jump	Bat, batter, bowler, fielder, racket, roll, runs, tactics, teamwork	Dinosaur, stomp, stamp, march, stride, tramp, clump, plod, trudge, clomp, swish, rustle, swoosh, swing, crash, dance, movement, motif, freeze, pose, music, evaluate, improve	Bounce, direction, invasion game, pass, travel, travelling with a ball


Year A Oak Class Autumn		Year A Oak Class Spring		Year A Oak Class Summer	
Topic and Key Skills		Topic and Key Skills		Topic and Key Skills	
<u>Throwing and Catching</u> <ul style="list-style-type: none"> • stop a rolling ball with two hands; • bounce a ball whilst moving; • use an opposition overarm throw; 	<u>Dance: Toys</u> <ul style="list-style-type: none"> • make contrasting shapes; • move in contrasting ways; • dance in their personal space and in the wider space; 	<u>Gymnastics: Under the Sea</u> <ul style="list-style-type: none"> • create their own shapes on a range of body parts and hold balances still; 	<u>Swimming (Level 2)</u> <ul style="list-style-type: none"> • Correctly enter and exit the water. • Be confident in, on and under the water. • Glide and kick across the pool. 	<u>Athletics</u> <ul style="list-style-type: none"> • apply and try to improve existing running, throwing and jumping skills; • demonstrate increasing control and coordination when 	<u>Circuit Training</u> <ul style="list-style-type: none"> • use a pivot movement to change direction; • show some control and accuracy when rolling a ball and aiming for a target;

<ul style="list-style-type: none"> • pitch a quoit sideways; • jump to catch a ball; • get into position to catch a ball; • walk along a line; • keep their balance • dodge. 	<ul style="list-style-type: none"> • improvise movement to communicate an idea; • move to the rhythm of the music; • put movement patterns together to create a dance motif; • talk about how music and dancing makes them feel; • use movement to communicate feelings; • work on their own, with a partner or a group; • change between fast and slow, high and low, light and heavy movements 	<ul style="list-style-type: none"> • work with a partner to create their own matching balance; • demonstrate three different types of roll correctly • jump off apparatus independently and land safely; • Can compose, remember and perform their own sequence containing at least one roll, balance and jump; • describe what is good about a sequence and identify an area for improvement; • work with a partner to compose and remember a matching sequence containing at least one roll, balance and jump; 	<ul style="list-style-type: none"> • Swim across the pool using freestyle (front crawl) arm action. • Coordinate arm and leg action to swim across the pool. • Swim across the pool using breaststroke/backstroke. 	<p>running and performing a jump or throw;</p> <ul style="list-style-type: none"> • demonstrate some rhythm and technique when running over obstacles; • follow step-by-step instructions and copy actions to learn new techniques with some accuracy, control and fluency; 	<ul style="list-style-type: none"> • combine skills within an activity; • identify which skills are needed for a particular activity; • complete activities independently and record their scores; • describe the effect of exercise on their body and the role of the human heart.
Compete/Perform /Evaluate Oak Autumn		Compete/Perform/Evaluate Oak Spring		Compete/Perform/Evaluate Oak Summer	
To compete in relay games which involve bouncing a ball in and around obstacles.	<ul style="list-style-type: none"> • say what they like about their own and other's movements; 	<ul style="list-style-type: none"> • identify which part of a performance may need to be improved; 	<ul style="list-style-type: none"> • Perform a back float • Identify safety procedures and know when to seek help. 	<ul style="list-style-type: none"> • identify and demonstrate how different running techniques can affect 	<ul style="list-style-type: none"> • identify which activities they need to improve;

