CURRICULUM DESIGN for PE

Intent

At Canada Hill, our PE curriculum aims to inspire every child to develop a lifelong enjoyment of physical activity through high-quality, fun and engaging sequences of lessons. We provide a wide range of opportunities that enable all children to develop their physical competence, confidence and understanding, regardless of initial ability. Our curriculum is systematically designed to develop fundamental movement skills alongside dance & gymnastics, ball skills, athletics, invasion games, net/wall and striking and fielding activities, allowing children to build upon prior learning and apply their skills with increasing confidence, independence and tactical awareness.

Through PE, children develop character and embody our school values of being Determined, Inquisitive and Courageous, taking Responsibility to work collaboratively and fairly, show Happiness when celebrating success, be Reflective when responding to challenge and demonstrate Compassion when appreciating their own and others' strengths and areas for development.

We also recognise the importance PE plays in supporting physical and mental wellbeing, helping children understand the benefits of regular physical activity and make informed choices that contribute to a healthy, active lifestyle. Children can work alongside the kitchen team, making informed choices and understand the importance of a healthy diet.

Our curriculum is supported by the progression and resources within GetSet4PE, enabling staff to deliver well-sequenced, inclusive and ambitious learning experiences that allow every child to succeed and flourish. Each sequence follows certain Nation Curriculum objective, as well as Key Skills in four areas: Physical, Social, Emotional and Thinking. The Key Skills link to our school values and offer children a chance to reflect on their Personal Development. The activities supplied on GetSet4PE also feature during our lunchtimes, encouraging children to be active during their breaks.

Implementation

Our PE curriculum is sequenced to ensure that children progressively develop the fundamental movement skills, knowledge, understanding and confidence needed to become physically literate. From EYFS, children develop essential skills such as running, jumping, throwing, catching, balancing, coordination and agility, giving them a better understanding of how their body works. These skills are constantly revisited during their time at Canada Hill. These foundational skills are applied and developed through a broad range of activities such as gymnastics, dance, ball skills, athletics, invasion games, net/wall and striking and fielding.

Lessons are designed to build upon prior learning with children increasingly expected to combine skills, apply tactics, make decisions, solve problems and perform with greater control, fluency and independence.

We recognise that each child has a different starting point, so teaching is adapted using equipment, space, rules and appropriate levels of challenge to ensure that all children can participate, have many moments of success and make progress.

With regular opportunities to work collaboratively and competitively children develop teamwork, determination, leadership and an understanding of fairness. This is further encouraged through extra-curricular clubs such as football, netball, martial arts and multi-skills which are offered to children across the school. Staff are supported by the progression and resources within GetSet4PE, ensuring that lessons are well-sequenced, inclusive and ambitious.
The curriculum is further enriched through further opportunities to compete, with each year group experiencing a range of multi-school festivals throughout the year, thanks to our association with Dartmoor School Sports Partnership, giving us access to a wide range of specialist Secondary School PE teachers. This enables children to apply their learning beyond their PE lessons and discover activities that may become lifelong interests.

Impact

By the end of Key Stage 2, pupils at Canada Hill know more, remember more and can do more in PE. The demonstrate increasing competence, control, fluency and confidence across a wide range of physical activities. They can combine and perform fundamental movement skills and apply them effectively across gymnastics, dance, athletics, invasion games, net/wall and striking and fielding activities. They understand and apply rules, tactics and strategies, using their increased decision making, leadership and teamwork skills, and can evaluate their own and others' performances, highlighting strengths and areas for development.
Pupils also demonstrate strong physical literacy and positive attitudes towards physical activity. They understand the importance of regular exercise and can explain how physical activity contributes to physical and mental wellbeing. They make informed choices about leading a healthy, active lifestyle and recognise the importance of factors such as hydration and nutrition.
Pupils develop resilience, teamwork, fairness and respect through participation in individual, paired, team and competitive activities. They respond positively to challenge, success and disappointment, and bring to life our School Values through the world of physical activity.
As a result, pupils become confident, resilient and physically literate young people who are willing to challenge themselves, work collaboratively and participate positively in a wide range of physical activities. They understand that PE is not simply about sporting ability, but about developing skills, confidence and attitudes that can support lifelong physical and mental wellbeing. They leave Year 6 with the knowledge, confidence and motivation to participate in physical activity beyond school and make healthy, active choices as they move into Key Stage 3.

Progression of Knowledge

PE in EYFS at Canada Hill

At Canada Hill, children begin their PE journey through a rich variety of play-based, active and purposeful experiences that support the development of their physical skills, confidence and independence. In line with the Early Years Foundation Stage framework, our PE provision contributes to the Physical Development area of learning, helping children to develop the strength, coordination, balance and control they need to move confidently and safely in a range of ways.

Using the Get Set 4 PE framework alongside the children's own interests and ideas, children experience a broad range of movement opportunities including fundamentals, dance, gymnastics, ball skills and games. Through these experiences, children develop fundamental movement skills such as running, jumping, balancing, throwing, catching and moving with increasing control. They are encouraged to explore movement creatively, respond to music and instructions, and begin to make choices about how they move and use space.

PE also provides valuable opportunities for children to develop their personal, social and emotional skills. Through games and collaborative activities, children learn to take turns, follow simple rules, work alongside others, persevere when activities are challenging and celebrate their own and others' achievements. They also have a huge role to play during Sports Day, where all their learning comes together in a competitive and supportive environment. They begin to understand the importance of being active and develop positive attitudes towards physical activity.

Our provision extends beyond timetabled PE sessions, with children making regular use of our indoor and outdoor environments to develop their gross motor skills through active play and exploration. Children are encouraged to practise and apply the skills they have learned in different contexts, building increasing confidence, control and independence.

By the end of EYFS, children at Canada Hill are developing the physical competence, confidence and enjoyment of movement that provide a strong foundation for their future PE learning. They are increasingly able to move safely and confidently, demonstrate coordination and control, and understand how physical activity contributes to their health and wellbeing.

Each unit of work (e.g. Ball Skills 1) is taken from GetSet4PE.

