

PE

at

The Richmond School

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**Overview of activities**

FS	Moving & Handling	Health & Self-care	Working with others	Dance	Swimming	OAA
FS					Multi-skills	
Y1	Dance	Team Building	Team Games	Multi-skills	Swimming	Athletics
Y1	Gymnastics	OAA	Gymnastics	Dance	Gymnastics	Dance
Y2	Athletics	Invasion Games	Multi-Skills	Swimming	OAA	Team Building
Y2	Striking & Fielding Games	Multi-Skills	Gymnastics	Dance	Gym	Dance
Y3	Striking & Fielding Games	Swimming	OAA	Team Building	Dance	Athletics
Y3	Gymnastics	Dance	Invasion Games	Multi-skills	Net / Wall Games	Gymnastics
Y4	Net / Wall Games	Multi-skills	Swimming	Gymnastics	Striking & Fielding Games	Athletics
Y4	Dance	Dance	Gymnastics	Team Building	OAA	Invasion Games
Y5	Swimming	Invasion Games	Team Building	OAA	Gymnastics	Athletics
Y5	Gymnastics	Dance	Indoor Athletics	Multi-skills	Striking & Fielding Games	Dance
Y6	Net/Wall Games	Indoor Athletics	Invasion Games	Invasion Games	Athletics	Swimming
Y6	OAA	Team Building	Multi-skills	Dance	Striking & Fielding Games	Gymnastics
Hall	5	5	5	5	4	5

**Ongoing Activities FS & KS1**

<b>ONGOING SKILLS:</b>	
Use all year, as much as possible, in warm ups and between instructions as well as in main activities to maintain 80% activity in a lesson. Start most sessions with a game, problem or challenge.	
Running	How to stop and then push off from outside leg to change direction Sprinting          Fast arms.          Hip to lip Sustained. How far in... How long before stopping? Changing direction (Agility) Moving objects from one place to another Arms opposite to legs (Ladder work)
Jumping	2 feet to 2 feet. Standing - high and long jump Hopping Skipping          No rope then rope Speed bounce Hop Scotch          Full game missing out squares Hurdles
Throwing Both hands	New age Kurling To a partner Underarm close Over arm for distance French cricket Objects onto hopscotch How far? Javelin
Catching Using both hands and one hand	To self With a partner Crazy catch Pass and move (Netball basic) No bat rounders. Catch and throw
Balancing	On one leg Point balances Moving along a straight pathway.          Moving along a curved pathway. Moving whist controlling a ball Dynamic tennis racket egg and spoon
Tactics	Chasing and running away TIG          Piggy in the middle How to win?          Recognising why lost. Fielding in a space          Throw or hit ball into spaces where fielders aren't With the teacher pick an athletics team based on ability to compete against parallel class
Leadership.	How to be in charge of an equipment group Teach a group your dance Pick a team Invent an obstacle course and teach it to others Help to organise a gym routine and perform Run a playtime game.
Wet weather	New Age Kurling, stacking cups, boccia, watch clips of games, Go Noodle, put coats on and walk, build a rainproof den, balance on spot, speed bounce. <a href="http://5-a-day.tv/">http://5-a-day.tv/</a> Reaction time games on smart board. Design a game
Fitness	Complete 'Mile a day' challenge

Foundation Stage	Autumn 1	Autumn 2
Session 1	<b>Moving and handling.</b> Changing Speed Body awareness Finding space	<b>Health and self-care</b>  Using term 1 skills on small and large equipment
Competitive element		
Resources	Charlotte Andrews Monday am Val Sabin Action Kids	Val Sabin Action Kids

Foundation Stage	Spring 1	Spring 2
Session 1	<b>Working with others</b> Partners and teams	<b>DANCE</b> Creative development opportunity
Competitive element		
Resources	Val Sabin Action Kids	Val Sabin Action Kids

Foundation Stage	Summer 1	Summer 2
Session 1	<b>SWIM</b> 2X30Mins Assess how many can swim 25m. Finish with mini gala	<b>OUTDOOR AND ADVENTUROUS</b> Exploring Map making Making dens Orienteering Use outdoor learning cards
Competitive element		
Resources	Pool / pool staff	
Session 2	<b>MULTI-SKILLS</b> Ball skills Winning and losing Team games Guarding Tactics	
Competitive element		
Resources	Val Sabin Action Kids	

