



Curriculum Subject Overview 2021-22

Physical Education

Autumn 1

	1	2	3	4	5	6
Reception	EYFS- FMS- Rosie's Walk Jumping and landing appropriately Different ways of travelling using hands and feet Climb over and under using equipment					
Year 1	To demonstrate the FMS of underarm throwing and hopping.	To demonstrate the FMS of jumping and skipping.	To demonstrate the FMS of an catching and bouncing a ball	To demonstrate the FMS of rolling a ball and kicking.	To demonstrate the FMS of running and overarm throw.	
	To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape Self-belief - To focus on what I can do to improve.	To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. Self-belief - To focus on what I can do to improve.	To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape Self-belief - To know that I can learn new things and improve if I try.	To apply the skills of travelling, rolling, jumping into a sequence. Concentration - To focus on the task of creating a sequence of a travel, roll and jump with a shape.	To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes Concentration - To focus on the task of creating a sequence of a travel, roll and jumps with two different shapes.	To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. Concentration - To focus on the task of creating and performing a sequence with control.



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Year 2	To develop the skill of dodging/changing direction when playing a tig game. Curiosity - To explore different ways of playing tig games.	To develop the skill of hopping when playing a game. Curiosity - To explore different ways of playing playground games.	To demonstrate catching a ball with some control. To throw underarm with some accuracy. Co-operation - To work together in a game.	To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop. Determination - To keep trying at a skill I find difficult.	To show the ready position To catch a ball To perform a side gallop Co-operation - To work in a small group cooperatively to make as many passes as possible.	To catch a ball from the ready position. To strike a ball to a partner Co-operation - To work in a small group cooperatively and encourage each other.
	To demonstrate bouncing a ball with some control. Resilience - To improve my performance in bouncing a ball and not worry about what other people can do.	To demonstrate bouncing a ball with some control while moving. Resilience - To persevere and try to improve dribbling a ball through sustained effort.	To demonstrate bouncing a ball and passing in a simple game. Resilience - To willingly have a go at dribbling a ball and persevere when things get hard.	To demonstrate throwing a ball at a target with some accuracy. Resilience - To learn from my mistakes and ask for feedback so that I can improve.	To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a game Resilience - To keep trying in a game even if things aren't working.	To show a simple tactic in a game. Resilience - To keep trying in a game even if things aren't working.
Year 3	To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. Trust - To willingly accept feedback from my partner to help me improve.	To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. Trust - To willingly accept feedback from my partner to help me improve.	To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. Trust- To willingly accept feedback from my partner to help me improve my rolling skills.	To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner Trust- To willingly accept feedback from my partner to help me improve my sequence.	To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. Evaluation - To recognise strengths and areas for improvement.	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Evaluation - To recognise strengths



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	Explore different throwing actions. To consolidate throwing actions and practise catching.	Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play.	Strike the ball using their hand or small bat.	Improve movement skills and body positions.	Familiarise them with a racquet and practise striking skills using a racquet.	To devise their own game. Consolidate striking and ball control skills.
Year 4	To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game. Determination - To show determination by simply not giving up.	To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination - Keep trying to dribble a ball even if it is difficult.	To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination - To show willpower when dribbling a handball.	To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. Determination – To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.	To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation - To use the success criteria to identify strengths of the attacking team.	To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation - To use the success criteria to identify strengths of the attacking team.
	Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration.	Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance	Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills.	Pupils can explain the difference between conductors and insulators.	Pupils will have created a duet using increased choreographic skills. Encouragement - To work with and support a partner to create a duet.	