Year 1/2 Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year A	Fundamentals 1 NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination and begin to apply these in a range of activities. Key Skills: Physical: balance, jump, hop, run, speed, agility, dodge, skip, coordination Social: collaboration, work safely, support others Emotional: determination, self-regulation, honesty, perseverance Thinking: comprehension, select and apply skills Objectives: LESSON 1: To explore balance, stability and landing safely. LESSON 2: To explore how the body moves differently when running at different speeds. LESSON 3: To explore changing direction and dodging. LESSON 4: To explore jumping, hopping and skipping actions. LESSON 5: To explore co-ordination and combination jumps. LESSON 6: To explore combination jumping and skipping in an individual rope.	Ball Skills 1 NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Key Skills: Physical: dribble with hands, roll, throw, catch, dribble with feet, track, balance, run Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics Objectives: LESSON 1: To develop dribbling with your hands. LESSON 2: To explore accuracy when rolling a ball. LESSON 3: To explore throwing with accuracy towards a target. LESSON 4 To explore catching with two hands. LESSON 5: To explore dribbling a ball with your feet. LESSON 6: To explore tracking a ball that is coming towards me.	Gymnastics 1 If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. NC: master basic movements as well as developing balance, agility and co-ordination. Key Skills: Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll Social: respect, collaboration, sharing, work safely Emotional: confidence, self-regulation, perseverance thinking: comprehension, select and apply action, creativity Objectives: LESSON 1: To explore travelling movements. LESSON 2: To develop and combine travelling movements. LESSON 3: To develop quality when performing and linking shapes. LESSON 4: To develop quality when linking shapes.	Dance 1 If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6, 7, 9, 10, 12. NC: perform dances using simple movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump Social: respect, work safely, collaboration, communication Emotional: empathy, confidence, acceptance, determination, kindness Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall Objectives: LESSON 1: THEME: Weather To use counts of 8 to move in time and make my dance look interesting. LESSON 2: THEME: Weather To explore pathways in my dance. LESSON 3: THEME: Weather To create my own dance using, actions, pathways and counts. LESSON 4: THEME: Pirates To explore speeds and actions in our pirate inspired dance. LESSON 5: THEME: Pirates To copy, remember and repeat actions that represent the theme.	Invasion 1 NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Key Skills: Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance Social: supporting others, communication, co-operation, kindness Emotional: perseverance, confidence, honesty Thinking: comprehension, identifying strengths and areas for development, select and apply Objectives: LESSON 1: To understand the role of defenders and attackers. LESSON 2: To recognise who to pass to and why. LESSON 3: To move towards goal with the ball. LESSON 4: To support a teammate when playing in attack. LESSON 5: To move into space showing an awareness of defenders. LESSON 6: To stay with a player when defending.	Athletics 1 NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination and begin to apply these in a range of activities. Key Skills: Physical: run, balance, agility, coordination, hop, jump, leap, throw Social: work safely, collaboration Emotional: perseverance, independence, honesty, determination Thinking: reflection, comprehension, select and apply skills Objectives: LESSON 1: To move at different speeds over different distances. LESSON 2: To develop balance. LESSON 3: To develop changing direction quickly. LESSON 4: To explore hopping, jumping and leaping for distance. LESSON 5: To develop throwing for distance. LESSON 6: To develop throwing for accuracy.

			LESSON 5: To develop stability and control when performing balances. LESSON 6: To develop stability and control when performing balances. LESSON 7: To develop technique and control when performing shape jumps. LESSON 8: To develop technique and control when performing shape jumps. LESSON 9: To develop technique in the barrel, straight and forward roll. LESSON 10: To develop rolls and use them in a sequence. LESSON 11: To link gymnastic actions to create a sequence. LESSON 12: To develop quality in gymnastics sequences.	LESSON 6: THEME: Pirates To copy, repeat, create and perform actions that represent the theme. LESSON 7: THEME: The Lost Toy To explore speeds and actions. LESSON 8: THEME: The Lost Toy To use expression and create actions that relate to the story. LESSON 9: THEME: The Lost Toy To use a pathway when travelling. LESSON 10: THEME: On Safari To explore and copy actions in response to a theme. LESSON 11: THEME: On Safari To create my own actions for an animal. LESSON 12: THEME: On Safari To explore pathways with a partner.		
Year B	Fundamentals 2 NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination and begin to apply these in a range of activities. Key Skills: Physical: run, speed, agility, dodge, balance, jump, hop, skip	Ball Skills 2 NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Key Skills: Physical: roll, track, dribble with feet, throw,	Yoga 1 NC: master basic movements as well as developing balance, agility and coordination. Key Skills: Physical: balance, strength, flexibility, coordination Social: move safely, listen to others, collaborate	Dance 2 If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6 7, 9, 10, 12. NC: perform dances using simple movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump	Invasion 2 NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Key Skills: Physical: dribble, throw catch, kick, receive, run, jump, change direction, change speed, balance	Athletics 2 NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination and begin to apply these in a range of activities. Key Skills: Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy, balance

	Social: collaboration, respect, take turns, communication, encourage others Emotional: determination, honesty, perseverance Thinking: comprehension, make decisions, creativity, use tactics, recall Objectives: LESSON 1: To explore how the body moves at different speeds. LESSON 2: To develop changing direction and dodging. LESSON 3: To develop balance, stability and landing safely. LESSON 4: To explore and develop jumping, hopping and skipping actions. LESSON 5: To develop co-ordination and combine jumps. LESSON 6: To develop combination jumping and skipping in an individual rope.	catch, dribble with hands, balance, run Social: inclusion, communication, collaboration, leadership Emotional: independence, honesty, perseverance Thinking: comprehension, select and apply skills, use tactics Objectives: LESSON 1: To develop rolling to hit a target. LESSON 2: To develop stopping a rolling ball. LESSON 3: To develop dribbling a ball with your feet. LESSON 4: To develop kicking a ball. LESSON 5: To develop throwing and catching. LESSON 6: To develop dribbling with your hands.	Emotional: concentration, focus, identifying feelings Thinking: observation, copy and repeat, recognise, create, select and apply Objectives: LESSON 1: To explore movement, balance and breathing. LESSON 2: To be able to copy and remember balances. LESSON 3: To develop flexibility when holding balances. LESSON 4: To develop balance whilst holding different shapes. LESSON 5: To create balances using different body parts. LESSON 6: To create and perform a sequence with a partner.	Social: respect, collaboration, work safely, communication Emotional: independence, confidence, perseverance, determination Thinking: provide feedback, comprehension, reflection, observation, creativity Objectives: LESSON 1: THEME: Secret Garden To remember, repeat and link actions to tell a dance story. LESSON 2: THEME: Secret Garden To explore how different movements can show ideas and feelings. LESSON 3: THEME: Secret Garden Use counts of 8 to help stay in time with the music. LESSON 4: THEME: The Circus To copy, remember and repeat actions to show different characters. LESSON 5: THEME: The Circus To explore pathways and levels. LESSON 6: THEME: The Circus To remember and rehearse the circus dance, showing expression and character. LESSON 7: THEME: The Rainforest	Social: communication, kindness, support others, cooperation, respect, collaborate Emotional: empathy, perseverance, honesty, integrity, independence Thinking: creativity, select and apply, comprehension, problem solving, provide feedback Objectives: LESSON 1: To understand possession and support a teammate. LESSON 2: To understand scoring as an attacking skill and explore ways to do it. LESSON 3: To understand that stopping goals is a defending skill and explore ways to do this. LESSON 4: To explore how to gain possession. LESSON 5: To understand marking an opponent as a defending skill. LESSON 6: To apply simple tactics for attacking and defending.	Social: communication, work safely, support others Emotional: determination, independence Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills Objectives: LESSON 1: To run fast and develop sprinting. LESSON 2: To develop jumping further. LESSON 3: To develop jumping higher. LESSON 4: To develop throwing for distance. LESSON 5: To develop throwing for accuracy. LESSON 6: To select and apply knowledge and technique in an athletics carousel.