Year 1	Autumn 1	Autumn 2
Session 1	<p><b>DANCE</b></p> <p><b>Link to Topic</b></p> <p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own and general space, using changes of speed, level and direction.</p> <p>Compose and link movement to make simple dances with clear beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts</p> <p>Talk about dance ideas inspired by different stimuli.</p> <p>Copy, watch and describe dance movement.</p>	<p><b>TEAM GAMES</b></p> <p><b>Invasion Games (focus)</b></p> <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance use information to improve their work</p>
Competitive element	<i>End with team or individual performances.</i>	<b>INTERHOUSE COMPETITION</b>
Resources		
Session 2	<p><b>GYMNASTICS</b></p> <p>Putting out and putting away equipment recognise how their body feels when still and when exercising</p> <p>Explore gymnastics actions and still shapes move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Copy or create and link movement phrases with beginnings, middles and ends perform movement phrases using a range of body actions and body parts.</p> <p>Watch, copy and describe what they and others have done</p>	<p><b>MULTI-SKILLS</b></p> <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance use information to improve their work.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>Competing against personal bests</i>
Resources	Val Sabin Action Kids	

Year 1	Spring 1	Spring 2
Session 1	<p><b>MULTI-SKILLS</b></p> <p>Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance use information to improve their work.</p>	<p><b>SWIM</b></p> <p>Assess how many can swim 25m</p>
Competitive element	<i>Competing against personal bests</i>	<i>Finish with mini gala</i>
Resources		Pool staff to lead
Session 2	<p><b>GYMNASTICS</b></p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p>	<p><b>DANCE</b></p> <p><b>Link to Topic</b></p> <p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>End with team or individual performances.</i>
Resources	RAWMARSH SCHEME	

Year 1	Summer 1	Summer 2
Session 1	<p><b>OAA</b></p> <p>Teach children to risk assess. What might hurt me? What will I do if... happens? Introduction to first aid. Outcome - plan and go on expedition in area around school. Camp overnight on school field *This is a long term aim. Refer back to previous years to ensure children can meet previous expectations</p> <p>Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully.</p>	<p><b>TEAM BUILDING</b></p> <p>Solve simple challenges and problems successfully Observe what they and others have done and use their observations to improve their performance.</p>
Competitive element		
Resources	<p>Plan with Mr Porter *Could be taught as a 2/3-day block</p>	
Session 2	<p><b>GYMNASTICS</b></p> <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating.</p>	<p><b>DANCE</b></p> <p><b>Link to Topic</b></p> <p>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the importance of warming up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their own work.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>End with team or individual performances.</i>
Resources	RAWMARSH SCHEME	

Year 2	Autumn 1	Autumn 2
Session 1	<p><b>STRIKING &amp; FIELDING GAMES</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for striking and fielding games.</p> <p>Know and describe the short term effects of different exercise activities on the body.</p> <p>Know how to improve stamina begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p>	<p><b>SWIMMING</b></p> <p>Assess how many can swim 25m</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>Finish with mini gala</i>
Resources		
Session 2	<p><b>GYMNASTICS</b></p> <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements.</p> <p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance.</p> <p>Recognise how their own performance has improved.</p>	<p><b>DANCE</b></p> <p><b>Link to Topic – Meet the Flintstones</b>  <a href="http://www.dancenotes.co.uk">www.dancenotes.co.uk</a></p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>Talk about how they might improve their dances.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>End with team or individual performances.</i>
Resources	RAWMARSH SCHEME	

Year 2	Spring 1	Spring 2
Session 1	<p><b>OAA</b></p> <p>Teach children to risk assess. What might hurt me? What will I do if... happens? First aid 1</p> <p>Outcome – Plan and go on an expedition that explores the area beyond the town centre. <i>*This is a long term aim. Refer back to previous years to ensure children can meet previous expectations</i></p> <p>Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and other performances, and identify areas that need improving.</p>	<p><b>TEAM BUILDING ACTIVITIES</b></p> <p>Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and other performances, and identify areas that need improving.</p>
Competitive element		
Resources	<p>Plan with Mr Porter</p> <p><i>*Could be taught as a 2/3-day block</i></p>	
Session 2	<p><b>INVASION GAMES</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies keep, adapt and make rules. Know and describe the short term effects of different exercise activities on the body. Know how to improve stamina begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p><b>MULTI-SKILLS</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Know and describe the short term effects of different exercise activities on the body. Know how to improve stamina begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>Aim to beat personal / class records</i>
Resources		