<ul style="list-style-type: none"> • say how their bodies feel different after exercising; 	<ul style="list-style-type: none"> • say how they could improve their own and other's performances; • Perform sequences of their own composition with coordination. 	<ul style="list-style-type: none"> • perform paired balances on different pieces of equipment; • show control when performing log, teddy bear and curled side rolls; • perform at least two types of jump correctly, showing a clear body shape in the air • show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow. 		<p>their performance and focus on improving their sprinting technique.</p> <ul style="list-style-type: none"> • perform the standing long jump using the correct technique to achieve the furthest possible distance; • perform the underarm, overarm and push throws with control and accuracy and develop their technique; • compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best; • watch, describe and evaluate the effectiveness of a performance 	<ul style="list-style-type: none"> • perform different types of jumps with control and use more than one type of jump in an activity; • explain how they feel after exercise; • identify similarities and differences between their own performance and that of someone else; • suggest some ways that a partner can improve their performance; • identify improvements shown on their scorecard
Vocabulary Oak Class Autumn		Vocabulary Oak Class Spring		Vocabulary Oak Class Summer	
Ball, throw, direction, distance, position, balance, bounce, control, direction, aim,	Canon, levels, motif, speed, travel, unison, rhythm, contrast, motif, improvise	Crouched forward roll, dish roll, egg roll, half turn jump, jumping jack, landing, log roll, sequence, straight	Float, glide, streamlined, backstroke, breaststroke, rotation, down sweep, freestyle (front crawl)	Field event, flight, fling throw, hurdling, landing, lead leg, standing long jump, take-off, track event,	Circuit, combine, evaluate, grip, leap, step-up, training, travel

pitch, power, receive, release, heartrate		jump, teddy bear roll, travel, tuck jump		trail leg, underarm throw, overarm throw, pull throw, push throw, shot put, sprint,	
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Year A Willow Class Autumn Topic and Key Skills		Year A Willow Class Spring Topic and Key Skills		Year A Willow Class Summer Topic and Key Skills	
Invasion Games <ul style="list-style-type: none"> • give reasons for warming up and cooling down, showing 	Dance: Carnival of the Animals <ul style="list-style-type: none"> • move in unison and canon with a partner; 	Gymnastics: Movement (Yr5) Develop flexibility, strength, technique, control and balance by learning:	Swimming (Level 3) <ul style="list-style-type: none"> • Correctly enter and exit the water. • Swim freestyle and breathe correctly for a length of the pool. 	Striking and Fielding: Rounders <ul style="list-style-type: none"> • hit a bowled ball with a rounders bat out into the field; 	Athletics (Yr 4) <ul style="list-style-type: none"> • recognise and name a variety of different athletic events and techniques;

<p>knowledge and understanding of why it's important;</p> <ul style="list-style-type: none"> • pass, receive and dribble with the ball in different ways with increasing control and accuracy, including two touch passing; • use space well to pass and receive a ball; 	<ul style="list-style-type: none"> • use dynamics to represent the way an animal moves; • improvise actions to represent different animals in response to music; • work with a group to choreograph a dance that fits rhythmically and dynamically with the music; • work with a group to plan a dance that works with the rhythm and tempo of a piece of music; • deliberately use at least three different dance techniques in their dances. 	<ul style="list-style-type: none"> • a range of different jumps and leaps. • A pike roll • A round off • a squat through vault <p>Choose effective linking moves to create sequences of movement including: chassis step Pivot, straight jump half turn, cat leap, cat leap half turn and split leap</p>	<ul style="list-style-type: none"> • Swim backstroke and breaststroke for a length of the pool • Swim more than one length of the pool 	<ul style="list-style-type: none"> • control the speed and direction of the ball when bowling • move into the correct position or space to catch a ball that is thrown or hit into the field; • accurately throw a ball overarm or underarm to reach a designated target; • To know the roles and responsibilities of the backstop, base fielders and deep fielders in rounders 	<ul style="list-style-type: none"> • follow step-by-step instructions, copy actions and learn new techniques with some accuracy, control and fluency; • apply and try to improve existing running technique for sprinting including the sprint finish. • Improve technique and control in relay running, triple jump and pull throw • work effectively as part of a team.
Compete/Perform /Evaluate Willow Autumn		Compete/Perform/Evaluate Willow Spring		Compete/Perform/Evaluate Willow Summer	
<ul style="list-style-type: none"> • apply some skills and techniques consistently and with success in more than one type of invasion game; • explain the effect that using a particular skill or technique has had on their performance; 	<ul style="list-style-type: none"> • perform with increased precision and control; • demonstrate an improving grasp of performing a dance where the dynamics match the tempo of the music; 	<ul style="list-style-type: none"> • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; 	<ul style="list-style-type: none"> • Identify safety procedures and know when to seek help. <u>Year 6 National Curriculum Swimming Test</u> •  swim competently, confidently and proficiently over a 	<ul style="list-style-type: none"> • choose and apply relevant tactics during a game according to an agreed strategy. • To know and apply the rules of rounders during a game. • To use a range of throwing, catching, fielding and 	<ul style="list-style-type: none"> • show increasing control and co-ordination when running and performing a jump or throw; • combine and apply new skills and techniques with increasing success, control and fluency