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	Encouragement - To motivate all group members to share ideas and create movement ideas.	movements from the inspiration given, being as imaginative as possible. Encouragement - To support and reassure others to create a group sequence.	Encouragement - To support others to create a sequence and give constructive feedback.	Pupils can demonstrate performance skills. Encouragement - To support and motivate each other to rehearse and refine group dance.	
Year 5	To perform partner balances. To create a simple sequence of matched and mirrored partner balances. Communication - To speak clearly, with confidence, when demonstrating a shape.	To perform a range of counter-balance actions with a partner. A willingness to try out different partner balances with a partner.	To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. A willingness to try out different partner balances with a partner.	To create a gymnastic sequence with counter balances and counter tension with a partner. Evaluation - To identify strengths and areas for improvement through using the success criteria.	To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. Evaluation - To recognise strengths and areas for improvement in their performance.
	Swimming Autumn 1				
Year 6	To demonstrate passing and catching a rugby ball with consistency, accuracy and control.	To pass and catch rugby ball with consistency, accuracy and control.	To apply simple tactics when playing a rugby type game.	To apply simple tactics when playing a rugby-type game.	To apply simple attacking and defending tactics when playing a rugby-type game.



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	Decision Making - To make a definite conclusion of when to pass the ball when playing 3v1.	Decision Making - To make decisions on when to pass the ball.	Decision Making - To make decisions on when to pass the ball in a game situation.	Evaluation - To evaluate own work and that of others and suggest ways to improve.	Evaluation - To evaluate own work and that of others and suggest ways to improve.	
	To perform shapes and balances with a partner. Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances.	To demonstrate counter balance and counter tension paired balances using apparatus. Resourcefulness - To make positive suggestions to my partner and experiment with different shapes and balances using apparatus.	To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension in a group. Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability.	To create a gymnastic sequence with counter balances and counter tension with a partner Responsibility- To plan and organise so that as a group we complete the group balance to the best of our ability.	To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances. Evaluation - To recognise strengths and areas for improvement in their performance.	To create a sequence of gymnastic actions, paired and group balances. Evaluation - To recognise strengths and areas for improvement in their performance.



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	1	2	3	4	5	6
Reception	EYFS - FMS - Transport					
Year 1	To link movements to show different character of a variety of different toys. Collaboration - To start to understand the term Collaboration.	To convey the different emotions within a relationship. Collaboration - To value and respect other people's ideas.	To link travel, turn and stillness within a sequence depicting a different mood. Collaboration - To work together to perform a whole class sequence.	To travel from one space to another using different pathways and levels. Collaboration - To work with a friend to think of lots of different ways to travel across the hall.	To work in a group to create a sequence. Collaboration - To work in a small group to create a sequence and celebrate success.	To combine all the dance sequences in order to retell aspects of the story. Collaboration - To understand how collaborating together can improve a dance sequence.
	To demonstrate rolling a ball with some accuracy. Concentration - To keep focused when practising a skill I find difficult.	To demonstrate rolling different equipment with some accuracy. Concentration - To focus on the task of rolling different equipment	To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. Character - Co-operation - To work in a small group cooperatively	To demonstrate a simple tactic in a rolling game. Character - Co-operation - To work in a small group cooperatively and to encourage each other.	To show two simple tactics in a game. Character - Self-belief - To focus on applying a tactic in a game to outwit an opponent.	To show two simple tactics in a game. Character - Self-belief - To focus on applying a tactic in a game to outwit an opponent.



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Gymstars- MFC						
Year 2	To demonstrate jumping actions with different shapes in the air. Courage – To overcome the challenge of jumping high with a shape.	To show travelling actions using hands and feet. To demonstrate balancing on large body parts. Concentration - To focus on keeping still in my balances	To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. Courage - To control my fears when trying a new roll.	To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. Self-belief - To recognise that I can improve my sequence if I try.	To create a sequence using travelling, balancing rolling, and jumping. Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance	To create a sequence using travelling, balancing rolling, and jumping. Concentration - To focus on the task of creating a sequence of a travel, roll and jumps and large body part balance.
Year 3	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. Evaluation - To recognise strengths and areas for improvement in a partner's performance	To show different travelling and balancing actions using the apparatus. Courage - To try new experiences through travelling and balancing on the apparatus.	To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To control my fears when jumping from a height. To try new experiences.	To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To try new experiences.	To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling. Evaluation - To recognise strengths and areas for improvement in a partners performance.	