Year 2	Summer 1	Summer 2
Session 1	<p><b>DANCE</b></p> <p>Link to Topic – Tomb Raiders <a href="http://www.dancenotes.co.uk">www.dancenotes.co.uk</a></p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement. Create and link dance phrases using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Keep up activity over a period of time and know they need to warm up and cool down for dance. Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances.</p>	<p><b>ATHLETICS</b></p> <p>Track and field events.</p> <p>Personal records Class records display. Compare with scores from previous year.</p> <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Develop their ability to choose and use simple tactics and strategies in different situations. Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>Competitive element – Sports Day</i>
Resources		
Session 2	<p><b>NET / WALL GAMES</b></p> <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies keep, adapt and make rules for net games. Know and describe the short term effects of different exercise activities on the body. Know how to improve stamina begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p>	<p><b>GYMNASTICS</b></p> <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas. Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength. Describe and evaluate the effectiveness and quality of a performance. Recognise how their own performance has improved.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>End with team or individual performances.</i>
Resources		RAWMARSH SCHEME

**Ongoing Activities KS2**

Use all year, as much as possible, in warm ups and between instructions as well as in main activities to maintain 80% activity in a lesson. Start most sessions with a game, problem or challenge.	
Running	How to stop and then push off from outside leg to change direction Sprinting      Fast arms.      Hip to lip Sustained. How far in...      How long before stopping? Changing direction      (Agility) Moving objects from one place to another Arms opposite to legs      (Ladder work) Run and think
Jumping	2 feet to 2 feet. 1 foot to 2 feet Standing high / long / triple / combination jump Hopping      Skipping - No rope then rope Speed bounce      Hop Scotch      Hurdles
Throwing	New age kurling To a partner Underarm close      Over arm for distance Objects onto hopscotch / targets How far? Javelin / cricket ball / football / netball Types of passes: chest / bounce / shoulder / lob
Catching Using both hands and one hand	To self      With a partner Crazy catch Pass and move (Netball basic) No bat rounders. Catch and throw
Balancing	On one leg      Point balances Moving along a straight pathway      Moving along a curved pathway. Moving whist controlling a ball
Tactics	Chasing and running away      TIG      Piggy in the middle How to win?      Recognising why lost. Fielding in a space      Throw or hit ball into spaces where fielders aren't With the teacher pick an athletics team based on ability to compete against parallel class.
Leadership.	How to be in charge of an equipment group Teach a group your dance Pick a team Invent an obstacle course and teach it to others Help to organise a gym routine and perform Run a playtime game. Positive Play
Wet weather	New Age Kurling, stacking cups, boccia, watch clips of games, Go Noodle, put coats on and walk, build a rainproof den, balance on spot, speed bounce. <a href="http://5-a-day.tv/">http://5-a-day.tv/</a> Reaction time games on smart board.      Design a game
Fitness	Mile a day Promote walking / cycling to school Activity diaries

Year 3	Autumn 1	Autumn 2
Session 1	<p><b>NET / WALL GAMES</b></p> <p>Develop the range and consistency of their skills in all games. Devise and use rules. Keep, adapt and make rules for net games. Use and adapt tactics in different situations. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>	<p><b>DANCE</b></p> <p>Link to Topic: Fiesta</p> <p>Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others dances, taking account of character and narrative.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>End with team or individual performances.</i>
Resources		
Session 2	<p><b>DANCE</b></p> <p>Link to Topic: Fiesta</p> <p>Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others dances, taking account of character and narrative.</p>	<p><b>MULTI-SKILLS</b></p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>Compete against personal records</i>
Resources		

Year 3	Spring 1	Spring 2
Session 1	<p><b>SWIMMING</b></p> <p>Assess how many can swim 25m</p>	<p><b>GYMNASTICS</b></p> <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p>
Competitive element	<i>End with a gala</i>	<i>End with team or individual performances.</i>
Resources		RAWMARSH SCHEME
Session 2	<p><b>GYMNASTICS</b></p> <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p>	<p><b>TEAM BUILDING ACTIVITIES</b></p> <p>Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and other performances, and identify areas that need improving.</p>
Competitive element	<i>End with team or individual performances.</i>	
Resources	RAWMARSH SCHEME	