<ul style="list-style-type: none"> • begin to choose the best techniques and tactics for attacking in a game situation, such as when to pass and when to dribble to help keep possession; • begin to choose the best techniques and tactics for defending in a game situation, such as when to tackle and man-to-man marking; • follow rules in more complex invasion games and contribute towards the success of their team; • begin to choose and use criteria to evaluate their own and others' performance. 		<ul style="list-style-type: none"> • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. 	<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> • ☑ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • ☑ perform safe self-rescue in different water-based situations. 	batting strategies.	<p>when participating in running, jumping and throwing activities and games;</p> <ul style="list-style-type: none"> • identify aspects of how a skill or technique has been performed and suggest ways to improve performance;
Vocabulary Willow Class Autumn		Vocabulary Willow Class Spring		Vocabulary Willow Class Summer	
Attack, attacker, bounce pass, chest pass, defend, defender, dodge, dribble, intercept, marking, overhead pass, possession, push pass, straight dribble, tactics	Canon, dynamics, improvise, levels, mirror, rhythm, unison	Agility ladder, apparatus, backward roll to standing pike, canon, chasis step, choreography, control, flexibility, landing, lunge, pike forward roll, pivot, round off, routine, sequence, stag	Breaststroke, frog kick backstroke, freestyle (front crawl), flutter kick	Backstop, bases, batter, batting stance, bowler, deep fielder, judgement, no-ball, overarm throw, sportsmanship, strategy, tactics, technique, umpire, underarm throw	Relay, field event, fling throw, pull throw, push throw, sprint finish, triple jump, take-off, track event

		jump, split leap, squat through vault, unison			
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Year B Acorn Class Autumn Topic and Key Skills		Year B Acorn Class Spring Topic and Key Skills		Year B Acorn Class Summer Topic and Key Skills	
Dance 1: Starry Skies	Games 1: Invasion Games	Gymnastics: Animals	Dance 2: Chinese New Year	Multi-skills: Sports Day sprint in a straight line;	Yoga: Salute the Sun

<ul style="list-style-type: none"> • make a shape hold it and move about in that shape; • make a high and low level shape; • dance in their personal space and in the wider space; • dance with an object to communicate an idea; • move to the rhythm of the music; • move an object to the rhythm of the music; • mirror movements; • choose movements to add together to make a dance; • use movement to communicate feelings <ul style="list-style-type: none"> • work on their own and with a partner or a group; 	<p>travel forwards, backwards and sideways;</p> <ul style="list-style-type: none"> • change direction while travelling; • travel with a ball using their feet and hands; • change direction while travelling with a ball; • use their feet to pass a ball to another player; • use their hands to pass a ball to another player; • pass a ball accurately to another player; 	<ul style="list-style-type: none"> • lift and carry apparatus in a group; • follow instructions involving two or more commands; • remember where apparatus goes; • jump from two feet to two feet; • jump down from equipment; • change speed from fast to slow. • move high and low; • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • link actions with a movement to form a sequence. 	<p>copy and repeat actions.</p> <p>choose the order of actions to create a sequence.</p> <p>change the speed of their actions in relation to the music.</p>	<ul style="list-style-type: none"> • change direction when sprinting; • adopt an effective hold and body position during the egg and spoon race; • jump from two feet to two feet; • stay in the sack for most of the race; • demonstrate the correct underarm throwing technique; • demonstrate the correct overarm throwing technique; • throw in the general direction of a given target; • move a football using the feet; • move equipment between hoops with some help/direction; • jump across an agility ladder from two feet to two feet; • jump over a series of hurdles without knocking them over. 	<ul style="list-style-type: none"> • stretch their body up smoothly; • move between poses while keeping balanced; • arch their back up, and dip their back down, smoothly; • repeat the yoga sequence with minimal support; • use a full range of movements; • adapt yoga poses to their own needs; • transition smoothly between yoga poses; • balance on one leg; • breathe smoothly while in poses.
Compete/Perform /Evaluate Acorn Autumn		Compete/Perform/Evaluate Acorn Spring		Compete/Perform/Evaluate Acorn Summer	

