



The Lea Primary & Nursery School PE Curriculum Overview

Nursery	Gross Motor Development				Gymnastics and Dance				Athletics / Games, including throwing, catching, moving confidently				
	On-going gross or fine motor development skills covered in outdoor and indoor provision												
Reception	Walking 1	High,low,over, under	Dinosaurs	Feet 1	Hands1	Hands 2	Rackets, bats, balls & balloons	Games for Understanding	Jumping 1				
	Balanceability On-going gross or fine motor development skills covered in outdoor and indoor provision												
Year 1	FMS Recap	Locomotion – jumping	Ball Skills – feet	Games for Understanding	Gymnastics	Dance	Health & Wellbeing	Gymnastics	Ball Skills – hands	Rackets, bats & balls	Ball Skills – hands	Locomotion 2 - Running	Team building
Year 2	FMS	Locomotion 1 – Jumping	Ball Skills – Feet	Games for Understanding	Gymnastics	Dance	Health & Wellbeing	Gymnastics	Ball Skills – hands 1	Rackets, bats & balls	Ball Skills – hands 2	Locomotion 2 - Dodging	Team building
Year 3	Hockey	Netball	Gymnastics	Tag Rugby	Football	Dance	Game Sense	Throwing & Jumping	Cricket	Running	Athletics	Tennis	Rounders
Year 4	Hockey	Netball	Swimming	Gymnastics	Tag Rugby	Dance	Throwing & Jumping	Swimming	Cricket	Running	Athletics	Tennis	Rounders
Year 5	Hockey	Basketball	Gymnastics	Tag Rugby	O.A.A	Dance	Throwing & Jumping	Game Sense	Running	Cricket	Rounders	Athletics	Tennis
Year 6	Hockey	Basketball	Gymnastics	Tag Rugby	O.A.A.	Dance	Throwing & Jumping	Health & Fitness	Tennis/ Badminton	Cricket	Rounders	O.A.A. PGL	Athletics

Nursery					
Educational Programmes (Statutory)	Personal, Social and emotional development Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Physical development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.				
Characteristics of Effective Learning	Playing and Exploring children investigate and experience things, and ‘have a go’	Active Learning children concentrate and keep on trying if they encounter difficulties, and enjoy achievements		Creating and Thinking Critically children have and develop their own ideas, make links between ideas, and develop strategies for doing things	
Nursery (Non-statutory Development Matters)	3-4 year olds will be learning to: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements.				

Reception						
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Walking 1	Learning: Explore walking DQ1: Can you describe how it feels when you	Learning 2: Develop Walking	Learning 3: Explore walking in different pathways	Learning 4: Sustain Walking DQ4: Why do you need to walk with your head	Learning 5: Explore marching DQ5: Can you keep a steady rhythm when you	Learning 6: Apply walking into a game

	are walking on your heels, balls, soles and toes?	DQ2: Why do you need to walk with your head focused forwards?	DQ3: Can you walk in different directions and along different types of pathways?	focused forwards, arms swinging, and toes pointed forwards?	march?	DQ6: Why do you need to stay away from the mud monsters?
High,low,over, under	Learning 1: Introduction to high DQ1: Can you move like a champion gymnast? 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.	Learning 2: Introduction to low DQ2: Can you move 'low' and still be a champion gymnast?	Learning 3: Introduction to the apparatus DQ3: What different ways of moving are there using apparatus?	Learning 4: High and low on apparatus DQ4: Can you move your body in a high and low way on apparatus and still be a champion?	Learning 5: High, low, over and under DQ5: Who can make a champion shape in a high, low, over and under way? Can you hold the shape still for 4 seconds?	Learning 6: High, low, over and under extended DQ6: Can you move our body in high, low, over and under ways on the apparatus and still be champions?
Dinosaurs	Learning 1: Exploring movements as 'big' dinosaurs: Moving with control DQ1: How can you move like champion dancers? Champion dancers can move with control, respond to the rhythm, move in relation to the music.	Learning 2: Exploring movements as 'small' dinosaurs: Adding movements together DQ2: Can you create a freeze position as their small dinosaur?	Learning 3: Predators and Prey: Responding to rhythm in character (dinosaur) DQ3: Can you change your movements depending on the speed of the rhythm?	Learning 4: Predators and Prey: Adding expression to our characters' (dinosaur) movements DQ4: Can you show expression when they are moving? Who can show expression when they are moving?	Learning 5: Developing our (dinosaur) movements: Performing with a partner DQ5: Can you share each others ideas?	Learning 6: Partnerwork: Exploring relationships DQ6: Are you listening to the beat of the drum?
Feet 1	Learning 1: Explore moving with a ball using our feet DQ1: Can you try kicking the ball with different parts of your feet?	Learning 2: Develop moving with a ball using our feet DQ2: What does the word, 'space,' mean?	Learning 3: Develop dribbling DQ3: Why do you need to keep the ball close to us?	Learning 4: Understand dribbling DQ4: What could go wrong in a game if you kick the ball too far away from us?	Learning 5: Develop dribbling against an opponent DQ5: Who can take it in turns and work with their partner?	Learning 6: Dribbling competitions DQ6: Can you beat your partner by dribbling accurately?
Hands1	Learning 1: Explore pushing DQ1: Which part of your hands should you push the ball with?	Learning 2: Explore rolling DQ2: Where do you need to look when you are rolling the ball?	Learning 3: Explore bouncing DQ3: How high should you bounce the ball? Why do you need to bounce the ball this high?	Learning 4: Explore bouncing into space DQ4: Can you bounce the ball into space?	Learning 5: Combine pushing and rolling DQ5: Why do you need to look at your partner when you are rolling the ball?	Learning 6: Combine rolling, pushing and bouncing DQ6: Can you 'control' the ball?

Hands 2	Learning 1: Explore throwing DQ1: How do you aim?	Learning 2: Explore throwing (underarm) DQ2: How do you throw underarm?	Learning 3: Explore throwing (overarm) DQ3: How do you throw overarm?	Learning 4: Explore rolling (2) DQ4: Why do you need to look at the target when you are rolling the ball?	Learning 5: Explore stopping a ball (small ball) DQ5: How can you stop the ball from going past us?	Learning 6: Explore catching DQ6: Why do you need to get your hands ready to catch?
Rackets, bats, balls & balloons	Learning 1: Explore pushing/hitting a balloon with control DQ1: What different body parts can you use to keep the balloon in the air?	Learning 2: Taking turns: Develop pushing/hitting (sending) a balloon with a partner DQ2: Why do you need to take turns with your partner?	Learning 3: Explore hitting/pushing (sending) a balloon with accuracy DQ3: What happens if you push/hit the balloon hard?	Learning 4: Explore hitting a balloon with power into space DQ4: How do you aim when hitting the balloon?	Learning 5: Explore balancing an object on a racket/bat DQ5: How do you hold our racket/bat?	Learning 6: Develop balancing an object on a racket/bat under pressure DQ6: Why do we need to concentrate on the object when balancing it on our racket/bat?
Games for Understanding	Learning 1: Taking Turns DQ1: Why do you need to take turns?	Learning 2: Keeping the score DQ2: Why do you need to keep the score?	Learning 3: Understanding rules: Playing by the rules DQ3: Why do games have rules?	Learning 4: Avoiding a defender (shark) DQ4: Where you be looking when you run?	Learning 5: Preventing an attacker from scoring: Tagging an attacker (fish) DQ5: How could you (sharks) prevent the attackers (fish) from scoring a point?	Learning 6: Consolidate learning: Applying our understanding of attacking and defending into a game DQ6: Why do you (sharks) need to work as a team to prevent the attackers (fish) from scoring a point?
Jumping 1	Learning 1: Explore jumping DQ1: Why do you need to jump into a space?	Learning 2: Develop jumping DQ2: Why do we need to bend our knees when we land?	Learning 3: Apply jumping into a game DQ3: Can you jump and land safely?	Learning 4: Jumping for distance DQ4: How does swinging our arms help us jump?	Learning 5: Explore jumping high DQ5: How can you make your body jump as high as possible?	Learning 6: Explore Hopping DQ6: What part of our foot helps us when hopping?