Year 3	Summer 1	Summer 2
Session 1	<p><b>STRIKING AND FIELDING</b></p> <p>Bowling to backstop, backstop throws to base and decision making to beat a batter and get them out.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Devise and use rules keep, adapt and make rules for striking and fielding.</p> <p>Use and adapt tactics in different situations.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>	<p><b>ATHLETICS</b></p> <p>TRACK &amp; FIELD</p> <p>Personal records</p> <p>Class records display.</p> <p>Compare with scores from previous year.</p> <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>Sports Day</i>
Resources		
Session 2	<p><b>OAA</b></p> <p><b>ORIENTEERING + First aid 2</b></p> <p>Teach children to risk assess.</p> <p>What might hurt me? What will I do if... happens?</p> <p>Outcome - Plan and go on an expedition to Butlin's Skegness. Stay overnight. <i>*This is a long term aim. Refer back to previous years to ensure children can meet previous expectations</i></p> <p>Develop the range and consistency of their skills and work with others to solve challenges.</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and other performances, and identify areas that need improving.</p>	<p><b>INVASION GAMES</b></p> <p>Develop the range and consistency of their skills in all games.</p> <p>Devise and use rules.</p> <p>Use and adapt tactics in different situations.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>
Competitive element		<i>INTERHOUSE COMPETITION</i>
Resources	Plan with Mr Porter *Could be taught as a 2/3-day block	

Year 4	Autumn 1	Autumn 2
Session 1	<p><b>NET / WALL GAMES</b></p> <p>Develop the range and consistency of their skills in all games.</p> <p>Devise and use rules.</p> <p>Keep, adapt and make rules for net games.</p> <p>Use and adapt tactics in different situations.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>	<p><b>DANCE</b></p> <p>Link to Topic: Fiesta</p> <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Use simple choreographic principles to create motifs and narrative.</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p> <p>Know and describe what you need to do to warm up and cool down for dance.</p> <p>Describe, interpret and evaluate their own and others dances, taking account of character and narrative.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>End with team or individual performances.</i>
Resources		
Session 2	<p><b>DANCE</b></p> <p>Link to Topic: Fiesta</p> <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Use simple choreographic principles to create motifs and narrative.</p> <p>Perform complex dance phrases and dances that communicate character and narrative.</p> <p>Know and describe what you need to do to warm up and cool down for dance.</p> <p>Describe, interpret and evaluate their own and others dances, taking account of character and narrative.</p>	<p><b>MULTI-SKILLS</b></p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>
Competitive element	<i>End with team or individual performances.</i>	<i>Compete against personal records</i>
Resources		

Year 4	Spring 1	Spring 2
Session 1	<p><b>SWIMMING</b></p> <p>Assess how many can swim 25m</p>	<p><b>GYMNASTICS</b></p> <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p>
Competitive element	<i>End with a gala</i>	<i>End with team or individual performances.</i>
Resources		RAWMARSH SCHEME
Session 2	<p><b>GYMNASTICS</b></p> <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved.</p>	<p><b>TEAM BUILDING ACTIVITIES</b></p> <p>Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and other performances, and identify areas that need improving.</p>
Competitive element	<i>End with team or individual performances.</i>	
Resources	RAWMARSH SCHEME	

Year 4	Summer 1	Summer 2
Session 1	<p><b>STRIKING AND FIELDING</b></p> <p>Bowling to backstop, backstop throws to base and decision making to beat a batter and get them out.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Devise and use rules keep, adapt and make rules for striking and fielding.</p> <p>Use and adapt tactics in different situations.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>	<p><b>ATHLETICS</b></p> <p>TRACK &amp; FIELD</p> <p>Personal records</p> <p>Class records display.</p> <p>Compare with scores from previous year.</p> <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>Sports Day</i>
Resources		
Session 2	<p><b>OAA</b></p> <p><b>ORIENTEERING + First aid 2</b></p> <p>Teach children to risk assess.</p> <p>What might hurt me? What will I do if... happens?</p> <p>Outcome - Plan and go on an expedition to Butlin's Skegness. Stay overnight. <i>*This is a long term aim. Refer back to previous years to ensure children can meet previous expectations</i></p> <p>Develop the range and consistency of their skills and work with others to solve challenges.</p> <p>Choose and apply strategies and skills to meet the requirements of a task or challenge.</p> <p>Recognise the effect of different activities on the body and to prepare for them physically.</p> <p>Work safely.</p> <p>Describe and evaluate their own and other performances, and identify areas that need improving.</p>	<p><b>INVASION GAMES</b></p> <p>Develop the range and consistency of their skills in all games.</p> <p>Devise and use rules.</p> <p>Use and adapt tactics in different situations.</p> <p>Recognise which activities help their speed, strength and stamina and know when they are important in games.</p> <p>Recognise how specific activities affect their bodies.</p> <p>Explain their ideas and plans recognise aspects of their work which need improving suggest practices to improve their play.</p>
Competitive element		<i>INTERHOUSE COMPETITION</i>
Resources	Plan with Mr Porter *Could be taught as a 2/3-day block	