<p>perform basic actions like: turning, rolling, jumping, travelling, making a shape and holding it;</p> <p>say what they like about their own and other's movements;</p> <p>talk about how music and dancing makes them feel</p>	<p>pass a ball quickly to another player while in a game situation;</p> <p>travel with and pass a ball to another player to score points in a game.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<ul style="list-style-type: none"> • say how their body feels before, after and during exercise; • say what they like about their partner's movements; • perform a movement sequence; 	<p>Perform a dance using simple movement patterns in the context of Chinese New Year celebrations.</p> <p>To put a sequence of actions together.</p> <p>Watch and say what they like about others' performance focussing on change of speed.</p>	<p>To use appropriate skills and technique to sprint in a race</p> <p>To be able to balance an egg on a spoon while racing against others.</p> <p>To jump in a sack while racing against others.</p> <p>To throw overarm and underarm to reach a target</p> <p>To travel using a range of movements across obstacles in a race.</p>	<ul style="list-style-type: none"> • demonstrate a yoga pose to the class; • create and perform a short sequence of yoga poses;
Vocabulary Acorn Class Autumn		Vocabulary Acorn Class Spring		Vocabulary Acorn Class Summer	
Movement, rhythm, turn, roll, jump, travel, mirror, communicate	Travel, backwards, sideways, direction, throw, pass, kick, game, pressure, think, quick.	bounce, hop, hopscotch, gallop, skip, tiptoe, run	Speed, action, sequence, copy, repeat, speed, Chinese New Year, celebrations, fireworks, fan, lantern, dragon, lion.	Sprint, egg and spoon race, control, coordination, overarm throw, underarm throw, target, take-off, landing, power, obstacles, hurdles, agility ladder	Agility, arch, all fours, control coordination dip, flexibility, flow, meditation strength, stretch, good posture

Year B Oak Class Autumn Topic and Key Skills	Year B Oak Class Spring Topic and Key Skills	Year B Oak Class Summer Topic and Key Skills
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<u>Invasion Games (Yr2)</u> <ul style="list-style-type: none"> begin to use and understand the terms attacking and defending; throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game; kick a ball, using the correct technique whilst moving, with some control and fluency; pass a ball in different ways, using the correct technique, with some control and accuracy; 	<u>Dance:Plants (Yr2)</u> <ul style="list-style-type: none"> use and remember their own movements as part of a motif to show preparing a garden; perform a range of movements in canon and unison; use different movements and body shapes to represent a plant growing; work cooperatively in a group to create suitable movements to represent different types of seeds; use movements from their previous learning to create a dance based on plants; create and remember suitable movements to represent the different parts of a story and perform these at different speeds and levels. 	<u>Gymnastics:Shape (Yr3)</u> <ul style="list-style-type: none"> show some control and coordination when making simple static shapes/positions; make basic shapes/positions in the air when taking off from low-level apparatus; create short and simple sequences and remember these actions with some accuracy and consistency; copy simple actions with some accuracy; know what symmetry means and make symmetrical shapes; use the correct words for some of the body shapes/positions and begin to know what must be done to make them; 	<u>Swimming (Level 2)</u> <p>Correctly enter and exit the water. Be confident in, on and under the water. Glide and kick across the pool. Swim across the pool using freestyle (front crawl) arm action. Coordinate arm and leg action to swim across the pool. Swim across the pool using breaststroke/backstroke.</p>	<u>Striking and Fielding: Fundamentals (Yr3)</u> <ul style="list-style-type: none"> strike a bowled ball in an intended direction; stop a ball using a range of techniques; play cooperatively with teammates, making decisions about when to run for points and when to not; invent rules for striking and fielding games. 	<u>Dance: Extreme Earth</u> <ul style="list-style-type: none"> use movements to tell a narrative; combine and link an increasing number of movement phrases and patterns; create fluent movements, using precision and control; show an awareness of other's movements, responding accordingly with their own movements; Create motifs from different stimuli.
Compete/Perform /Evaluate Oak Autumn		Compete/Perform/Evaluate Oak Spring		Compete/Perform/Evaluate Oak Summer	
<ul style="list-style-type: none"> use throwing, catching and kicking skills in a game with increasing confidence and success; begin to apply a range of attacking and 	<ul style="list-style-type: none"> evaluate the performance of others by answering questions, identifying strengths independently perform a range of movements , some at 	<ul style="list-style-type: none"> perform safely, using the apparatus with some confidence; perform static body shapes. 	<ul style="list-style-type: none"> Perform a back float Identify safety procedures and know when to seek help. 	<ul style="list-style-type: none"> choose and use a range of simple tactics and strategies when striking and fielding within a game 	<ul style="list-style-type: none"> Perform with some awareness of rhythm and expression. evaluate their own performance and suggest ways to improve it