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	<p>To demonstrate passing a ball using a swing pass. To move into space after using a swing pass in a game. Honesty - To give the actual number of passes made with a partner / group.</p>	<p>To demonstrate passing a ball using a swing pass. To perform a feint when passing to outwit a defender. Honesty - To give the actual number of passes made with a partner / group</p>	<p>To perform a swing pass and bounce pass in a game. To apply a feint when passing to outwit a defender. Honesty - To give the actual number of passes made with a group.</p>	<p>To perform a pass in an invasion game using a swing pass To apply a simple tactic to outwit a defender. Honesty - As a player - to agree to play by the rules and not to cheat. As an official – to recognise and enforce the rules.</p>	<p>To perform a pass in an invasion game using a swing pass. To apply a simple tactic to outwit a defender. Honesty - As a player - to agree to play by the rules and not to cheat. As an official – to recognise and fair play and award points for it.</p>	
Year 4	<p>To demonstrate passing a ball using a one handed pass accurately. Determination - To show determination by simply not giving up.</p>	<p>To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination - Keep trying to dribble a ball even if it is difficult.</p>	<p>To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination - To show willpower when dribbling a handball.</p>	<p>To demonstrate one handed passing with some control To use simple tactics to outwit an opponent. Determination – To not give up trying to dribble a handball when it gets hard. To evaluate how determined they were when dribbling and when playing a game.</p>	<p>To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation - To use the success criteria to identify strengths of the attacking team.</p>	<p>To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation - To use the success criteria to identify strengths of the attacking team.</p>



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	<p>Pupils understand uses for electricity. Pupils can think creatively and create their own movement using words as inspiration.</p> <p>Encouragement - To motivate all group members to share ideas and create movement ideas.</p>	<p>Pupils can name the key components of an electrical circuit. Pupils can create and perform their own dance movements from the inspiration given, being as imaginative as possible.</p> <p>Encouragement - To support and reassure others to create a group sequence.</p>	<p>Pupils will demonstrate CANON and UNISON. Pupils will demonstrate developing performance skills.</p> <p>Encouragement - To support others to create a sequence and give constructive feedback.</p>	<p>Pupils can explain the difference between conductors and insulators. Pupils can demonstrate performance skills.</p> <p>Encouragement - To support and motivate each other to rehearse and refine group dance.</p>	<p>Pupils will have created a duet using increased choreographic skills.</p> <p>Encouragement - To work with and support a partner to create a duet.</p>
Year 5	<p>To explore the qualities of different characters.</p>	<p>To convey the emotions, mood and feelings of the characters in the story.</p>	<p>To explore movements showing a conflict using props.</p>	<p>To create sequence using props showing a conflict between contrasting characters.</p>	<p>To use own ideas from written work to create an ending to the story sequence. To link all sequences to produce a complete story dance.</p>
Swimming- Unit 2					



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Year 6	<p>To demonstrate a part weight bearing balance.</p> <p>Problem Solving - To generate ideas and explore different balances with a partner without fear of failure.</p>	<p>To create a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p>Resourcefulness - To make positive suggestions to my partner/group and experiment with adapting the sequence by using different apparatus.</p>	<p>To create and perform a sequence of gymnastic actions, paired and group balances using apparatus.</p> <p>Evaluation - To identify strengths and areas for improvement in a group sequence and provide.</p>	<p>To create and perform a group sequence using apparatus.</p> <p>Evaluation - To recognise ways to improve the group sequence through using the success criteria.</p>		
	<p>To demonstrate passing and catching a netball with consistency, accuracy and control.</p> <p>Decision Making - To make a definite conclusion of when to pass the ball.</p>	<p>To demonstrate a shoulder pass.</p> <p>To shoot a netball with some accuracy.</p> <p>Decision Making - To make a definite conclusion of when to pass the ball.</p>	<p>To apply simple tactics when playing a netball type game.</p> <p>Decision Making - To make decisions on when to pass the ball in a game situation.</p>	<p>To apply simple tactics with and without the ball when playing a netball-type game.</p> <p>Evaluation - To identify strengths and areas for improvement when playing a netball-type game.</p>	<p>To apply simple tactics when playing a netball-type game, including defending.</p> <p>Evaluation - To evaluate own work and that of others, and suggest ways to improve.</p>	<p>To apply simple attacking and defending tactics when playing a netball-type game.</p> <p>Evaluation - To evaluate own work and that of others, and suggest ways to improve.</p>