				To copy, repeat and create actions in response to a stimulus. LESSON 8: THEME: The Rainforest To copy, create and perform actions considering dynamics. LESSON 9: THEME: The Rainforest To create a short partner dance showing clear changes in speed. LESSON 10: THEME: Jack Frost To copy, repeat and create movement patterns based on a theme. LESSON 11: THEME: Jack Frost To create and perform with a partner using unison, mirroring and matching. LESSON 12: THEME: Jack Frost To remember and repeat actions as part of a group dance.		

Year 3/4 Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year A	Dance (Year 3) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6, 7, 9, 10, 12. NC: perform dances using a range of movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump Social: share ideas, respect, collaboration, inclusion, leadership, work safely Emotional: confidence, acceptance, sensitivity, perseverance Thinking: select and apply actions, creativity, observe and provide feedback Objectives: LESSON 1: THEME: Machines To create actions in response to a stimulus and move in unison with a partner. LESSON 2: THEME: Machines To create actions to move in contact with a partner or interact with a partner. LESSON 3: THEME: Machines To select and link appropriate actions and dynamics to show our dance idea. LESSON 4: THEME: A Trip to... To remember, repeat and create actions to represent an idea. LESSON 5: THEME: A Trip to... To share ideas of actions and dynamics to create a dance that shows a location.	Netball (Year 3) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: run, throw, catch, change direction, change speed, shoot, balance, jump Social: communication, collaboration, sporting behaviour Emotional: honesty, perseverance, confidence Thinking: select and apply skills, apply tactics, observation, apply rules Objectives: LESSON 1: To understand the role of an attacker when in possession. LESSON 2: To develop movement skills to lose a defender. LESSON 3: To understand that scoring goals is an attacking skill and learn how to do this. LESSON 4: To understand the role of defender. LESSON 5: To explore ways to gain possession.	Dodgeball (Year 4) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, dodge, jump, balance, run Social: respect, communication, collaboration Emotional: honesty, perseverance Thinking: comprehension, make decisions, select and apply skills Objectives: LESSON 1: To develop throwing and apply this to a target game. LESSON 2: To develop dodging skills to avoid being hit. LESSON 3: To develop catching and learn the rules of the skill within this game. LESSON 4: To further develop catching and use the rules of the skill within this game.	Hockey (Year 3) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: run, dribble, pass, receive, intercept, shoot, balance, jump Social: communication, collaboration, work safely, respect, cooperation Emotional: honesty, perseverance, determination, support others Thinking: decision making, select and apply, comprehension, identifying areas of strength and areas for development, reflection Objectives: LESSON 1: To send and receive with some control. LESSON 2: To move safely and with control when in possession. LESSON 3: To develop decision making in attack. LESSON 4: To understand the role of a defender. LESSON 5: To apply tactics to small sided games. LESSON 6: To apply rules, skills and tactics to play in a tournament	Athletics (3) NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: sprint, jump for distance, push throw, pull throw, balance, run Social: collaborate, work safely Emotional: determination, perseverance Thinking: observe and provide feedback, comprehension, explore technique Objectives: LESSON 1: To develop the sprinting technique and improve on your personal best. LESSON 2: To develop changeover technique in relay events. LESSON 3: To develop jumping technique in a range of approaches and take off positions. LESSON 4: To develop throwing for distance and accuracy. LESSON 5: To develop throwing for distance in a pull throw. LESSON 6: To develop officiating and performing skills.	Tennis (3) NC: use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: forehand, backing, throwing, catching, rallying, balance, running Social: cooperation, collaboration, respect, support and encourage others Emotional: honesty, perseverance Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection Objectives: LESSON 1: To develop racket and ball control. LESSON 2: To explore rallying using a forehand. LESSON 3: To explore returning the ball using a forehand. LESSON 4: To explore returning the ball using a backhand. LESSON 5: To learn how to score and use simple rules. LESSON 6: To work co-operatively with others to begin to manage a game.

	LESSON 6: THEME: A Trip to... To use choreographing ideas to develop our dance. LESSON 7: THEME: Country and Western To use straight pathways and clear changes in direction in a line dance. LESSON 8: THEME: Country and Western To use canon and unison to make our line dance look interesting. LESSON 9: THEME: Country and Western To use formations, canon and unison to make our line dance look interesting. LESSON 10: THEME: Superpowers To remember, repeat and create actions around a theme. LESSON 11: THEME: Superpowers To understand and use formations. LESSON 12: THEME: Superpowers To structure a dance to represent a theme. Fundamentals (Year 3) NC: use running, jumping and throwing in isolation and combination. Develop flexibility, strength, technique, control and balance. Key Skills:	LESSON 6: To apply skills and knowledge to play games using netball rules. Ball Skills (Year 4) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: track, throw, catch, dribble, kick, balance, run Social: communication, work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decision Objectives: LESSON 1: To develop tracking and collecting skills. LESSON 2: To develop confidence and accuracy when tracking a ball. LESSON 3: To develop dribbling skills with hands and feet.	LESSON 5: To begin to think tactically and apply this to a game. LESSON 6: To apply skills and knowledge to compete in a tournament. Fitness (Year 4) NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: ability, balance, coordination, speed, stamina, strength, jump, run, throw Social: support others, work safely, communication Emotional: perseverance, determination, honesty Thinking: identifying areas of strength and areas for development Objectives: LESSON 1: To recognise different areas of fitness and explore what your body can do. LESSON 2: To develop speed and strength. LESSON 3: To develop co-ordination. LESSON 4: To develop agility.	Gymnastics (3) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or at greater depth. NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll Social: work safely, collaboration, supportive Emotional: perseverance, confidence, independence Thinking: observe and provide feedback, creativity, select and apply skills Learning Objectives: LESSON 1: To create interesting point and patch balances. LESSON 3: To develop stepping into shape jumps with control. LESSON 5: To develop the straight, barrel, and forward roll. LESSON 7: To transition smoothly into and out of balances.	Rounders (Year 3) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: underarm and overarm throw, catch, bowl, track, field and retrieve a ball, bat, balance, run Social: communication, collaboration, cooperation, respect Emotional: honesty, confidence, determination Thinking: comprehension, tactics, rules Learning Objectives: LESSON 1: To learn how to score points in a striking and fielding game. LESSON 2: To develop batting to score points. LESSON 3: To develop fielding skills to limit the batter's score. LESSON 4: To understand the role of a bowler in the fielding team. LESSON 5: To develop an understanding of tactics and begin to use them in game situations. LESSON 6: To apply skills and knowledge to play games using rounders rules.	Dartmoor 3 Ball