defending skills in a game successfully, including dodging and marking; • recognise and describe how the body feels during and after physical activity;	different speeds or levels, showing good body control; • perform a range of body movements and shapes in time with the music; • perform their group dance in a mixture of canon and unison; • talk about what they have done well in their performances and begin to show ideas on how to improve their own dances	• perform a rhythmic gymnastics routine to music • begin to analyse the work of others		• design and play games that use striking and fielding skills	• Develop the quality of the actions in their performances.
Vocabulary Oak Class Autumn		Vocabulary Oak Class Spring		Vocabulary Oak Class Summer	
Attack, defend, dodge, dribbling, intercept, invasion game, marking, overhead pass, possession, space, underarm throw	Canon, levels, motif, speed, travel, unison	Cat leap, chassis step, static, straddle jump, symmetry, take-off, dish, arch, tuck, straddle, pike, stretched, star, jump, leap, turn, symmetrical, perform, evaluate, control, balance, routine, metronome, tense.	Float, glide, streamlined, backstroke, breaststroke, rotation, down sweep, freestyle (front crawl)	Strike, field, bowl, underarm throw, overarm throw, batter, fielder, bowler, strategy, tactics, stumps, wickets	Motif, improvisation, stimuli, movement phrases, dance phrase, repetition, levels, unison, canon, imaginative, jump, turn, create, cooperation, speed, emotion, dynamics, travel, montage.



Year B Willow Class Autumn		Year B Willow Class Spring		Year B Willow Class Summer	
Topic and Key Skills		Topic and Key Skills		Topic and Key Skills	
Tag Rugby(Yr4)	Gymnastics: Movement (Yr4)	Striking and Fielding(Yr6)	Swimming (Level 3)	Dance: World War II	Athletics (Yr 5)

<ul style="list-style-type: none"> • pass the ball with accuracy, using the correct technique while stationary/on the move • move their hands to catch a ball arriving at different heights and angles; • sometimes get into the correct position to receive a pass from a teammate; • use the sidestep to get around a passive defender at a pace faster than walking; • explain and demonstrate most of the rules of tagging, • sidestep a defender and pass the ball with success 	<p>Develop flexibility, strength, technique, control and balance by learning:</p> <ul style="list-style-type: none"> • a range of different jumps and leaps. • a forwards roll and backwards roll to straddle correctly • a lunge into cartwheel • a straddle on vault <p>Choose effective linking moves to create sequences of movement including; a straight jump full turn, a cat leap half turn and a pivot.</p>	<ul style="list-style-type: none"> • strike a bowled ball in an intended direction, into space; • stop a ball using a range of techniques, including the long-barrier technique; • understand the active role of a fielder and know how to 'attack the ball'; 	<ul style="list-style-type: none"> • Correctly enter and exit the water. • Swim freestyle and breathe correctly for a length of the pool. • Swim backstroke and breaststroke for a length of the pool • Swim more than one length of the pool 	<ul style="list-style-type: none"> • describe some of the features and steps of popular wartime dances; • link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story; • work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group. 	<ul style="list-style-type: none"> • identify and know about a variety of athletic events and techniques; • practise and improve reaction times and identify an effective sprint start; • develop and improve their running technique for sprinting, showing good coordination and control; • demonstrate stamina in order to maintain a sustained run; • show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy; • follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success;
Compete/Perform /Evaluate Willow Autumn		Compete/Perform/Evaluate Willow Spring		Compete/Perform/Evaluate Willow Summer	