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:
 develop competence to excel in a broad range of physical activities
 are physically active for sustained periods of time
 engage in competitive sports and activities ☑ lead healthy, active lives.

Year 1						
National Curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ☑ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☑ participate in team games, developing simple tactics for attacking and defending ☑ perform dances using simple movement patterns.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Jumping	Learning: Recap jumping DQ1: How many different ways can you jump?	Learning: Developing jumping DQ2: Who can land with their knees bent?	Learning: Jumping circuits: Explore how jumping affects our bodies DQ3: What is happening to your heart as you jump?	Learning: Explore skipping DQ4: Can you skip with a smooth step-hop action?	Learning: Apply skipping and jumping into a game DQ5: Why do you need to stay in a space when you are skipping or jumping?	Learning: Jumping: Level 1 competition DQ6: How does swinging our arms help us jump?
Feet	Learning: Recap moving with a ball using our feet	Learning: Develop moving the ball using the feet	Learning: Apply dribbling into games	Learning: Consolidate dribbling DQ: Why do you need to keep the ball close to us?	Learning: Explore kicking (passing)	Learning: Apply kicking (passing) to score a point

	DQ: What parts of our feet should you use to move the ball?	DQ: What does the word, 'space,' mean?	DQ: Why do you need to look for space when you are moving?		DQ: What happens if you kick (pass) the ball quickly or strongly?	DQ: What parts of our foot should you use to kick (pass) the ball?
Games for Understanding	Learning: Understanding the principles of attack DQ: What is the role of an attacker?	Learning: Apply attacking principles into a game DQ: Why do you need to run fast when collecting an object?	Learning: Understanding the principles of defence DQ: What is the role of a defender?	Learning: Applying defending principles into a game DQ: Why should the defenders chase different attackers?	Learning: Consolidate attacking DQ: What could happen if you do not run fast when collecting an object?	Learning: Consolidate defending DQ: How can a defender make it hard for the attackers to win the game?
Body Parts	Learning: Introduction to 'big' body parts DQ: Can you move without a sound and point your fingers and toes?	Learning: Introduction to 'small' body parts DQ: Which different 'small' parts of your body can you use to move on?	Learning: Combining big and small with wide, narrow and curled DQ: Can you move your body in a 'wide,' 'narrow,' or curled way on a 'big' body part?	Learning: Transition between wide narrow and curled using big and small body parts DQ: Can you use more than one piece of apparatus to move or make a shape on?	Learning: Adding (linking) movements together DQ: Can you add together two ways of moving?	Learning: Creative ways of adding (linking) movements together DQ: Can you add a balance to the end of your mini sequence?
Heroes	Learning: Superheroes: Performing movements in sequence DQ: Can you make your actions big and clear?	Learning: Character performance: Creating movements that represent superpowers DQ: Can you move keeping in character?	Learning: Extending character performance: Creating movements that represent a superhero rescuing/saving, someone/something DQ: Can you move showing expression?	Learning: Villains: Creating their own movements DQ: Can you create movements to show your villains?	Learning: Exploring relationships within our movements DQ: Can you perform movements with control?	Learning: Real life heroes: Exploring character movements DQ: Can you add a balance to your movement?
Health & Well Being	Learning: Introduce and explore agility DQ: What does agility mean?	Learning: Introduce and explore balance DQ: What different body parts can you balance on?	Learning: Introduce and explore coordination: Bouncing, rolling and throwing DQ: Can you bounce a ball and keep it under control?	Learning: Agility circuit: Part 1 DQ: Can you move your body quickly in a variety of ways?	Learning: Balance circuit: Part 1 DQ: What might happen if you don't balance when completing the circuit?	Learning: Coordination circuit: Part 1 DQ: Can you show how to throw (underarm), roll or bounce a ball.
Wide, Narrow, Curled	Learning: Introduction to 'Wide' DQ: Can you move whilst pointing your fingers and toes?	Learning: Introduction to 'Narrow' DQ: Can you move your body in a narrow way?	Learning: Introduction to curled DQ: What different parts of your body can you move on in a curled way?	Learning: Exploring the difference between wide, narrow and curled DQ: Can you use more than one piece of apparatus to move or make a shape on?	Learning: Transitioning between wide, narrow and curled movements DQ: Can you change the way you are moving?	Learning: Linking two movements together DQ: On apparatus can you move your body in a wide, narrow and curled way?

Hands 1	Learning: Develop bouncing: Introduce sending with control DQ: What does the word, 'dribbling,' mean?	Learning: Introduce aiming with accuracy DQ: Where should you look when you are aiming?	Learning: Introduce power and speed when sending a ball DQ: How do you roll a ball?	Learning: Introduce stopping a ball DQ: How can you stop the ball with your hands?	Learning: Develop stopping, combining sending skills DQ: Why do you need to watch the ball?	Learning: Combine sending and receiving skills DQ: What does the word, 'possession,' mean?
Rackets, Bats and Balls	Learning: Explore pushing (dribbling) a ball with a racket DQ: How do you push your ball using your racket?	Learning: Develop pushing (dribbling) a ball with a racket: Introducing control DQ: Why do you need to keep the ball under control?	Learning: Refine pushing (dribbling) a ball with a racket: Applying learning DQ: Why should you push your ball into space?	Learning: Explore hitting and develop pushing a ball (with a racket) towards a target DQ: How do you push (hit) your ball using your racket?	Learning: Explore hitting a ball (with a racket) with power DQ: When do you need to hit or push the ball with more power?	Learning: Explore hitting a ball (with a racket) with accuracy DQ: Why do you need to keep the ball under control?
Hands 2	Learning: Introduce throwing with accuracy (beanbags) DQ: Why do you need to control the ball?	Learning: Apply throwing with accuracy in a team (beanbags) DQ: How do you throw underarm?	Learning: Extend throwing with accuracy DQ: Why do you need to look before throwing?	Learning: Introduce stopping a ball (small ball) DQ: How can you stop the ball from going past us?	Learning: Develop sending (rolling) skills to score a point DQ: Why do you aim?	Learning: Consolidation of sending (rolling) and stopping skills to win a game DQ: Where should you look when you are aiming?
Running	Learning: Explore running DQ: Can you run and stay in your own space?	Learning: Apply running into a game DQ: What should you do with your head when you run?	Learning: Explore running at different speeds DQ: Can you speed up speed up to avoid being caught?	Learning: Running for speed: Acceleration DQ: What should you do with your arms when you run?	Learning: Explore running in a team DQ: What is a relay?	Learning: Consolidate running: Apply running into a competitive game DQ: What are the consequences in a game if you do not run and move into a space?
Team Building	Learning: Introduce teamwork: Inclusion DQ: Why do you need to work as a team?	Learning: Develop teamwork DQ: Do you listen to your teammates?	Learning: Building trust and developing communication DQ: How can you communicate with your partner?	Learning: Cooperation and communication DQ: Why do you need to cooperate as a team?	Learning: Explore simple strategies DQ: What is a strategy?	Learning: Problem solving: Consolidate teamwork DQ: What are the consequences of not communicating with your team?