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	1	2	3	4	5	6
Reception	<p>EYFS – FMS Jump for distance Land appropriately Hop on both feet Underarm throw for distance Overarm throw for distance Catch with increasing accuracy Climb with confidence, over, under and through equipment Character: Perseverance/Stickability</p>					
Year 1	<p>Dance – Robots To explore the quality of robots and copy and repeat movements precisely Imagination- To create imaginative ways of moving like a robot.</p>	<p>Dance – Robots To explore travelling, use of levels and different settings as a robot and try mirroring with a partner. Imagination – To try a variety of imaginative ways of travelling using others ideas to help</p>	<p>Dance – Robots Create mirroring dance with your partner and perform to the class. Imagination – To work with a partner in an imaginative way to create mirrored dancing.</p>	<p>Dance – Robots Explore transformers characters and work with others to create interesting transformer shapes. Imagination – To use your imagination to create a group transformer</p>	<p>Dance – Robots Link all our dance together and perform all our robot ideas as a whole class. Imagination – To imaginatively try a variety of ways to switch off.</p>	<p>Dance – Robots</p>
	Team Teach MFC					



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Year 2	<p>To be able to create travelling patterns. To be able to select effective movements. To be able to develop and improve their work.</p>	<p>To be able to create travelling patterns using a stimulus. To be able to select effective movements. To be able to develop and improvements.</p>	<p>To be able to create a pathway using a stimulus. To be able to develop and improve work. To be able to remember work and recreate it repetitively. To be able to contribute to a whole class performance.</p>	<p>To be able to use a stimulus effectively. To be able to remember work and recreate it repetitively. To be able to work effectively within a group.</p>	<p>To be able to recall and perform session's work. To be able to use a stimulus effectively. To be able to work effectively on our own and within a group to create travelling phrases.</p>	<p>To be able to participate in a whole class performance. To be able to demonstrate spatial awareness, confidence and expression and expression. To be able to respond to own work using dance words.</p>
	<p>To demonstrate how to catch a ball. To show a side gallop with some rhythm. Concentration – To focus on the performing the skills of side gallop and catching.</p>	<p>To show the ready position. To demonstrate how to catch a ball. Concentration – To focus on getting into the ready position.</p>	<p>To show how to hold a bat. To demonstrate catching a ball from the ready position. To strike a ball to a partner. Concentration- To listen carefully to instructions and focus on the task.</p>	<p>To strike a ball with some accuracy. To show a simple tactic in competitive fours. Self belief – To recognize that I can learn new things and improve if I practice.</p>	<p>To strike a ball with accuracy. To apply a simple tactic in a net/wall game. Self belief – to recognize improve striking a ball into space if I practice.</p>	<p>To demonstrate a simple tactic in a net/wall game to outwit an opponent. Self belief – To focus on applying a tactic in a game to outwit an opponent.</p>