	Physical: balance, run, dodge, hop, jump, skip Social: respect, communication, cooperation, safety Emotional: determination, perseverance, honesty, independence Thinking: comprehension, select and apply, tactics, exploration Objectives: LESSON 1: To develop balance and apply it to other fundamental movement skills. LESSON 2: To understand how the body moves differently at different speeds. LESSON 3: To develop technique when changing speed. LESSON 4: To develop agility using a change of speed and direction. LESSON 5: To develop technique and control when jumping, hopping and landing. LESSON 6: To apply fundamental skills to a variety of games.	LESSON 4: To develop catching skills using one and two hands. LESSON 5: To explore and develop a variety of throwing techniques. LESSON 6: To use tracking and sending skills with feet.	LESSON 5: To develop balance. LESSON 6: To develop stamina.	LESSON 9: To create a sequence with matching and contrasting actions and shapes. LESSON 11: To create a partner sequence using equipment.		
Year B	Fundamentals (Year 4) NC: use running, jumping and throwing in isolation and combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: balance, run, dodge, hop, jump, skip	Handball (Year 4) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable	Football (Year 3) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable	Tag Rugby (Year 4) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Athletics (Year 4) NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: pace, sprint, jump for distance, balance, run	Tennis (Year 4) NC: use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills:

	Social: respect, collaboration, support and encourage others Emotional: determination, perseverance, honesty Thinking: select and apply, observation, provide feedback, comprehension Objectives: LESSON 1: To develop balancing and understand the importance of this skill. LESSON 2: To develop technique when running at different speeds. LESSON 3: To develop agility using a change of speed and direction. LESSON 4: To develop technique and control when jumping, hopping and landing. LESSON 5: To develop skipping with a rope. LESSON 6: To apply fundamental skills to a variety of challenges. Gymnastics (Year 4) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or at greater depth.	for attacking and defending. Key Skills: Physical: throw, catch, run, jump, shoot, change direct, change speed, balance Social: communication, cooperation, work safely, collaboration, respect Emotional: honesty and fair play, determination, confidence, empathy Thinking: decision making, identify, select and apply, reflection Objectives: LESSON 1: To develop attacking skills within the rules of the game. LESSON 2: To develop movement skills to lose a defender and find space. LESSON 3: To use space effectively to create shooting opportunities. LESSON 4: To use defensive skills to intercept a pass and gain possession. LESSON 5: To develop defending skills to delay an opponent and gain possession. LESSON 6: To apply skills and knowledge to compete in a tournament. Ball Skills (Year 3)	for attacking and defending. Key Skills: Physical: run, dribble, pass, receive, track, balance, jump Social: cooperation, communication, respect, listening Emotional: determination, honesty, fairness, perseverance Thinking: make decisions, comprehension, select and apply skills, tactics Objectives: LESSON 1: To understand the role of an attacker when in possession. LESSON 2: To develop movement skills to lose a defender and move into space. LESSON 3: To understand that scoring goals is an attacking skill and learn how to do this. LESSON 4: To understand the role of a defender. LESSON 5: To apply tactics to small sided games. LESSON 6: To apply skills and knowledge to play games using football rules. Dance (Year 4)	Key Skills: Physical: throw, catch, run, change direction, change speed, balance, jump Social: support others, inclusion, communication, collaboration, respect Emotional: determination, honesty, independence, perseverance Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development Objectives: LESSON 1: To develop attacking skills to move towards goal. LESSON 2: To understand how to defend within the rules. LESSON 3: To begin to apply rules in attack and defence. LESSON 4: To develop movement skills to dodge a defender. LESSON 5: To track an opponent and defend as a team. LESSON 6: To use skills and rules in a tournament. Yoga (Year 4) NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: balance, flexibility, strength, coordination	Social: collaboration, leadership Emotional: perseverance, determination, honesty Thinking: reflection, observing and providing feedback, exploring ideas, comprehension Objectives: LESSON 1: To develop stamina and an understanding of speed and pace in relation to distance. LESSON 2: To develop power and speed in the sprinting technique. LESSON 3: To develop technique when jumping for distance. LESSON 4: To develop power and technique when throwing for distance. LESSON 5: To develop a pull throw for distance and accuracy. LESSON 6: To develop officiating and performing skills. Cricket (Year 4) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: underarm and overarm throwing, overarm	Physical: throwing, catching, forehand, background, rallying, balancing, running Social: cooperation support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics Objectives: LESSON 1: To develop racket and ball control. LESSON 2: To develop returning the ball using a forehand and understand when to use it. LESSON 3: To develop the backhand and understand when to use it. LESSON 4: To keep a rally showing increased technique. LESSON 5: To use rules and apply simple tactics. LESSON 6: To understand and use rules to manage a game. Dartmoor 3 Ball

	NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: individual and partner balances, rotation jumps, straight jumps, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, collaboration, communication, respect Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve Objectives: LESSON 1: To develop individual and partner balances. LESSON 3: To develop control in performing and landing rotation jumps. LESSON 5: To develop the straight, barrel, forward and straddle roll. LESSON 7: To link actions that flow using the rolls I have learnt. LESSON 9: To develop strength in inverted movements. LESSON 11: To create a 'great' partner sequence to include the skills I have learnt and apparatus.	NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: track, throw, catch, dribble, kick, balance, run Social: respect, cooperation, communication Emotional: perseverance, motivation, self-regulation, concentration, independence Thinking: comprehension, select and apply, feedback, make decisions Objectives: LESSON 1: To develop dribbling skills with hands and feet. LESSON 2: To develop tracking and catching skills. LESSON 3: To develop tracking and throwing skills. LESSON 4: To develop tracking and kicking skills.	If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6, 7, 9, 10, 12. NC: perform dances using a range of movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump Social: cooperation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension Objectives: LESSON 1: THEME: The Spy To copy and create actions in response to an idea and be able to adapt these using changes of space. LESSON 2: THEME: The Spy To choose actions which relate to the theme. LESSON 3: THEME: The Spy To develop a dance using matching and mirroring. LESSON 4: THEME: Carnival	Social: working safely, supporting others, sharing ideas Emotional: confidence, determination, integrity, focus Thinking: recall, creativity, selecting actions, providing feedback, reflection Objectives: LESSON 1: To explore connecting breath and movement. LESSON 2: To explore poses and begin to connect them. LESSON 3: To explore gratitude through a yoga flow. LESSON 4: To develop flexibility and strength in a flow. LESSON 5: To develop flexibility and wellbeing in a yoga flow. LESSON 6: To develop confidence and strength through arm balances	bowling, batting, two handed pickups, short barrier, balance, catch, run Social: collaboration and communication, respect Emotional: perseverance, honesty, determination Thinking: observing and providing feedback, applying strategies Objectives: LESSON 1: To develop overarm and underarm throwing and apply these to a striking and fielding game. LESSON 2: To develop bowling technique and learn the rules of the skill within this game. LESSON 3: To develop batting technique and understand where to hit the ball. LESSON 4: To develop fielding techniques and apply them to game situations. LESSON 5: To play different roles in a game and begin to think tactically about each role. LESSON 6: To apply skills and knowledge to compete in a tournament.	