Year 2						
National Curriculum	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: 2 master basic movements including					

	running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Locomotion – jumping	Learning: Consolidate jumping DQ: Why do you need to look forward to jump, hop or leap?	Learning: Apply jumping into a game DQ: How does swinging your arms help us jump, hop or leap?	Learning: Linking jumping DQ: How many different ways can you jump?	Learning: Explore jumping combinations DQ: Can you hop then jump?	Learning: Develop jumping combinations DQ: Can you add your hop, step and jump together?	Learning: Jumping: Level 1 competition DQ: Can you combine the jumping techniques (head forward, swinging arms & soft knees)
Ball Skills – feet	Learning: Develop dribbling: Keeping possession DQ: Where do you dribble?	Learning: Develop passing and receiving: Keeping possession DQ: Why do you need to be accurate when you pass?	Learning: Combine dribbling, passing and receiving, keeping possession DQ: How do you know if your partner is ready to receive the ball?	Learning: Develop dribbling to score a point DQ: Why do you need to keep the ball close to us?	Learning: Combine dribbling, passing and receiving to score a point DQ: How do you pass?	Learning: Apply dribbling, passing and receiving as a team to score a point DQ: What is the consequence in a game of an inaccurate pass?
Games for Understanding	Learning: Attacking as a team DQ: What is the role of an attacker in a team?	Learning: Defending as a team DQ: What is the role of a defender in a team?	Learning: Understanding the transition from defence to attack DQ: Can you change direction (dodge) and catch an attacker?	Learning: Create and apply attacking tactics DQ: Why do you need to attack as a team?	Learning: Create and apply defending tactics DQ: Why do games have rules?	Learning: Level 1 competition DQ: Can you apply simple attacking and defending strategies?
Gymnastics	Learning: Developing 'Linking' DQ: Can you move without a sound and point your fingers and toes?	Learning: Linking on apparatus DQ: Can you move on apparatus from a roll into a second movement or balance	Learning: Jump, roll, balance sequences DQ: Can you move from a jump, sink down and into a roll?	Learning: Jump, roll, balance on apparatus DQ: Can you move from a jump, sink down and into a roll on apparatus?	Learning: Creation of sequences DQ: Can you apply 3 movements and a balance linked on apparatus?	Learning: Completion of sequences and performance DQ: Can you move over, under or through apparatus?
Dance	Learning: Preparing for an expedition: Responding to stimuli DQ: Can you create movements that represent the explorer packing for your expedition?	Learning: Developing our motif with expression and emotion DQ: Can you add expression to your performance?	Learning: Applying choreography in our motifs DQ: Can you create 2 or 3 movements that represent different ways your explorer can travel?	Learning: Extending sequences with a partner in our character (explorer and jungle animal) DQ: Can you work well with a partner?	Learning: Extending our motifs DQ: Can you make your movements big and clear?	Learning: Sequences, relationships and performance DQ: Does you dance show different actions, levels and speed?
Health & Wellbeing	Learning: Consolidate agility	Learning: Consolidate balancing: Explore balancing on apparatus	Learning: Introduce and explore coordination: Dribbling and kicking	Learning: Agility circuit: Part 2 DQ: What happens to your heart and muscles	Learning: Balance circuit: Part 2	Learning: Coordination circuit: Part 2 DQ: What does aiming mean?

	DQ: Why do sports performers need to be agile?	DQ: Why do sports performers need to have good balance?	DQ: What does feet eye coordination mean?	when you perform the agility circuit?	DQ: Can you hold your balances still for 4 seconds?	
Gymnastics	Learning: Exploring zig-zag pathways DQ: How many different ways can you move along your zig-zag pathway?	Learning: Developing zig-zag pathways on apparatus DQ: Can you hold your balance (shape) still for 4 seconds, pointing your fingers and toes?	Learning: Exploring curved pathways DQ: Can you move along your curved pathway in different ways?	Learning: Developing curved pathways on apparatus DQ: Can you link two different movements together	Learning: Creation of pathway sequences DQ: Can you link 3 movements and 2 balances on apparatus?	Learning: Completion of pathways sequences and performance DQ: Can you perform 3 movements and 2 balances linked in a sequence on apparatus?
Ball Skills – hands	Learning: Develop dribbling: Keeping possession DQ: Can you describe how you dribble?	Learning: Develop passing and receiving: Keeping possession DQ: Can you describe how you chest pass?	Learning: Combine dribbling, passing and receiving, keeping possession DQ: Can you pass the ball with control?	Learning: Develop dribbling to score a point DQ: Why do you need to look for space when you are moving?	Learning: Develop passing and receiving to score a point DQ: Why do you need to look before passing?	Learning: Combine dribbling, passing and receiving to score a point DQ: Why do you want to keep the ball away from the defenders?
Rackets, bats & balls	Learning: Extend hitting the ball (with a racket) with accuracy DQ: What does accuracy mean?	Learning: Combine hitting a ball (with a racket) with accuracy and power DQ: What could go wrong if you are not accurate?	Learning: Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent DQ: Can you use rackets safely, being aware of others around them?	Learning: Introduce hitting (sending/striking) a ball into a space: Where and why? DQ: How can you throw the ball overarm?	Learning: Striking (hitting) the ball (with a bat) with intent DQ: Why is it important to strike (hit) the ball away from the fielders?	Learning: Striking the ball (with a bat) into space DQ: Can you strike the ball into space?
Ball Skills – hands	Learning: Develop pupils' application and understanding of underarm throwing DQ: How do you throw underarm?	Learning: Consolidate pupils' application and understanding of underarm throwing DQ: Why do you need to look at your partner when you throw to them?	Learning: Applying the underarm throw to win a game DQ: Can you use your body to aim (fingers, arms, feet etc)?	Learning: Applying the underarm throw to beat an opponent DQ: What does the underarm throw replicate in a game of tennis?	Learning: Introduce overarm throwing: Applying overarm throwing to win a game DQ: Can you throw the ball overarm with control?	Learning: Level 1 Competition DQ: How do you know if your team member is ready to receive the ball?
Locomotion 2 - Dodging	Learning: Explore dodging DQ: Why do you dodge?	Learning: Develop dodging DQ: How can you dodge, keeping away from someone who is trying to catch us?	Learning: Apply dodging: Explore attacking and defending DQ: Why do you need to dodge round other players into spaces?	Learning: Apply dodging in teams DQ: Can you work as a team to retrieve the beanbag?	Learning: Consolidate dodging DQ: When, where and why do you dodge?	Learning: Level 1 tournament DQ: Can you dodge with effective technique?

Team building	Learning: Introduce teamwork: Inclusion DQ: What does inclusion mean?	Learning: Develop teamwork DQ: Why do you need to work as a team?	Learning: Building trust and developing communication DQ: Why do you need to use clear commands when communicating with your partner?	Learning: Cooperation and communication DQ: Can you work as a team to complete the challenge?	Learning: Explore simple strategies DQ: Can you create and apply simple strategies?	Learning: Problem solving: Consolidate teamwork DQ: What are the consequences of not communicating with your team?
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Year 3						
National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise your own success. Pupils should be taught to: ☐ use running, jumping, throwing and catching in isolation and in combination ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☐ perform dances using a range of movement patterns ☐ take part in outdoor and adventurous activity challenges both individually and within a team ☐ compare your performances with previous ones and demonstrate improvement to achieve your personal best.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Hockey	Learning: Introduce dribbling keeping control. DQ: Can you dribble, keeping control of the ball?	Learning: Introduce passing and receiving DQ: Why do you need to pass and move?	Learning: Combine dribbling and passing to create space DQ: How can you combine passing and dribbling to create space?	Learning: Develop passing, receiving and dribbling DQ: When, where and why do you dribble?	Learning: Introduce shooting DQ: Where do your hands go on the stick when you are shooting?	Learning: Level 1 tournament DQ: Can you collaborate and apply the rules of the game?
Netball	Learning: Introduce passing and receiving DQ: How do you pass in netball?	Learning: Introduce passing and creating space DQ: How do you create space in netball?	Learning: Develop passing and moving DQ: What is the consequence in a game of an inaccurate pass?	Learning: Combine passing and shooting DQ: Where do you shoot from?	Learning: Develop passing and shooting DQ: What is the correct stance for shooting?	Learning: Level 1 tournament DQ: Can you collaborate and apply the rules of the game?
Gymnastics	Learning: Introduction to symmetry DQ: How can you move your body in a symmetrical way?	Learning: Introduction to asymmetry DQ: When you make asymmetrical balances how can you make them more interesting?	Learning: Application of symmetrical and asymmetrical learning onto apparatus DQ: Can you create symmetrical balances on apparatus?	Learning: Sequence formation DQ: How could you move out of a balance and travel to a new piece of apparatus?	Learning: Sequence completion DQ: Are both your balances interesting?	Learning: Performance DQ: Have you ensured that you have applied flow and creativity to your movements?