Year 5	Autumn 1	Autumn 2
Session 1	<p><b>SWIM</b></p> <p>Assess how many can swim 25m using a range of strokes</p> <p>Each child to know how to perform a safe rescue in different water-based situations</p>	<p><b>INVASION GAMES</b></p> <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances.</p>
Competitive element	<i>Finish with mini gala</i>	<i>Sports Day</i>
Resources		<i>INTERHOUSE COMPETITION</i>
Session 2	<p><b>GYMNASTICS</b></p> <p>Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p> <p>Know and understand the basic principles of warming up and why it is important for good quality performance.</p> <p>Understand why physical activity is good for their health.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p><b>DANCE</b></p> <p><b>Link to topic – Who built the roads?</b></p> <p><a href="http://bbc.co.uk//ks2_dance_romans">bbc.co.uk//ks2_dance_romans</a></p>
Competitive element	<i>End with team or individual performances</i>	<i>End with team or individual performances</i>
Resources	RAWMARSH SCHEME	

Year 5	Spring 1	Spring 2
Session 1	<p><b>TEAM BUILDING ACTIVITIES</b></p> <p>Develop and refine problem-solving skills when working in.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>Understand how the challenge of physical activities can help their fitness, health and wellbeing.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>	<p><b>OAA (Link to Topic) ORIENTEERING + First aid 3</b></p> <p>Teach children to risk assess.</p> <p>What might hurt me? What will I do if... happens?</p> <p>Outcome - Plan and go on an expedition in another locality.</p> <p>Use some public transport.</p> <p>Youth hostel</p> <p><i>*This is a long term aim. Refer back to previous years to ensure children can meet previous expectations</i></p> <p>Develop and refine orienteering and problem-solving skills when working in groups and on their own.</p> <p>Decide what approach to use to meet the challenge set.</p> <p>Adapt their skills and understanding as they move from familiar to unfamiliar environments.</p> <p>See the importance of a group or team plan, and the value of pooling ideas.</p> <p>Improve their performance by changing or adapting their approaches as needed.</p>
Competitive element		
Resources		
Session 2	<p><b>INDOOR ATHLETICS</b></p> <p>Maths – measuring and recording performance data</p> <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others work and suggest ways to improve it.</p>	<p><b>MULTI-SKILLS</b></p> <p>Develop a broader range of techniques and skills.</p> <p>Develop consistency in their skills.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>Compete against personal records</i>
Resources		

Year 5	Summer 1	Summer 2
Session 1	<p><b>GYMNASTICS</b></p> <p>Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations.</p> <p>Know and understand the basic principles of warming up and why it is important for good quality performance.</p> <p>Understand why physical activity is good for their health.</p> <p>Choose and use information and basic criteria to evaluate their own and others' work.</p>	<p><b>ATHLETICS</b></p> <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use. Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others work and suggest ways to improve it.</p>
Competitive element	<i>End with team or individual performances</i>	<i>Sports Day</i> ..... <i>Finish with mini gala</i>
Resources	RAWMARSH SCHEME	
Session 2	<p><b>STRIKING AND FIELDING</b></p> <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work. Suggest improvements in their own and others' performances.</p>	<p><b>DANCE</b></p> <p><b>Link to topic – Vicious Vikings</b>  <a href="http://dancenotes.co.ukThe%20Vikings.pdf">dancenotes.co.ukThe%20Vikings.pdf</a></p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p> <p>Compose dances by using adapting and developing steps, formations and patterning from different dance styles.</p> <p>Perform dances expressively, using a range of performance skills.</p> <p>Organise their own warm-up and cool-down activities to suit the dance.</p> <p>Show an understanding of why it is important to warm up and cool down.</p> <p>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>End with team or individual performances</i>
Resources		