<ul style="list-style-type: none"> • show knowledge and understanding of tactical decision-making and sometimes choose the right tactic in a game, to help their team keep and win back possession of the ball; • use a range of attacking and defending skills to contribute to the success of their team; • demonstrate knowledge of many of the rules of tag rugby and follow them in a game; • identify and describe the effectiveness of the performance of others and give suggestions for improvement. 	<ul style="list-style-type: none"> • perform movements that show good understanding and control of the key skills needed; • describe what they have done or changed in order to better their performance during a lesson; • link a series of movements together to create a longer sequence; • practise and refine their own movements and 'spot' and advise others around them. 	<ul style="list-style-type: none"> • play cooperatively with teammates; making decisions when to run for points and when to not; • choose and use a range of simple tactics and strategies when striking and fielding. 	<ul style="list-style-type: none"> • Identify safety procedures and know when to seek help. <p><u>Year 6 National Curriculum Swimming Test</u></p> <ul style="list-style-type: none"> • ? swim competently, confidently and proficiently over a distance of at least 25 metres • ? use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • ? perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • perform and link a wider range of dance steps from the Charleston, Lambeth Walk and Lindy Hop; • describe what they have done or changed in order to better their performance during a lesson and unit; 	<ul style="list-style-type: none"> • compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. • evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.
Vocabulary Willow Class Autumn		Vocabulary Willow Class Spring		Vocabulary Willow Class Summer	
Attacker, backward pass, defender, dodge, intercept, non-contact, offside, sidestep, tag, try, W-grip	Backward roll to straddle, cat leap half turn, chassis step control, flexibility, landing, lunge, cartwheel, pivot rebound, sequence, straddle, vault	Strike, field, bowl, underarm throw, overarm throw, batter, fielder, bowler, strategy, tactics, stumps, wickets, long barrier technique	Breaststroke, frog kick backstroke, freestyle (front crawl), flutter kick	Air steps, big band, Boogie Woogie, breakaway, canon, Charleston, climax, structure, swing, tea dance, unison, Lindy Hop, Lambeth Walk, motif	Crouch start, field event, fling throw, pull throw, push throw, standing start, standing vertical jump, take-off, track event

Year C Willow Class Autumn	Year C Willow Class Spring	Year C Willow Class Summer
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Topic and Key Skills		Topic and Key Knowledge		Topic and Key Knowledge	
<u>Hockey</u> <ul style="list-style-type: none"> • Use a hockey stick to pass, dribble and shoot with control; • tackle opponents with success and intercept the ball to win back possession; • use space well to pass and receive a ball; 	<u>Dance: Electricity</u> <ul style="list-style-type: none"> • demonstrate a range of dance techniques, such as isolation, tempo, repetition etc; • combine and link an increasing number of movement phrases and patterns, both individually and within a pair or group; • create movements in response to different sounds; • respond and react accordingly to their partner's/ group member's dance movements; • clearly create movements to represent an idea; 	<u>Gymnastics: Rivers and Mountains</u> <ul style="list-style-type: none"> • create a good range of shapes with a gymnastics ribbon to represent river features; • use shape and movement to represent the changing course of a river and specific river features; • create and hold a range of balances that represent mountain shapes on one, two, three and four points of their bodies; • move into and out of a balance or shape using interesting and creative ways with fluency and control; • suggest a range of body shapes and balances to depict different mountain features and work collaboratively with a partner to form them; 	<u>Swimming (Level 3)</u> <ul style="list-style-type: none"> • Correctly enter and exit the water. • Swim freestyle and breathe correctly for a length of the pool. • Swim backstroke and breaststroke for a length of the pool • Swim more than one length of the pool 	<u>Netball</u> <ul style="list-style-type: none"> • consistently move to meet the netball to catch it with two hands, bringing it safely into the chest; • execute the chest and bounce pass with control and accuracy; • execute the shoulder pass and overhead pass with control and power; • move at a range of speeds and in different directions • effectively execute the movement skills of dodging and leading to outwit a defender • know how to mark an opposition player who is in possession of the ball (marking the ball) • know how to mark an opposition player who is not in possession of the ball (marking the player) 	<u>Athletics (Yr6)</u> <ul style="list-style-type: none"> demonstrate an improvement in reaction speed through repetition; • execute the underarm throw with accuracy and success in isolation and sometimes in a game situation; • understand what an effective springing technique involves and work hard to improve theirs; • work well with team members to pass and receive the baton using the learned technique; • demonstrate some endurance and stamina to be able to run for longer distances; • run at an appropriate pace to suit the activity, including speeding up at the end; • demonstrate increasing coordination, speed