Tag Rugby	Learning: Introduce moving with the ball, passing and receiving DQ: How do you move with the ball?	Learning: Introduce tagging DQ: How do you tag?	Learning: Creating space when attacking DQ: Where do you need to stand to receive a pass?	Learning: Develop passing and moving DQ: Where should you pass? Why should you pass there?	Learning: Combine passing and moving to create attacking opportunities DQ: When and where do you run with the ball?	Learning: Level 1 tournament DQ: What is the consequence in a game of an inaccurate pass or dropped ball?
Football	Learning: Introduce dribbling: Keeping control DQ: How do you move with the ball in football?	Learning: Develop dribbling: Keeping control DQ: Why do you need to keep the ball close to your feet?	Learning: Introduce passing and receiving DQ: How do you pass in football?	Learning: Combine dribbling and passing to create space DQ: How can you create space in football?	Learning: Develop passing, moving and dribbling DQ: How can you combine passing and dribbling to create space?	Learning: Level 1 tournament DQ: When you have possession of the ball what is your role?
Dance	Learning: Wild Animals: Responding to stimuli DQ: What do you mean by expression?	Learning: Developing character dance into a motif DQ: Can you move with expression and creativity?	Learning: Extending sequences with a partner in character DQ: Why should you listen to your partner's ideas?	Learning: Developing sequences with a partner in character that show relationships DQ: Can you make your movements interconnect with their partners'?	Learning: Extending dance skills in choreography DQ: Have you made sure your movements flow?	Learning: Sequences, relationships, choreography and performance DQ: Why is it important to stay in character as your animals?
Game Sense	Learning: Introduce passing and receiving DQ: How do you pass?	Learning: Introduce passing and creating space DQ: Why should the attackers create space?	Learning: How can you move away from a defender to receive the ball? DQ: Why do you not stand behind the defender when are finding a position to receive?	Learning: Introduce scoring and the concept of shooting DQ: Why do you need to be accurate when you are sending the ball towards a target?	Learning: Combine passing and moving to creating shooting opportunities DQ: Why do you need to combine passing and moving to score?	Learning: Level 1 tournament DQ: What do teams do that allow them to be successful?
Throwing & Jumping	Learning: Throwing: Accuracy vs distance DQ1: What is the consequence of a thrower releasing the object too late?	Learning: Throwing for distance: Javelin DQ2: What is the consequence of a thrower releasing the object too early?	Learning: Throwing for distance: Shot put DQ3: Can you push the shot put rather than throw it?	Learning: Throwing for distance: Discus DQ4: DO you extend as your release the discus?	Learning: Jumping for distance: Standing Long Jump DQ5: Do you swing your arms as you jump?	Learning: Jumping for distance: Standing Triple Jump DQ6: What should you do with your arms? Why?
Cricket	Learning: Understand the concept of batting and fielding	Learning: Introduce throwing overarm DQ: How can you bowl the ball overarm?	Learning: Introduce throwing underarm DQ: How can you throw the ball underarm?	Learning: Introduce catching DQ: When should you get your hands ready to catch?	Learning: Striking with intent DQ: Why do you need to strike the ball with intent?	Learning: Consolidate sequence of learning DQ: Can pupils direct the ball away from fielders?

	DQ: What is the difference between batting and fielding?					
Running	Learning: Explore running for speed DQ: Why do you need to be able to run fast in sport?	Learning: Develop running for speed DQ: What should you do with your head when you are sprinting? Why?	Learning: Introduce relay: Running for speed in a team DQ: Why should you have your hands ready to make changeovers quicker?	Learning: Develop relay: Running for speed in a team DQ: How can you use the lane tactically to help your team be quicker through smooth changeovers?	Learning: Explore running for distance DQ: What should you do with your head when you are running for distance? Why?	Learning: Understand and apply tactics when running for distance DQ: What do you mean by pacing?
Athletics	Learning: Sprinting: Explore running for speed DQ: Do you pump your arms when you run?	Learning: Sprinting: Explore acceleration DQ: Do you keep your head up when you run?	Learning: Introduce relay: Running for speed in a team DQ: Do you run on the balls of your feet so that they are light and springy?	Learning: Develop relay: Running for speed in a team DQ: In relay, why do you need your hands ready with palms upwards?	Learning: Throwing: Accuracy vs distance DQ: What is the difference between throwing for accuracy and throwing for distance?	Learning: Jumping for distance: Standing Long Jump DQ: Can you jump further when you apply the correct technique?
Tennis	Learning: Introduction to tennis: Outwitting an opponent DQ: What shot does the underarm throw replicate? <i>Forehand</i>	Learning: Creating space to win a point DQ: Why should you throw the ball into spaces?	Learning: Consolidate how to win a game DQ: What is the consequence in a game of throwing the ball out of the court or letting it bounce more than once?	Learning: Introduce rackets DQ: How do you hold a racket?	Learning: Introduce the forehand DQ: What direction should you point the racket head when you hit the ball?	Learning: Level 1 tournament DQ: Why do you not stand still in tennis?
Rounders	Learning: Introduction to rounders DQ: What is the aim of the game for the batters?	Learning: Overarm throwing DQ: How do you throw the ball overarm?	Learning: Applying overarm and underarm throwing DQ: When would you throw under/over arm?	Learning: Introduce stopping the ball DQ: How can you stop the ball if it is rolling along the floor?	Learning: Application of stopping the ball in a game DQ: What is the consequence of the ball rolling past us?	Learning: Level 1 tournament DQ: Can you work as a team to keep the batter's score as low as possible, with accurate throwing, catching and retrieving skills?

Year 4						
National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ☐ use running, jumping, throwing and catching in isolation and in combination ☐ play competitive games, modified where appropriate [for example, badminton,					

	basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☐ perform dances using a range of movement patterns ☐ take part in outdoor and adventurous activity challenges both individually and within a team ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to: ☐ 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.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Hockey	Learning: Refine dribbling DQ: Where should your hands be on the stick when you are dribbling?	Learning: Refine passing: Long and short DQ: When and where can you use a long / short pass?	Learning: Develop shooting: Combine passing and dribbling to create shooting opportunities DQ: Where do your hands go on the stick when you are shooting?	Learning: Develop passing and dribbling creating space for attacking opportunities DQ: Why do you need to look up when you are dribbling?	Learning: Introduce defending: Blocking and tackling DQ: What are the differences between intercepting, blocking and tackling?	Learning: Level 1 tournament DQ: What do teams do that allowed them to be successful?
Netball	Learning: Refine passing and receiving DQ: How do you pass in netball?	Learning: Develop passing and creating space DQ: Where should you stand to receive the ball?	Learning: Develop passing, moving and shooting DQ: What technique do you use for shooting?	Learning: Refine passing and shooting DQ: What could your team be doing whilst you are shooting?	Learning: Develop footwork DQ: What is the consequence of incorrect footwork?	Learning: Level 1 tournament DQ: Can you apply the correct footwork rule as they pass and move?
Swimming						
Gymnastics Bridges	Learning: Introduction to bridges DQ: What different parts of your body can you use to make bridge balances?	Learning: Application of bridge learning onto apparatus DQ: What different ways can you move out of your balances?	Learning: Developing sequence ideas with bridges DQ: How could you move over or under your partners' bridge balances?	Learning: Sequence formation DQ: What different ways can you move out of your balances ensuring flow?	Learning: Sequence completion DQ: Is there fluidity in your performance?	Learning: Performance DQ: Can you perform sequences ensuring excellent gymnastics, interesting gymnastics, individual and pair bridge balances, linked successfully together with excellent movements applying flow?
Tag Rugby	Learning: Develop passing, moving and creating space DQ: What are the consequences of running off the pitch, or dropping the ball to avoid being tagged?	Learning: Extend learning into 3v3 mini games DQ: What happens if you drop /throw the ball forwards?	Learning: Develop defending DQ: Can you angle your body to force an attacker wide?	Learning: Develop defending in game situations DQ: How do you set up defensively when a tag has occurred?	Learning: Combine passing and moving to create an attack and score DQ: What does the term, "offside," mean in tag rugby?	Learning: Level 1 tournament DQ: Can you support the ball carrier, ready to receive a potential pass?

Dance Cats	Learning: Cats: Responding to stimuli working together DQ: Can you move like a cat with expression and creativity?	Learning: Extending sequences with a partner in character DQ: What is canon?	Learning: Developing character dance exploring two contrasting cats DQ: Can you show a clear difference between the way each of the cats move?	Learning: Developing sequences with a partner in character that show relationships and interlinking dance moves DQ: Can you perform the movements in unison or canon and make them match?	Learning: Sequences, choreography and performance DQ: Can you show your performance is focusing on the music?	Learning: The Cats Ball Performance DQ: Can you perform as part of a group, moving convincingly as cat?
Throwing & Jumping	Learning: Throwing: Accuracy vs distance DQ1: What is the difference between throwing for accuracy and throwing for distance?	DQ2: Learning: Throwing for distance: Javelin What are the 3 phases of throwing?	Learning: Throwing for distance: Shot put DQ3: Do you rotate your body to create greater power to push (put) the shot put further?	Learning: Throwing for distance: Discus DQ4: Do you rotate your body to create greater power to throw the discus further?	Learning: Jumping for distance: Standing Long Jump DQ5: Do you bend your legs when you take off and land?	Learning: Jumping for distance: Standing Triple Jump DQ6: Are you able to land on two feet and remain balanced?
Swimming						
Cricket	Learning: Develop an understand of batting and fielding DQ: What is the aim of the game for the fielders/batters?	Learning: Introduce bowling underarm DQ: What makes a good bowl?	Learning: Develop stopping and returning the ball DQ: Where, when and why do you pick the ball up with two hands?	Learning: Develop retrieving and returning the ball DQ: What do you need to do with the ball once you have retrieved it?	Learning: Striking the ball at different angles and speeds DQ: What factors will affect how hard you strike the ball?	Learning: Consolidate sequence of learning DQ: Can you outwit your opponents when batting?
Running	Learning: Explore running for speed DQ:	Learning: Develop running for speed DQ:	Learning: Introduce relay: Running for speed in a team DQ:	Learning: Develop relay: Running for speed in a team DQ:	Learning: Explore running for distance DQ:	Learning: Understand and apply tactics when running for distance DQ:
Athletics	Learning: Sprinting: Develop running at speed DQ: What should you do with your arms when you are sprinting? Why?	Learning: Sprinting: Exploring our stride pattern DQ: Why do you need to extend your stride pattern during a race?	Learning: Running for pace DQ: Can you pace yourself over 130 seconds without stopping?	Learning: Understand and apply tactics when running for distance DQ: What are the consequences of sprinting in an endurance race for too long?	Learning: Throwing for distance: Javelin DQ: Why does adding rotation and transfer of weight send the javelin further?	Learning: Jumping for distance: Standing Triple Jump DQ: What are the 3 types of jumps you perform in sequence (one after the other) used to perform the triple jump?
Tennis	Learning: Consolidate sequence of learning from year 3, developing the forehand	Learning: Creating space to win a point using a racket DQ: Why must you be able to control the ball	Learning: Introduce the backhand DQ: What direction should you point the	Learning: Applying the forehand and backhand in game situations	Learning: Applying the forehand and backhand: Creating space to win a point	Learning: Level 1 tournament DQ: Why do you need to return to the middle of

	DQ: What does the ready position look like?	with a racket when hitting the ball?	racket head when you hit the ball?	DQ: Can you hit the ball using both the forehand and backhand?	DQ: Where on the court you should aim for when returning the ball, either with a forehand or backhand?	the court (baseline) to be ready?
Rounders	Learning: Consolidate sequence of learning from year 3: Understanding the concept of rounders DQ: What is the aim of the game for the batters/fielders?	Learning: Developing fielding: Bowling and backstop DQ: What is the role of the back stop / bowler / player on base 1?	Learning: Introduce batting: How? DQ: What do you do if miss the ball / hit it backwards?	Learning: Develop batting: Where and why? DQ: What is the risk of hitting the ball high in the air?	Learning: Introduce and apply basic fielding tactics DQ: How can you win the game if you are fielding?	Learning: Level 1 tournament DQ: Can you work as a team to keep the batter's score as low as possible with accurate throwing, catching and retrieving skills?

Year 5						
National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ☑ use running, jumping, throwing and catching in isolation and in combination ☑ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☑ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☑ perform dances using a range of movement patterns ☑ take part in outdoor and adventurous activity challenges both individually and within a team ☑ compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Hockey	Learning: Recap and refine dribbling and passing creating attacking opportunities DQ: Where, when and why do you dribble?	Learning: Develop defending: Blocking and tackling DQ: When, where and why do you mark?	Learning: Refine shooting DQ: What different techniques can you use when shooting?	Learning: Refine attacking skills passing, dribbling and shooting, introduce officiating DQ: What happens if the ball hits a player's foot? What decision should the referee make and how is the game restarted?	Learning: Refine defending skills, developing transition from defence to attack DQ: What does the term, "counter attack," mean?	Learning: Level 1 tournament DQ: Are you able to switch fluidly between attacking and defending as possession changes?
Basketball	Learning: Dribbling/Refine Dribbling (4/5) DQ: How do you dribble?	Learning: Develop marking (5) DQ: Why do you mark in basketball and how do you mark?	Learning: Develop shooting (5) DQ: What technique do we use when shooting?	Learning: Refine attacking skills passing, dribbling and shooting, introduce officiating DQ: What does the term, "double dribble," mean?	Learning: Refine defending skills, developing transition from defence to attack DQ: Do you demonstrate good pressure by	Learning: Level 1 tournament DQ: Can you pass, dribble, move and shoot accurately and consistently?