		LESSON 5: To track a ball that is not sent directly to me. LESSON 6: To apply sending and receiving skills in games.	To learn and create dance moves in the theme of carnival. LESSON 5: THEME: Carnival To develop a carnival dance using formations, canon and unison. LESSON 6: THEME: Carnival To develop a dance phrase and perform as part of a class performance. LESSON 7: THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter. LESSON 8: THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter. LESSON 9: THEME: States of Matter To order and structure phrases to create a dance performance. LESSON 10: THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm. LESSON 11: THEME: The Twist			

			To learn and perform a partner dance in a 1960s style. LESSON 12: THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.			

Year 5/6 Curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year A	Netball (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, run, jump, change direction, change speed, shoot, balance Social: communication, support, collaboration, respect Emotional: honesty, independence, perseverance, self-regulation, resilience Thinking: select and apply skills, apply tactics, observation, apply rules Objectives: LESSON 1: To explore attacking skills in different situations. LESSON 2: To develop movement skills to lose a defender in different situations. LESSON 3: To communicate with my team, move into space and take the ball towards goal. LESSON 4: To defend an opponent and know when to try and intercept. LESSON 5: To develop attacking skills to score under pressure.	Handball (Year 6) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, run, dribble, shoot, change direction, change speed, balance, jump Social: communication, kindness, respect, collaboration Emotional: confidence, honesty and fair play, determination, perseverance Thinking: select and apply, decision making, problem solving, comprehension, reflection Objectives: LESSON 1: To use attacking skills to maintain possession under pressure. LESSON 2: To select the appropriate skill to create space, move towards goal and away from defenders. LESSON 3: To select and apply the appropriate skill to score goals.	Dance (Year 5) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6, 7, 9, 10, 12. NC: perform dances using a range of movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence, perseverance Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills Objectives: LESSON 1: THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control. LESSON 3: THEME: Dance by Chance To understand and use relationships and space to change how a performance looks.	Fitness (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: agility, balance, coordination, speed, stamina, strength, jump, run, throw Social: collaboration, support, communication Emotional: perseverance, determination Thinking: feedback, comprehension, observation, evaluation Objectives: LESSON 1: To understand how speed helps me in other activities and apply this. LESSON 2: To understand how strength helps me in other activities and apply this. LESSON 3: To understand how agility helps me in other activities and apply this. LESSON 4: To understand how balance helps me in other activities and apply this. LESSON 5: To understand how co-ordination helps me in other activities and apply this.	Athletics (Year 5) NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: pace, sprint, relay, changeovers, jump for distance, push throw, pull throw, balance, run Social: collaboration, negotiation, communication, supporting others Emotional: perseverance, confidence, concentration, determination Thinking: observing and providing feedback, selecting and applying, comprehension Objectives: LESSON 1: To understand pace and apply different speeds over varying distances. LESSON 2: To develop fluency and co-ordination when running for speed. LESSON 3: To develop technique in relay changeovers. LESSON 4: To build momentum and power in the triple jump. LESSON 5: To develop throwing with force for longer distances. LESSON 6: To develop throwing with greater control and technique.	Rounders (Year 6) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, bowl, bat, field, balance, run Social: communication, collaboration, respect, cooperation Emotional: honesty, self-regulation, sportsmanship Thinking: select and apply skills, reflection, assess, tactics Objectives: LESSON 1: To develop throwing and catching under pressure and apply these to a striking and fielding game. LESSON 2: To develop bowling under pressure whilst abiding by the rules of the game. LESSON 3: To strike a bowled ball with increasing consistency. LESSON 4: To develop fielding techniques and select the appropriate action for the situation. LESSON 5: To understand and apply tactics in a game. LESSON 6: To apply skills and knowledge to compete in a tournament.

	LESSON 6: To use and apply skills, principles and tactics to a game situation. Gymnastics (Year 5) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or at greater depth. NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: work safely, support others, collaboration Emotional: confidence, perseverance, resilience, determination Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences Objectives: LESSON 1: To perform symmetrical and asymmetrical balances.	LESSON 4: To use defending skills to prevent an opponent from scoring. LESSON 5: To use the appropriate defensive technique for the situation. LESSON 6: To apply rules, skills and principles to play in a tournament. Hockey (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: run, dribble, pass, receive, tackle, intercept, shoot, balance, jump Social: communication, collaboration, respect, support others Emotional: honesty, perseverance Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection Objectives:	LESSON 4: THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll. LESSON 6: THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. LESSON 7: THEME: Ancient Maya To develop set choreography inspired by a Mayan god. LESSON 9: THEME: Ancient Maya To use structure to choreograph a dance performance. LESSON 10: THEME: Chinese Dance To use matching, canon and unison in the style of the lion dance. LESSON 12: THEME: Chinese Dance To select and combine dance tools to choreograph and perform a Chinese dance. Yoga (Year 6) NC: develop flexibility, strength, technique, control and balance. Key Skills:	LESSON 6: To understand how stamina helps me in other activities and apply this. Football (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: run, dribble, pass, receive, track, balance, jump Social: communication, respect, cooperation Emotional: honesty, perseverance, independence, self-regulation, determination Thinking: identify, creativity, make decisions, select and apply skills and tactics Objectives: LESSON 1: To develop attacking skills and apply them to different situations. LESSON 2: To send and receive under pressure. LESSON 3: To communicate with my team, move into space and take the ball towards goal.	Tennis (Year 5) NC: use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying, balance, run, throw Social: encourage and support others, cooperation, collaboration, communication Emotional: perseverance, honesty Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics Objectives: LESSON 1: To return the ball using a forehand groundstroke under pressure. LESSON 2: To return the ball using a backhand groundstroke under pressure. LESSON 3: To use a variety of shots to keep a continuous rally going. LESSON 4: To develop the underarm serve and understand the rules of serving.	Dartmoor 3 Ball (Year 6) Swimming (Year 5) NC: All schools must provide swimming instruction either in KS1 or in KS2. Swimming instruction supplied by an outside agency of profession swimming instructors.