		<ul style="list-style-type: none"> • work with a partner and as part of a group, listening to and sharing ideas and taking the lead when appropriate; • make positive contributions to my group when creating and forming body shapes, balances and positions to represent mountain ranges; • use a range of apparatus in creative ways as part of a sequence; 			<p>and rhythm when hurdling;</p> <ul style="list-style-type: none"> • demonstrate an effective technique for the three different jumps and gain good height and distance with them. • effectively use different throwing techniques for distance and accuracy.
Compete/Perform /Evaluate Willow Autumn		Compete/Perform/Evaluate Willow Spring		Compete/Perform/Evaluate Willow Summer	
<ul style="list-style-type: none"> • identify and use tactics to help themselves and their team keep possession of the ball; • identify areas and suggest ways that performances and games could be improved. 	<ul style="list-style-type: none"> • When performing, a transition from one dance motif to another to complete a dance phrase. • assess their own and other's performances and begin to suggest improvements. 	<ul style="list-style-type: none"> • perform a range of counterbalances with a partner experimenting with different levels and shapes; • perform a range of more complex part-weight partner balances safely and effectively; • perform a good range of rhythmic gymnastics, shapes, balances and 	<ul style="list-style-type: none"> • Identify safety procedures and know when to seek help. <u>Year 6 National Curriculum Swimming Test</u> •  swim competently, confidently and proficiently over a distance of at least 25 metres •  use a range of strokes effectively 	<ul style="list-style-type: none"> • effectively use a range of passes in a game situation; • understand the footwork rule and demonstrate their understanding in a game situation; • apply a range of attacking movement skills they have 	<ul style="list-style-type: none"> • compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. • evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.

		<p>movements that fit a river journey theme and purposefully vary elements to create different effects;</p> <ul style="list-style-type: none"> • say what is good about their own and others' performances and know how to make it better. 	<p>[for example, front crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> • perform safe self-rescue in different water-based situations. 	<p>learnt to outwit a defender with success in a game;</p> <ul style="list-style-type: none"> • perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success; • use a range of attacking and defending skills to contribute towards the success of their team 	
Vocabulary Willow Class Autumn		Vocabulary Willow Class Spring		Vocabulary Willow Class Summer	
Attack, defend, dodge, dribble, intercept, invasion game, marking, possession, strategy, two-touch passing	Improvisation, assess, techniques, repetition, isolation, levels, tempo, dynamics, jump, leap, stimuli, dance motif, precision, control, fluency, dance/movement phrase, evaluation, cooperation, create, combine.	Balance, canon, combined balance, control, counterbalance, flexibility, level, linking action, part-weight balance, point balance, rhythm, rhythmic gymnastics, sequence, shape, synchronisation, unison	Breaststroke, frog kick backstroke, freestyle (front crawl), flutter kick	Bounce pass, centre, centre pass, chest pas, contact, dodge, footwork rule, one-on-one marking, obstruction, offside, overhead pass, pivot, shoulder pass, throw-in, toss up	Baton exchange, downsweep, heave throw, hurdling, lead leg, long distance running, pacing, relay, stride pattern, sprint, take-off, trail leg, underarm throw