					marking the player with the ball preventing them from making a pass?	
Gymnastics <i>Counter Balance & Counter Tension</i>	Learning: Introduction to counter balance DQ: What is a counter balance?	Learning: Application of counter balance learning onto apparatus DQ: How could you start to move out of your balance and off and away from the apparatus?	Learning: Sequence formation DQ: Can you apply extension to your movements / balances?	Learning: Counter tension DQ: What is counter tension?	Learning: Sequence completion DQ: Can you use canon, unison and travelling over and around the apparatus to get to your second place?	Learning: Performance DQ: Can you perform sequences ensuring excellent gymnastics and interesting gymnastics applying flow?
Tag Rugby	Learning: Refine passing and moving to create attacking opportunities DQ: Can you pass the ball just before you are tagged? Why would you do this?	Learning: Explore different passes that can be used to outwit defenders DQ: When and where can you pass?	Learning: Explore different passes that can be used to outwit defenders (2) DQ: Can you receive a pass whilst you are moving at speed?	Learning: Refine defending as a team DQ: What is your role when you are defending?	Learning: Create and apply defending tactics, develop officiating DQ: What are the different tactics which can be applied when defending?	Learning: Level 1 tournament DQ: Do you quickly adopt your formation after a tag has been made?
O.A.A	Learning: Face orienteering DQ: What makes an effective team?	Learning: Cone orienteering DQ: How do you orientate a map?	Learning: Point and return DQ: Why do some teams win and some teams lose?	Learning: Point to point DQ: Can you co-operate with a partner?	Learning: Timed course DQ: Can you identify aspects on the map to help them use the map to navigate?	Learning: Orienteering competition; level 1 DQ: Can you time and return to base on time?
Dance <i>Street Art</i>	Learning: Using movement to create Street Artists' 'Tags' DQ: Can you use different levels and incorporate your entire body to perform the movements?	Learning: Creating movements that represent 'Street Art' DQ: Can you use equipment to aid creativity?	Learning: Extending our movements that represent 'Street Art' DQ: Can you work with your partner to create a dance motif, using a change in speed?	Learning: Using a variety of concepts/relationships to change and develop our Street Art movements DQ: Is performing in canon or unison appropriate? Why?/Why not?	Learning: Extending our Street Art movements: Combining Breakdance with Street Art DQ: What is breakdance? What is a 'Toprock'?	Learning: Refining our understanding of Street Art movements: Combining freeze frames and Breakdance to bring Street Art to life DQ: Can you work together to create a freeze frame that links to your chosen Street Art?
Throwing & Jumping	Learning: Throwing: Accuracy vs distance DQ1: What should we do with our body position/stance when we throw? Why?	Learning: Throwing for distance: Javelin DQ2: Why does adding rotation and transfer of weight send the javelin further?	Learning: Throwing for distance: Shot put DQ3: Do you rotate your body to create greater power to push (put) the shot put further?	Learning: Throwing for distance: Discus DQ4: Do you sling the discus and make it spin correctly in the air?	Learning: Jumping for distance: Standing Long Jump DQ5: Are you able to land on two feet and remain balanced?	Learning: Jumping for distance: Standing Triple Jump DQ6: Do you select the correct foot to start with and understand why you have selected this foot?

Game Sense	Learning: Develop dribbling DQ: When should you dribble?	Learning: Consolidate dribbling and passing to maintain possession to create scoring opportunities DQ: How can you combine passing and moving to create a shooting opportunity?	Learning: Develop defending: Application into game play DQ: Why do you need to apply pressure to the player with the ball?	Learning: Refine defensive skills: Transition from defence to attack DQ: When, where and why do you need to mark?	Learning: Refine attacking skills passing, dribbling and shooting DQ: What is the consequence of an inaccurate shot?	Learning: Level 1 tournament DQ: Can you pass, dribble, move and shoot accurately and consistently?
Running	Learning: Explore running for speed DQ:	Learning: Develop running for speed DQ:	Learning: Introduce relay: Running for speed in a team DQ:	Learning: Develop relay: Running for speed in a team DQ:	Learning: Explore running for distance DQ:	Learning: Understand and apply tactics when running for distance DQ:
Cricket	Learning: Refine batting, understand and develop batting tactics DQ: What factors will affect how hard or soft you strike the ball?	Learning: Refine bowling, understand and develop bowling tactics DQ: Why should you vary the way you bowl?	Learning: Refine fielding, stopping, catching and throwing DQ: When, where and why do you use a long barrier?	Learning: Combine fielding skills, creating and applying tactics, introduce umpiring and scoring DQ: What are the signals for "out", "wide", "no-ball", "four" and "six"?	Learning: Refine batting, create and apply batting tactics to game scenarios DQ: Does the way you bat change depending on the situation of the game?	Learning: Consolidate sequence of learning DQ: Why might the batting team change the batting order?
Rounders	Learning: Consolidate sequence of learning from year 4, understanding the concept of rounders DQ: How can you get the batter out?	Learning: Develop fielding tactics maximising players DQ: Can you throw accurately underarm/overarm?	Learning: Understanding what happens if the batter misses the ball DQ: What is the consequence of not throwing accurately?	Learning: Refine fielding tactics: What players where? DQ: What players should you place in each fielding position and why?	Learning: Applying tactics in mini games DQ: What skills does each fielder need to perform your role efficiently?	Learning: Level 1 tournament DQ: Do you collaborate with team members, supporting and helping each other to improve?
Athletics	Learning: Sprinting: Finishing a race DQ: When do you dip during a race?	Learning: Consolidate sprinting: Evaluating our performance DQ: What do you need to do to run faster?	Learning: Sprinting: My personal best DQ: How can you make your body accelerate quickly?	Learning: Consolidate running in a team: Relay changeovers DQ: Why do you need to start moving before receiving the baton?	Learning: Throwing for distance: Shot put DQ: Why does adding rotation and transfer of weight send the shot put further?	Learning: Introducing the hurdles DQ: What should you do with your leading leg when you are clearing the hurdle? Why?
Tennis	Learning: Consolidate sequence of learning from year 4, recap how to outwit an opponent DQ: Where should you hit the ball?	Learning: Introduce the volley DQ: Where should you be on the court to hit a volley?	Learning: Develop the volley DQ: If the ball is not set up for a volley, what other shots could you play?	Learning: Controlling the game from the serve DQ: Where are you aiming when you serve, to make it difficult for	Learning: Doubles: Understanding and applying tactics to win a point	Learning: Level 1 tournament DQ: Where is there space in a doubles game?

				your opponent to return the ball?	DQ: Where should you stand when playing doubles?	
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Year 6						
National Curriculum	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ☐ use running, jumping, throwing and catching in isolation and in combination ☐ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ☐ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ☐ perform dances using a range of movement patterns ☐ take part in outdoor and adventurous activity challenges both individually and within a team ☐ compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Hockey	Learning: Recap and refine dribbling and passing creating attacking opportunities DQ: Why do you need to create space when you are attacking?	Learning: Develop defending: Blocking and tackling DQ: What does the term, "goal-side" mean?	Learning: Refine shooting DQ: Where is a good place to shoot from? Why do we shoot from there?	Learning: Refine attacking skills passing, dribbling and shooting, introduce officiating DQ: Can you officiate a game?	Learning: Refine defending skills, developing transition from defence to attack DQ: share the responsibility of defending and marking in a game?	Learning: Level 1 tournament DQ: Can you manage a game by yourselves?
Basketball	Learning: Consolidate keeping possession DQ: When, where and why should we dribble?	Learning: Consolidation of possession skills, develop officiating DQ: Can you outwit your opponents and keep possession of the ball applying effective decision making?	Learning: Consolidate defending DQ: What are the different tactics, which can be applied when defending?	Learning: Create, understand and apply attacking tactics in game situations DQ: When would you apply attacking tactics during the game?	Learning: Create, understand and apply defensive tactics in game situations DQ: Can you describe different tactics, which can be applied when defending.	Learning: Level 1 tournament DQ: Can you apply a refined understanding of passing, dribbling and moving to score points against another team?
Gymnastics	Learning: Introduction to matching DQ: What is matching?	Learning: Application of matching learning onto apparatus DQ:	Learning: Introducing mirroring DQ: What is mirroring?	Learning: Application of mirroring learning onto apparatus DQ: Can you create a pair mirroring sequence on apparatus?	Learning: Sequence development DQ: Can you identify strengths and weaknesses in your own and others performances?	Learning: Performance DQ: Have you challenged yourself with your completed routine?