	LESSON 3: To develop the straight, forward, straddle and backward roll. LESSON 5: To explore different travelling actions using both canon and synchronisation. LESSON 7: To perform progressions of inverted movements. LESSON 9: To explore matching and mirroring in sequence work. LESSON 11: To create a partner sequence using apparatus.	LESSON 1: To use attacking skills to beat a defender. LESSON 2: To apply attacking skills under pressure. LESSON 3: To communicate with my team, move into space and take the ball towards goal. LESSON 4: To learn defensive techniques to gain possession. LESSON 5: To use defending tactics to gain possession. LESSON 6: To apply rules, skills and principles to play in a tournament.	Physical: balance, strength, flexibility, coordination Social: respect, cooperate, leadership, communicate, share ideas, work safely Emotional: focus, concentration, confidence, independence, determination Thinking: identify, create, select and apply actions, observe and provide feedback Objectives: LESSON 1: To develop flexibility through the sun salutation flow. LESSON 2: To develop strength through yoga flows. LESSON 3: To create your own flow showing quality in control, balance and technique. LESSON 4: To develop balance through yoga flows. LESSON 5: To work collaboratively to create a controlled paired yoga flow. LESSON 6: To create your own yoga flow that challenges technique, balance and control.	LESSON 4: To use defensive techniques to win possession. LESSON 5: To apply defending tactics as a team. LESSON 6: To use and apply skills, principles and tactics to a game situation.	LESSON 5: To develop the volley and understand when to use it. LESSON 6: To apply rules, skills and principles to play against an opponent.	

Year B	Handball (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, run, dribble, shoot, change direction, change speed, balance, jump Social: support, kindness, communication, collaborate Emotional: empathy, honesty, determination Thinking: decision making, comprehension, select and apply, identify, plan Objectives: LESSON 1: To send and receive under pressure. LESSON 2: To select skills to move towards goal, away from defenders and create space. LESSON 3: To combine attacking skills to create shooting opportunities. LESSON 4: To use defensive skills to gain possession. LESSON 5: To defend as a team, deny space and gain possession. LESSON 6: To apply rules, tactics, skills and principles to play in a tournament. Gymnastics (6)	Football (Year 6) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: dribble, pass, receive, track, tackle, balance, jump, run Social: communication, respect, collaboration, cooperation Emotional: honesty, perseverance, determination Thinking: assess, explore, decision making, select and apply Objectives: LESSON 1: To maintain possession when attacking. LESSON 2: To apply attacking skills with control under pressure. LESSON 3: To select the appropriate skill, choosing when to pass and when to dribble. LESSON 4: To move into and create space to support a teammate. LESSON 5: To use the appropriate defensive	Tag Rugby (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, run, change speed, change direction, balance, jump Social: communication, support, collaboration, sporting behaviour Emotional: honesty, confidence, patience Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis Objectives: LESSON 1: To apply attacking skills to a game situation. LESSON 2: To make decisions and understand when to pass and when to run with the ball. LESSON 3: To apply attacking skills effectively within the rules. LESSON 4: To work as a team to delay opponents	Dance (Year 6) If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 4, 6, 7, 9, 10, 12. NC: perform dances using a range of movement patterns. Key Skills: Physical: actions, dynamics, space, relationships, balance, jump Social: share ideas, collaboration, support, communication, inclusion, respect, leadership Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills Objectives: LESSON 1: THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements. LESSON 3: THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. LESSON 4: THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. LESSON 6: THEME: Bhangra	Athletics (Year 6) NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: pace, sprint, jump for distance, push throw, fling throw, balance, run Social: negotiating, collaborating, respect Emotional: empathy, determination, perseverance Thinking: observing and providing feedback, comprehension Objectives: LESSON 1: To develop my own and others sprinting technique. LESSON 2: To identify a suitable pace for the event. LESSON 3: To develop power, control and technique for the triple jump. LESSON 4: To develop power, control and technique when throwing for distance. LESSON 5: To develop throwing with force and accuracy for longer distances. LESSON 6: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. Tennis (Year 6)	Cricket (Year 5) NC: use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting, balancing, running Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing Objectives: LESSON 1: To develop throwing and catching skills and apply them relevantly to the situation. LESSON 2: To develop bowling accuracy and perform the skill within the rules of the game. LESSON 3: To develop batting skills, identify when I am successful and what I need to do to improve. LESSON 4: To develop fielding techniques and begin to use these under some pressure. LESSON 5: To understand the need for tactics and identify when to use them.

	If you are teaching only 6 lessons of this unit, teach lesson numbers 1, 3, 5, 7, 9, 11. The odd numbered lessons progressively teach the key skills. The even numbered lessons provide opportunities for children to develop these skills on apparatus or at greater depth. NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: straddle roll, forward roll, backward roll, counterbalance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight, balance, jump Social: work safely, collaboration, communication, respect Emotional: independence, confidence, determination Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences Objectives: LESSON 1: To develop the straddle, forward and backward roll. LESSON 3: To develop counterbalance and counter tension. LESSON 5: To develop jumps and explore the effect of height.	technique for the situation. LESSON 6: To apply rules, skills and principles to play in a tournament. Fitness (Year 6) NC: use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Key Skills: Physical: agility, balance, coordination, speed, stamina, strength, jump, run, throw Social: collaboration, support, communication Emotional: perseverance, determination Thinking: observation, analysis, comprehension Objectives: LESSON 1: To develop an awareness of what your body is able to do. LESSON 2: To develop speed and stamina. LESSON 3: To develop strength using my own body weight. LESSON 4: To develop co-ordination. LESSON 5: To develop agility. LESSON 6: To develop balancing with control.	and stop the opposition from scoring. LESSON 5: To apply attacking skills to create space and beat a defender. LESSON 6: To apply rules and skills to take part in competitive games. Yoga (Year 5) NC: develop flexibility, strength, technique, control and balance. Key Skills: Physical: balance, strength, flexibility, coordination Social: collaboration, communication, share ideas, respect Emotional: independence, confidence, perseverance, acceptance Thinking: comprehension, provide and use feedback, reflection, select and apply, creativity Objectives: LESSON 1: To understand how breath can help me to hold and move from pose to pose. LESSON 2: To identify and use balance when exploring poses and creating a flow.	To select, order, structure and perform movements in a bhangra style, showing various group formations. LESSON 7: THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships. LESSON 9: THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance. LESSON 10: THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco style. LESSON 12: THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance. Dodgeball (Year 5) NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: throw, catch, dodge, block, balance, jump, run	NC: use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Key Skills: Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying, balance, run, throw Social: support and encourage others, cooperation, collaboration, respect Emotional: honesty, perseverance Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development Objectives: LESSON 1: To develop placement of the ball using a forehand. LESSON 2: To develop placement using a backhand. LESSON 3: To develop the volley and understand when to use it. LESSON 4: To employ tactics when playing with a partner. LESSON 5: To develop accuracy and consistency using the underarm serve.	LESSON 6: To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit. Dartmoor 3 Ball (Year 6) Swimming (Year 5) NC: All schools must provide swimming instruction either in KS1 or in KS2. Swimming instruction supplied by an outside agency of profession swimming instructors.