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Year 3	Dance – Rock and Roll Co-operation	Dance – Rock and Roll Co-operation	Dance – Rock and Roll Co-operation	Dance – Rock and Roll Co-operation	Dance – Rock and Roll Co-operation	Dance – Rock and Roll Co-operation
	Net and Wall Games – Warming up	Net and Wall Games – Throwing actions	Net and Wall Games – Strike the ball	Net and Wall Games – Simple tactics	Net and Wall Games – Striking skills	Net and Wall Games
Year 4	To select travelling actions to convey different characters, along varied pathways. Reflection – To think about what you have read, heard and seen and reflect that in your sequence.	To use a range of traveling steps following a planned pathway. Reflection – To stop and think about what you are doing and how you are doing it.	To create a sequence with a partner. To link sequences together. Reflection – To reflect on how to link three sequences together effectively.	To create a mirrored sequence with a partner that tells a story. Reflection – To understand why it is important to reflect on what you are doing to improve.	To explore the qualities of different characters. Reflection – To listen and respond to feedback.	To create a full performance from both of the sequences made and demonstrate strong character skills throughout. Reflection – To understand how reflecting helps us in life.
	To demonstrate passing a ball using a one handed pass accurately. To move into space after using a one handed pass in a game. Determination – To show determination by simply not giving up.	To pass a ball accurately to a teammate using a one handed bounce pass. To demonstrate a simple tactic in a game. Determination – Keep trying to dribble a ball even if it is difficult.	To demonstrate passing a handball with some accuracy. To find space to receive a pass. Determination – To show willpower when dribbling a handball.	To demonstrate one handed passing with some control. To use simple tactics to outwit an opponent. Determination – To not give up trying to dribble a handball when it gets hard.	To shoot a ball with accuracy. To use tactics to outwit an opponent. Evaluation – To use the success criteria to identify strengths of the attacking team.	To use tactics to outwit an opponent. To evaluate what worked well in a team. Evaluation – To use the success criteria to identify strengths of the attacking team.



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Year 5	To demonstrate bowling underarm with accuracy. To catch a ball when fielding. Encouragement – To offer practical solutions to help teammates improve.	To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. Encouragement - To offer practical solutions to help teammates improve.	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. Self-motivation – to set myself a goal when practicing bowling and practice to improve.	To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. Decision-making – To make definite decision choice of where to strike the ball.	To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. Evaluation – To refer to the objectives and success criteria when evaluating a performance.	To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game. Evaluation – To identify strengths and areas for improvement.
	Swimming- Unit 2					
Year 6	RAISING ASPIRATIONS PROGRAM	To demonstrate bowling underarm with accuracy. To catch a ball when fielding. Encouragement - To offer practical solutions to help teammates improve.	To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. Encouragement - To offer practical solutions to help teammates improve.	To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. Self- Motivation - To set myself a goal when practising bowling and practice to improve.	To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. Decision Making - To make a definite choice of where to strike the ball.	To strike a ball with a cricket bat in a game. To use tactics in a cricket type game. Evaluation - To refer to the objectives and success criteria when evaluating a performance.



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	OAA Greg Sykes	OAA Greg Sykes	To show passing a ball to a teammate using a hockey stick. Responsibility - To organise myself and the equipment and complete tasks to the best of my ability and safely.	. To demonstrate dribbling and passing a ball using a hockey stick. Responsibility - To complete my goal safely and to the best of my ability	To demonstrate shooting a ball at a goal. To select attacking tactics when playing a hockey type game. Decision Making - To make a definite conclusion of when to pass playing a hockey type game.	To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game Decision Making - To make decisions on when to pass the ball in a game situation
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Physical Education Spring 2

	1	2	3	4	5	6
Reception	EYFS – Jack and the Beanstalk PE Passport <ul style="list-style-type: none">•Running•Underarm throw•Jumping for distance•Travel on hands and feet					
Year 1	Catching and bouncing To bounce and catch a ball. Concentration	Catching and bouncing To bounce a ball to a partner Concentration	Catching and bouncing To bounce a ball with accuracy Concentration	Catching and bouncing To bounce a ball with accuracy Co-operation	Catching and bouncing To bounce a ball in a game Co-operation	Catching and bouncing To bounce a ball in a game
	Team Teach MFC					
Year 2	To explore actions related to work. To link 2 travelling actions to a gesture.	To explore contrasting gestures and travelling actions.	To explore and travel along different pathways.	To explore fighting actions. To link movements through travel, jump, turn, gesture and stillness.	To work together as individuals, pairs, small groups and a class to convey the story through movement using travel, jump, turn, gesture and stillness.	
	To demonstrate and overarm throw for distance.	To strike a ball for distance. To play a simple striking and fielding game.	To strike a ball for distance. To play a simple striking and fielding game and use a simple tactic.		To play a simple striking and fielding game and use a simple tactic.	