Tag Rugby	Learning: Consolidate passing and moving DQ: Why do we need to run forwards with the ball?	Learning: Consolidate defending DQ: Why do we need to be on our toes ready to make the tag?	Learning: Create, understand and apply attacking tactics in game situations DQ: Can you use a loop/miss pass? When, where and why do you use these passes?	Learning: Create, understand and apply defensive tactics in game situations DQ: What different defending formations can you use to prevent an attack?	Learning: Consolidate attacking and defending in mini games DQ: Can you officiate a game?	Learning: Level 1 tournament DQ: What were teams doing that allowed them to be successful?
O.A.A.	Learning: Understanding what makes an effective leader DQ: What makes an effective leader?	Learning: Communicating as a leader DQ: Why do you need to communicate clearly with your team members?	Learning: Introducing the STEP principle: Space DQ: What are the 'STEP' principles?	Learning: Exploring the STEP principle: Focusing on the task DQ: What do you mean by 'Task'?	Learning: Continuing to explore the STEP principle: Organising 'people' DQ: What fair ways can you organise pupils into small teams/groups and why is it important to include everyone?	Learning: Using equipment to adapt a task DQ: Why should you check the equipment before you use it?
Dance Carnival	Learning: The Rio Carnival: Performing with technical control and rhythm in a group DQ: Can you create movements that show expression and creativity?	Learning: The Rio Carnival: Creating rhythmic patterns using our body DQ: Can you create a rhythmic pattern?	Learning: Samba: Experiencing dance from a different culture DQ: Can you dance Samba movements and steps?	Learning: Samba: Experiencing dance from a different culture and consolidating choreography DQ: Can focus on the music during your routine?	Learning: Carnival Day: Final chorographical elements including still imagery DQ: Can you make improvements in your performance after receiving feedback?	Learning: Carnival Day: Performance and reflection DQ: Can you dance show clarity, fluency, accuracy and consistency?
Throwing & Jumping	Learning: Throwing: Accuracy vs distance DQ1: Can we throw further when we apply the correct technique?	Learning: Throwing for distance: Javelin DQ2: Do you use the correct technique for throwing the javelin?	Learning: Throwing for distance: Shot put DQ3: Do you use the correct technique for the shot put?	Learning: Throwing for distance: Discus DQ4: Do you use the correct technique for the discus?	Learning: Jumping for distance: Standing Long Jump DQ5: Do you apply the correct arm and leg technique to make yourself jump further consistently?	Learning: Jumping for distance: Standing Triple Jump DQ6: Are you able to apply the correct arm and leg technique to make themselves jump further?
Health & Fitness	Learning: Initial Fitness Assessment DQ: What do you mean by fitness?	Learning: Cardio Fitness 1 DQ: What is the cardiovascular system and how is it involved in exercise?	Learning: Flexibility DQ: What is flexibility?	Learning: Strength DQ: What is strength?	Learning: Cardio Fitness 2 DQ: What is happening to your aerobic system when you exercise?	Learning: Fitness Assessment DQ: What are the benefits of leading a healthy, active lifestyle?

Tennis	Learning: Consolidate sequence of learning from year 5: Recap doubles DQ: Where should you stand when playing doubles?	Learning: Game application: Cone tennis DQ: Why do you need to return to the ready position after you have hit the ball?	Learning: Game application: Round robin games DQ: How do you keep score in tennis?	Learning: Game application: Mixed ability doubles, round robin games DQ: Can you create space and think tactically about where you place your shots?	Learning: Game application: Tag team tennis DQ: What is a tiebreak and when does it occur?	Learning: Level 1 tournament DQ: Can you umpire games?
Cricket	Learning: Consolidate batting DQ: When, where and why do you strike the ball?	Learning: Consolidate fielding DQ: When you are fielding if the ball is not struck to us what is your role?	Learning: Consolidate bowling DQ: Can you use different ways of bowling? i.e. fast, slow or spinning the ball.	Learning: Create, understand and apply attacking tactics in game situations DQ: What tactics could the batting team create?	Learning: Create, understand and apply defensive tactics in game situations DQ: When will you know when to change and adapt your tactics?	Learning: Consolidate sequence of learning DQ: Can you umpire
Rounders	Learning: Consolidate sequence of learning from year 5: Refining your understanding of rounders. DQ: Why would you want to back up your team members when fielding?	Learning: Introduction to rounders (full version) DQ: How is this game different from racing rounders?	Learning: Consolidate fielding tactics DQ: How can fielders maximise their efficiency?	Learning: Refine our understanding of what happens if the batter misses or hits the ball backwards DQ: What tactics can you use if the batter hits the ball backwards or they miss the ball?	Learning: Batting considerations DQ: Where should the batter try and hit the ball?	Learning: Level 1 tournament DQ: Why it is crucial to make good decisions about when to stop on the bases and when to run?
O.A.A./ PGL	Learning: Benches and mats challenge DQ: Why do you need every team member to participate in order to win?	Learning: Around the clock challenge DQ: What are the characteristics of an effective team member?	Learning: The pen challenge DQ: What are the consequences of not collaborating effectively?	Learning: The river rope challenge DQ: What makes an effective team?	Learning: Caving challenges: Part 1 DQ: within a team can pupils complete the challenge?	Learning: Caving challenges: Part 2 DQ: What makes a good leader?
Athletics	Learning: Level 1: Running for speed competition DQ: What should you do with your head, arms, feet and legs when you are sprinting? Why?	Learning: Level 1: Running for distance competition DQ: What should you do with your head, arms, feet and legs when you are distance running? Why?	Learning: Level 1: Throwing competition DQ: What should you do with your body position / stance when you throw? Why?	Learning: Level 1: Jumping competition DQ: What should you do with your arms and legs to enable you to jump further?	Learning: Athletics competitions: Part 1 DQ: Can you identify strengths and weakness in your own and others performances?	Learning: Athletics competitions: Part 2 DQ: Can you improve your performance based on your strengths and weaknesses identified in the last lesson?

Assessment Strategies at The Lea

The following table details assessment processes for PE. An essential part of this process is understanding that the curriculum overview for PE is both the model for progression and the ready-made tool for assessment.

Assessment is an integral part of the teaching and learning process and is carefully intertwined with the long term curriculum overviews so that it aids children to gain and then retain knowledge, skills and vocabulary. The most important and fundamental learning has been identified in every foundation subject for every lesson and this is linked to a “destination question”. All assessment processes are focused on assessing the learning of these destination questions (DQs). These are used as assessment points in supporting summative judgments, where all children will be assessed as to whether they have or have not “met curriculum expectations”.

Assessment at The Lea:

- Creates opportunities to support children in understanding and being able to achieve a destination question (DQ)
- Identifies when and where children need additional scaffold to support them to achieve a destination question (DQ)
- Supports children in retaining key learning from a destination question so that it is embedded in their long term memory
- Is primarily focused on the importance of “in the moment/live” assessment being used to inform teaching and support
- Supports teachers to make summative judgements of learning against destination questions.
- Supports teachers and subject leaders to make continual improvements in long term curriculum intent through amendments to curriculum overviews.

Assessment at The Lea is not:

- A set of ticking exercises or highlighting activities that have no impact on aiding learning
- An inefficient/overly time consuming use of teachers time that does not support children to achieve a DQ & retain learning
- Using matrices or rubrics for different subjects
- Giving unnecessary formal tests
- An unnecessary list of end of year statements for each subject

Assessment FOR Learning: formative assessment which is most useful in the lesson sequence to identify missing components/misconceptions and support adaptive teaching.

In PE, as for all of our subject teaching at The Lea, *assessment for learning* is an essential and integral part of the teaching and learning process. Ultimately the goal is for all children to be able to access, achieve and then retain the key learning in order to answer the destination question. All teachers and support staff use a range of *assessment for learning* strategies and employ these at different times in the teaching process. Our *assessment for learning* processes are mapped out below to show how they are used at different points in the teaching and learning process. Each stage will always relate back to whether children are able to access, achieve and then retain the key learning for each destination question. The stages are cyclical through a unit of work.