	LESSON 7: To develop inverted movements with control. LESSON 9: To use flight from hands to travel over apparatus. LESSON 11: To create a group sequence using formations and apparatus.		LESSON 3: To identify and use flexibility when exploring poses and creating a flow. LESSON 4: To identify and use strength when exploring poses and creating a flow. LESSON 5: To create and refine a flow with a partner. LESSON 6: To lead others through our flow.	Social: cooperation, respect, communication Emotional: confidence, honesty, independence Thinking: tactics, comprehension, observation, creativity Objectives: LESSON 1: To develop throwing skills and apply them appropriately to the situation. LESSON 2: To develop dodging skills and apply them appropriately to the situation. LESSON 3: To develop catching skills and apply them appropriately to the situation. LESSON 4: To develop blocking skills and apply them appropriately to the situation. LESSON 5: To understand the need for tactics and identify how to create and use them. LESSON 6: To apply rules, skills and tactics when playing in a tournament.	LESSON 6: To apply rules, skills and principles to play against an opponent.	

	Curriculum experience AB or BA child						
	EYFS	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year

AB	**Autumn** Introduction to PE Fundamentals Unit 2 **Spring** Dance Unit 2 Gymnastics Unit 2 **Summer** Ball Skills Unit 2 Games Unit 2	**Autumn 1** Fundamentals 2 **Autumn 2** Ball Skills 2 **Spring 1** Yoga 1 **Spring2** Dance 2 **Summer 1** Invasion 2 **Summer 2** Athletics 2	**Autumn 1** Fundamentals 1 **Autumn 2** Ball Skills 1 **Spring 1** Gymnastics 1 **Spring2** Dance 1 **Summer 1** Invasion 1 **Summer 2** Athletics 1	**Autumn 1** Fundamentals Year 4 Gymnastics Year 4 **Autumn 2** Handball Year 4 Ball Skills Year 3 **Spring 1** Football Year 3 Dance Year 4 **Spring2** Tag Rugby Year 4 Yoga Year 4 **Summer 1** Athletics Year 4 Cricket Year 4 **Summer 2** Tennis Year 4 Dartmoor 3 Ball	**Autumn 1** Dance Year 3 Fundamentals Year 3 **Autumn 2** Netball Year 3 Ball Skills Year 4 **Spring 1** Dodgeball Year 4 Fitness Year 4 **Spring2** Hockey Year 3 Gymnastics Year 3 **Summer 1** Athletics Year 3 Rounders Year 3 **Summer 2** Tennis Year 3 Dartmoor 3 Ball	**Autumn 1** Handball Year 5 Gymnastics Year 6 **Autumn 2** Football Year 6 Fitness Year 6 **Spring 1** Tag Rugby Year 5 Yoga Year 5 **Spring2** Dance Year 6 Dodgeball Year 5 **Summer 1** Athletics Year 6 Tennis Year 6 **Summer 2** Cricket Year 5 Dartmoor 3 Ball Swimming Year 5 only	**Autumn 1** Netball Year 5 Gymnastics Year 5 **Autumn 2** Handball Year 6 Hockey Year 5 **Spring 1** Dance Year 5 Yoga Year 6 **Spring2** Fitness Year 5 Football Year 5 **Summer 1** Athletics Year 5 Tennis Year 5 **Summer 2** Rounders Year 6 Dartmoor 3 Ball Swimming Year 5 only
BA	**Autumn** Introduction to PE Fundamentals Unit 2 **Spring** Dance Unit 2 Gymnastics Unit 2 **Summer** Ball Skills Unit 2 Games Unit 2	**Autumn 1** Fundamentals 1 **Autumn 2** Ball Skills 1 **Spring 1** Gymnastics 1 **Spring2** Dance 1 **Summer 1** Invasion 1 **Summer 2** Athletics 1	**Autumn 1** Fundamentals 2 **Autumn 2** Ball Skills 2 **Spring 1** Yoga 1 **Spring2** Dance 2 **Summer 1** Invasion 2 **Summer 2** Athletics 2	**Autumn 1** Dance Year 3 Fundamentals Year 3 **Autumn 2** Netball Year 3 Ball Skills Year 4 **Spring 1** Dodgeball Year 4 Fitness Year 4 **Spring2** Hockey Year 3 Gymnastics Year 3 **Summer 1** Athletics Year 3 Rounders Year 3 **Summer 2** Tennis Year 3 Dartmoor 3 Ball	**Autumn 1** Fundamentals Year 4 Gymnastics Year 4 **Autumn 2** Handball Year 4 Ball Skills Year 3 **Spring 1** Football Year 3 Dance Year 4 **Spring2** Tag Rugby Year 4 Yoga Year 4 **Summer 1** Athletics Year 4 Cricket Year 4 **Summer 2** Tennis Year 4 Dartmoor 3 Ball	**Autumn 1** Netball Year 5 Gymnastics Year 5 **Autumn 2** Handball Year 6 Hockey Year 5 **Spring 1** Dance Year 5 Yoga Year 6 **Spring2** Fitness Year 5 Football Year 5 **Summer 1** Athletics Year 5 Tennis Year 5 **Summer 2** Rounders Year 6 Dartmoor 3 Ball Swimming Year 5 only	**Autumn 1** Handball Year 5 Gymnastics Year 6 **Autumn 2** Football Year 6 Fitness Year 6 **Spring 1** Tag Rugby Year 5 Yoga Year 5 **Spring2** Dance Year 6 Dodgeball Year 5 **Summer 1** Athletics Year 6 Tennis Year 6 **Summer 2** Cricket Year 5 Dartmoor 3 Ball Swimming Year 5 only

End point:	EYFS: I can move confidently, safely and with increasing control. By the end of EYFS, children confidently use and develop their gross and fine motor skills, moving safely and with increasing control, coordination and spatial awareness. They enjoy being active, participate positively in physical activities and begin to understand how exercise supports a healthy lifestyle.	KS1: I can develop and apply fundamental movement skills with increasing confidence and control. By the end of KS1, children develop a broad range of fundamental movement skills and apply them with increasing control, coordination and confidence. They can perform simple movements and sequences, use basic skills in games and athletics, and work positively with others. Children begin to understand simple rules, tactics and the importance of being active.	KS2: I can apply physical, technical and tactical skills confidently across a broad range of activities and adapt my performance to different situations. By the end of KS2, children confidently apply a broad range of physical, technical and tactical skills across individual and team sports. They demonstrate increasing control, coordination, fitness and resilience, adjusting their performance to different activities and situations. Children work effectively with others, understand rules and tactics, and develop a lifelong enjoyment of physical activity, competition and outdoor activity.