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Year 3	How do I pass a ball in handball? Honesty.	How do I perform a bounce pass? Honesty	When do I use different passes in handball? Honesty	How can I outwit a defender? Honesty	How can I outwit a defender? Honesty	How can I outwit a defender? Honesty
	How can I create still connected shapes? Resilience	How can I interpret actions from the chapter through movement? Resilience.	What types of unusual movements can I perform to the music? Resilience	How can I express characters and explore patterns through a sequence of moves? Resilience	Can we perform a well structured sequence? Resilience	How does an audience know we have finished the dance? Resilience
Year 4	To select travelling actions to convey different characters, along varied pathways. Reflection – To think about what you have read, heard and seen and reflect that in your sequence.	To use a range of traveling steps following a planned pathway. Reflection – To stop and think about what you are doing and how you are doing it.	To create a sequence with a partner. To link sequences together. Reflection – To reflect on how to link three sequences together effectively.	To create a mirrored sequence with a partner that tells a story. Reflection – To understand why it is important to reflect on what you are doing to improve.	To explore the qualities of different characters. Reflection – To listen and respond to feedback.	To create a full performance from both of the sequences made and demonstrate strong character skills throughout. Reflection – To understand how reflecting helps us in life.
	OAA – Team Work and Problem Solving To demonstrate working as part of a team to solve challenges	OAA – Team Work and Problem Solving To demonstrate cooperating and working together as a team to complete challenges	OAA – Team Work and Problem Solving To cooperate and work together as a team to complete challenges	OAA – Team Work and Problem Solving To show encouragement and support to team members.	OAA – Team Work and Problem Solving To explain how they worked as a team to solve challenges	OAA – Team Work and Problem Solving To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.



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	Problem solving – To try different solutions without fear of failure.	Problem solving – To try out ideas and different solutions to solve a problem without fear of failure.	Problem solving – To generate ideas to solve problems. To try different solutions without fear of failure.	Problem solving – To adapt their ideas through trying them out.	Problem solving – To try different ways of solving the problem without fear of failure.	Problem solving – To explain how they chose their team roles and did it help solve the problem?
Year 5	To create a solo and partner dance. Respect – To demonstrate respect for a partner's ideas and contributions.	To create a well-structured group dance depicting a planet. Respect – To respect the ideas of everyone in the group.	To improve teamwork skills, timing and spatial awareness. Respect – to be respectful in a group and to overcome difficulties.	To perform a dance in unison Respect – To create small group dances showing respect for other people's ideas.	To demonstrate creative skills in the creation of a new duet. Respect – To work with respect for one another when creating a duet.	To rehearse and perform a dance showing a range of skills. Respect – To show respect whilst structuring the dance and listen to people's ideas and respond respectfully.
	Swimming- Water Safety					
Year 6	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils create a group dance using a range of dynamics, accurately timed. Identify real-life heroes and why they are heroes.	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques.	Dance- Heroes and Villains Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team.	Dance- Heroes and Villains Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence.



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	Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.	Empathy - To understand how heroic characters might feel and work with a group to portray these qualities.	Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.	Empathy - To work together ensuring all pupils are confident and happy to create and improve their duet.	Empathy - To work with empathy for all to improve their dance.	Empathy - To have increased confidence and understanding for what it feels like to perform in front of an audience.
	Striking and Fielding- Rounders To demonstrate bowling underarm with accuracy Encouragement - To offer practical solutions to help teammates improve.	Striking and Fielding- Rounders To strike a ball with a bat. To throw a ball overarm when fielding Encouragement - To offer practical solutions to help teammates improve	Striking and Fielding- Rounders To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. Self- Motivation - To set myself a goal when practising bowling.	Striking and Fielding- Rounders To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. Decision Making - To make a definite choice of where to strike the ball.	Striking and Fielding- Rounders To demonstrate bowling with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders type game. Evaluation - To refer to the objectives and success criteria.	Striking and Fielding- Rounders To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game. Evaluation - To identify strengths and areas for improvement.