Year 6	Autumn 1	Autumn 2
Session 1	<p><b>NET / WALL GAMES</b>            Main sport: Volleyball            Other sports: tennis &amp; table tennis            Choose, combine and perform skills more fluently and effectively in net / wall games.            Understand, choose and apply a range of tactics and strategies for defence and attack - use these tactics and strategies more consistently in similar games.            Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.            Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.            Know why warming up and cooling down are important.</p>	<p><b>INDOOR ATHLETICS</b>            Maths – measuring and recording performance data            Develop the consistency of their actions in a number of events.            Increase the number of techniques they use.            Choose appropriate techniques for specific events.            Understand the basic principles of warming up.            Understand why exercise is good for fitness, health and wellbeing.            Evaluate their own and others work and suggest ways to improve it.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>INTERHOUSE COMPETITION Competing against personal &amp; class bests</i>
Resources		
Session 2	<p><b>OAA ORIENTEERING + First Aid 4</b>            Plan and go on an expedition that involves two locations. Two-night stay.            Develop and refine orienteering and problem-solving skills when working in groups and on their own.            Decide what approach to use to meet the challenge set.            Adapt their skills and understanding as they move from familiar to unfamiliar environments.            Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.            See the importance of a group or team plan, and the value of pooling ideas.            Improve their performance by changing or adapting their approaches as needed.</p>	<p><b>TEAM BUILDING ACTIVITIES</b>            Develop and refine problem-solving skills when working in.            Decide what approach to use to meet the challenge set.            Adapt their skills and understanding as they move from familiar to unfamiliar environments.            Understand how the challenge of physical activities can help their fitness, health and wellbeing.            See the importance of a group or team plan, and the value of pooling ideas.            Improve their performance by changing or adapting their approaches as needed.</p>
Competitive element		
Resources		

Year 6	Spring 1	Spring 2
Session 1	<p><b>INVASION GAMES</b>            Making plans / Maintaining a position / Supporting players with the ball / Goalkeeping / Pupils directing others            Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack - use these tactics and strategies more consistently in similar games.            Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.            Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.            Know why warming up and cooling down are important.</p>	<p><b>INVASION GAMES</b>            Main sport: Hockey            Other sports: tag rugby, football, basketball &amp; netball            Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack - use these tactics and strategies more consistently in similar games.            Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.            Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.            Know why warming up and cooling down are important.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>INTERHOUSE COMPETITION</i>
Resources		
Session 2	<p><b>MULTI-SKILLS</b>            Choose, combine and perform skills more fluently and effectively.            Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games.            Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.            Know why warming up and cooling down are important.</p>	<p><b>DANCE</b>  <b>Link to Topic: Oh, I do like to be beside the seaside.</b>            Explore, improvise and combine movement ideas fluently and effectively.            Create and structure motifs, phrases, sections and whole dances.            Begin to use basic compositional principles when creating their dances.            Understand why dance is good for their fitness, health and wellbeing.            Prepare effectively for dancing.            Understand how a dance is formed and performed.            Evaluate, refine and develop their own and others work.</p>
Competitive element	<i>Competing against personal &amp; class bests</i>	<i>End with team or individual performances.</i>
Resources		<a href="http://dancenotes.co.uk/all-at-sea/h">dancenotes.co.uk/all-at-sea/h</a>

Year 6	Summer 1	Summer 2
Session 1	<p><b>ATHLETICS</b> <b>TRACK &amp; FIELD</b></p> <p>Personal records Class records display. Compare with scores from previous year.</p> <p>Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others work and suggest ways to improve it.</p>	<p><b>SWIMMING</b></p> <p>Assess how many can swim 25m using a range of strokes. Each child to know how to perform a safe rescue in different water-based situations</p>
Competitive element	<i>Sports Day Competing against personal &amp; class bests</i>	<i>Finish with mini gala</i>
Resources		
Session 2	<p><b>STRIKING AND FIELDING</b> <b>ROUNDERS &amp; CRICKET</b></p> <p>Choose, combine and perform skills more fluently and effectively in striking and fielding games. Understand, choose and apply a range of tactics and strategies for defence and attack - use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.</p>	<p><b>GYMNASTICS</b></p> <p>Combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles. Understand why warming up and cooling down are important. Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves. Carry out warm ups safely and effectively. Evaluate their own and others' work. Suggest ways of making improvements.</p>
Competitive element	<i>INTERHOUSE COMPETITION</i>	<i>End with team or individual performances.</i>
Resources		