1) Teachers design lessons around the learning and DQs found in the long term overviews. The DQ is shared at the start of every lesson (along with key vocabulary) and referred back to at the end of the lesson in order to aid learning.

Assessment point:

In the lesson design stage, teachers will use knowledge of children's needs, success in prior learning and other relevant knowledge of each child to make adaptations, planned adult support and pre-made scaffolds to support all children to access a destination question and access the learning throughout the lesson.

2) Within and throughout lessons, small sequential learning steps are used to guide children towards achieving the key learning. Small learning steps are supported by use of ping-pong style backwards and forwards interaction with teacher, a range of questioning, time for thinking/take up time, peer-to-peer (learning partner) discussion, use of models /representations and opportunity for learning related practice.

Assessment point:

Throughout every small sequential learning step within a lesson, teachers and support staff will continually use "in the moment/live" assessments to support children in "keeping up". This may take the form of live verbal feedback, direct adult support during peer-to-peer (learning partner) discussion or the implantation of pre-prepared scaffolds to support learning.

In addition to supporting "keeping up", the ongoing assessment will also allow teachers to identify when particular intervention is needed because a child is not "keeping up". This may take the form of adult or peer support and may involve a change in seating arrangement. It may also involve planning post-lesson catch up.

3) At the end of the lesson the destination question is reviewed with the children – given the previous stages, all children should be able to access the learning and the aim is for all children to "keep up".

Assessment point:

At this end point of a lesson, the review allows for a further assessment of learning by specifically asking the destination question to all children. Live verbal feedback is provided for children and any children who are potentially demonstrating they have not achieved the learning in the DQ can be identified for follow up feedback or support. This can also inform stage one and future lesson design and scaffold for support.

Assessment point:

Assessment of children's practice is used to identify where children have not been successful in achieving the key learning. Follow up work for children to ensure that they can be successful in this learning may then include: verbal feedback to individual children, follow up work in the next lesson recap, tailored adaptations to next lesson design, tailored scaffold to support the next learning.

4) At this point the cycle begins again and the steps up to this point feed into the next lesson design and identifying what support is needed for all children to access the key learning.

Assessment point for subject leaders:

Assessment of children's learning retention over time is supported by subject leader pupil discussions. Learning retention is assessed through questioning. This helps to inform subject leader decisions around curriculum overview development and amendments to destination questions, identifying where stronger scaffold/support is needed and where staff training development may be required.

Assessment OF Learning: Summative assessment, which focuses on judging an end goal. Specifically related to the understanding and learning of destination questions.

The national curriculum content on the long term overviews set out the progression and development of learning across each year group – mapping what it means to “get better” at PE.

The key, fundamental learning from within these broad categories is narrowed down into the ‘Learning’ section and destination questions for each unit of work. These are sequential and the foundations for future learning. Destination questions are used in lessons to focus learning and used by teachers to support summative assessment.

Termly summative assessments are made by teachers based on these destination questions – built around the basic premise: can children answer the destination questions?

Teacher judgements on summative assessments are made using:

- Conversation/discussion with child
- Teacher and support staff observations (of particular importance in PE)
- Verbal feedback follow up
- Comments during recap quizzes on prior learning

Demonstrating an understanding of at least 4 destination questions across a unit of work (or 75% for units with more than 5 DQs) is the benchmark for a child to be considered to be “meeting curriculum expectations”.

Assessment AS Learning: Use of assessment tasks in the teaching process that support the transfer of learning into long-term memory.

The importance of regular review and recap of learning and the use of low stake testing on learning retention is well documented in educational research (including Rosenshine's, 2010: principles of instruction and various research pieces on the “testing effect”). Regular recap, review and low stake testing/quizzes are used at The Lea as a key part of the teaching and learning process in order to aid the retention of key learning (skills, knowledge and vocabulary) and transfer to long-term memory. A key principle to our approach is that our destination questions are used as our codified list of key learning and the starting point for any recap and/or low stake quiz.

In PE, learning is broken down into units of work. Each unit of work has a set of destination questions which equate to a lesson. In every lesson during a unit of work, previous destination questions will be recapped on at the start of the lesson.

For example,

- Lesson 1 will start with a recap on prior learning from previous connected unit and sharing the ‘Big Picture’ for the unit of work.
- Lesson 3 will start with a recap on DQ1 and DQ2

- The final lesson in a unit will recap on all prior DQ's

The format of this recap is for the teacher to design but it may use one of the following:

- Multiple choice quizzes
- Quick quiz – answers on whiteboards
- Keyword definitions (e.g. what is missing word?)
- Labelling a diagram from memory
- High level questioning – e.g. what is the same and what is different and why? Which is the odd one out and why?
- Recalling key facts/dates/people from memory

Provision to ensure that children who find it most difficult to learn in PE (including SEND) are given opportunity to keep up

The curriculum for PE is designed so that it identifies the key learning that all children should take away from lessons in the form of a destination question. At The Lea there is an expectation that all children (including those with SEND) can succeed and make progress in their learning linked to these destination questions. The previously described assessment process is integral to supporting this aim. The assessment process identifies when children may be falling behind. This information then informs the teaching and learning process so that children can keep up.

In order to achieve this, learning can be:

- Adjusted to meet needs
- Adapted to meet needs
- Scaffolded to meet needs

At no point is key learning diluted or reduced (for those children with exceptionally complex needs, a differentiated curriculum may be used- this will be detailed in SEND year group overviews.).

A key element to this is based on high quality teaching for all children. A key element of The Lea's approach to the implementation of its curriculum is built around The Multi-store Theory of Memory (Atkinson and Shiffrin, 1968) and a small steps approach to teaching and learning.

The Multi-Store Model of memory (MSM) describes flow between three permanent storage systems of memory: the sensory register (SR), short-term memory (STM) and long-term memory (LTM). In simple terms sensory information (through a concrete-pictorial-abstract approach – *J Bruner*) can be transferred into short-term memory which can generally have a capacity for between 4-9 items. Through rehearsal and consolidation, information is then transferred to long-term memory – which as educators is our ultimate aim for learning.

Some of the strategies that may be employed to support all children to keep up are:

- High Quality and engaging Teaching
- Uncluttered environment
- Seating adaptations
- Visual scaffolds including visual coding for some children
- Vocabulary lists
- Sentence starters, pictures,
- Speaking frames/writing frames
- Instructions/tasks printed for reference/reminders
- Extra thinking time
- Extra processing time
- Tasks broken down into small chunks
- Instructions simplified or presented in smaller steps
- Regular check-ins for understanding
- Regular check-ins for emotional regulation
- Regular breaks-including sensory as appropriate
- Teacher-led small group targeted adapted tasks
- Teaching assistants support in small, targeted groups
- Alternative ways of recording including typing, voice recording
- Flexible grouping and seating arrangements (including peer support and partner work)
-

More specific strategies from which appropriate ones will be selected to meet individual needs include:

- Specially adapted equipment to meet the needs of an individual (specify for subjects –PE, DT, Art, ICT) eg scanning pens, larger balls, balls with tails, adapted scissors

For visually impaired children

- Seating at the front of the class
- Large print
- Coloured overlays/coloured paper matched to individual preferences

For hearing impaired children-

- Seating at the front of the class
- Background noise to a minimum
- Microphone for teacher linked to child's hearing aid

For cognitive difficulties

- Pre-teaching of instructions
- Pre-teaching of vocabulary
- Allow additional time and practise to secure knowledge
- Use a multisensory approach so that pupils learn from simultaneous visual, auditory and kinaesthetic activities