The Skills of PE (Disciplinary Knowledge)

Our PE Journey

At Canada Hill, our PE curriculum aims to develop children who are physically active, skilful, confident and resilient. Through a broad range of sporting and physical activities, pupils develop their physical competence alongside their understanding of health, wellbeing, teamwork and competition.

Our progression is organised into five key strands: Becoming Physically Active, Advancing Skills & Techniques (Sporting Competence), Understanding Physical & Mental Wellbeing, Engaging in Competitive Sports and Teamwork & Independence.

Mixed Year Group	Becoming Physically Active	Advancing Skills and Techniques (Sporting Competence)	Understanding Physical and Mental Wellbeing	Engaging in Competitive Sports	Teamwork and Independence
Year 1/2	I can develop fundamental movements including running, jumping, hopping, skipping and changing direction. I can develop my agility, balance and coordination. I can move safely and confidently in different spaces. I can link simple movements together. I can show increasing control when starting, stopping and changing direction. I can participate enthusiastically in a wide range of physical activities.	I can develop basic skills including running, jumping, throwing and catching. I can develop my ability to throw, catch, kick, strike and roll with increasing control. I can use simple equipment safely and appropriately. I can perform simple movements and sequences. I can begin to develop accuracy when performing skills. I can begin to recognise and correct simple errors in my technique. I can show increasing confidence when trying new activities.	I understand that physical activity is important for keeping my body healthy. I can recognise some changes that happen to my body when I exercise. I understand that my heart beats faster when I am active. I am beginning to understand the importance of warming up and cooling down. I understand that rest is important after physical activity. I can recognise how physical activity can affect how I feel.	I can participate in simple competitive games. I can follow the rules of a game. I can take turns and play fairly. I can begin to understand how to score in simple games. I can participate as part of a team. I can begin to understand that winning is not the only purpose of competition. I can try to lose well and win graciously.	I can work as part of a team. I can listen to and follow instructions. I can contribute ideas during activities. I can be kind and supportive towards others. I can encourage others who are learning a new skill. I can show resilience when something is difficult. I can challenge myself to improve.

Mixed Year Group	Becoming Physically Active	Advancing Skills and Techniques (Sporting Competence)	Understanding Physical and Mental Wellbeing	Engaging in Competitive Sports	Teamwork and Independence
			I can challenge myself and persevere when learning a new skill.		I can begin to work independently when appropriate.
Year 3/4	I can use running, jumping, throwing and catching in isolation and in combination. I can combine movements smoothly and with increasing control. I can adapt my movements to different spaces, speeds and challenges. I can develop my agility, balance, coordination and stamina. I understand the importance of being physically active. I can participate positively in a wide range of physical activities. I can begin to recognise how fitness can improve through regular activity.	I can develop flexibility, strength, technique, control and balance. I can develop hand-eye coordination both individually and as part of a team. I can pass and receive with increasing accuracy and control. I can develop my ability to throw, catch, strike and kick accurately. I can combine different skills within games and activities. I can begin to adapt my technique depending on the activity. I can identify strengths and areas for improvement in my performance. I can make simple adjustments to improve my technique.	I understand the importance of warming up and cooling down. I understand that exercise changes my heart rate, breathing and body temperature. I am beginning to understand my body as a working mechanism. I understand that my body develops and changes as I grow. I can explain some of the benefits of regular physical activity. I understand that physical activity can support both physical and mental wellbeing. I can recognise the importance of rest and recovery. I can persevere when developing a new or challenging skill.	I can participate confidently in competitive games. I can understand and follow the rules of different games. I can begin to use simple tactics to help my team. I can make decisions about when and where to move. I can understand the importance of participation and enjoyment as well as winning. I am developing an understanding of gracious winning and losing. I can recognise that people with different abilities can participate successfully in sport. I can adapt my approach when a game or challenge changes.	I can work effectively as part of a team. I can contribute positively to group activities. I can communicate with teammates and listen to their ideas. I can be positive and encouraging regardless of the situation. I can understand my own strengths and weaknesses. I can use my strengths to support my team. I can encourage others and recognise their achievements. I can take increasing responsibility for my own learning and improvement.
Year 5/6	I can continue to practise and refine my technique for running, jumping, throwing and catching. I can combine fundamental movements fluently and effectively. I can develop my flexibility, strength, stamina, technique, control and balance.	I can perform and apply a variety of skills and techniques confidently, consistently and with precision. I can refine my technique through regular practice. I can perform skills with increasing control and accuracy under pressure.	I can carry out warm-ups and cool-downs safely and effectively. I can lead a suitable warm-up or cool-down for others. I understand my body as a working mechanism. I can explain how exercise affects heart rate, breathing and body temperature.	I can take part confidently in a range of competitive games. I can apply a range of tactics and strategies to overcome opponents. I can make effective decisions during competitive situations.	I can work effectively and positively as part of a team. I can communicate clearly with teammates and contribute ideas. I can use my strengths to support others.

Mixed Year Group	Becoming Physically Active	Advancing Skills and Techniques (Sporting Competence)	Understanding Physical and Mental Wellbeing	Engaging in Competitive Sports	Teamwork and Independence
	I can measure, record and compare aspects of my physical performance. I can set personal challenges and work towards improving my personal best. I understand the importance of regular physical activity. I can explain how physical activity contributes to long-term health and wellbeing. I can apply my physical skills confidently in a range of activities.	I can combine skills effectively within competitive games and activities. I can adapt my technique to different situations. I can evaluate my own and others' techniques and suggest improvements. I can use feedback to refine and improve my performance. I can independently practise skills that I need to develop.	I understand the effects of exercise and rest on pulse rate. I can explain why physical activity is important for health and wellbeing. I understand the importance of rest, recovery and maintaining a healthy lifestyle. I understand that physical activity can positively affect mental wellbeing. I can recognise the intellectual and emotional challenges involved in sport. I can demonstrate resilience and perseverance when faced with challenges.	I can adapt tactics and strategies depending on the strengths and weaknesses of opponents. I can apply skills consistently under pressure. I understand the importance of tactics, teamwork and decision-making within competitive sport. I understand the importance of gracious winning and losing. I can demonstrate respect for opponents, officials, teammates and spectators. I can reflect on a competitive performance and identify ways to improve.	I can recognise and respond positively to the strengths and weaknesses of others. I can encourage and support others when they are learning a new skill. I can take responsibility for my own performance and improvement. I can take on leadership responsibilities within physical activities. I can demonstrate independence when organising and practising skills. I can show resilience when things do not go as planned. I can inspire and motivate others through my attitude and example.