



The Leys Primary School Subject Overview for Physical Education - 2023-24  
Becoming the next elite Athlete

|             | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
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| <b>EYFS</b> | Locomotion 1 & Fundamental Movement Skills 1  | Fine Motor Skills & Object Manipulation 1   | Stability 1 & Gymnastics - Flight, Bouncing, Jumping, Landing  | Dance - Nursery Rhymes & Dance - Seasons   | Create your own Unit (Athletics) & Athletics 1   | Create own Unit (Summer Games)   |
| Key Skills  | <p>Walk forwards and backwards, stopping when instructed<br/>Negotiate space successfully<br/>Run skilfully<br/>Work as part of a team<br/>Hop on either leg<br/>Jump in different ways</p> <p>Pick up, carry and put down with care<br/>Use tools to help me manipulate objects<br/>Show increasing control over an object</p> | <p>Use the strength in my hand to manipulate objects<br/>Pick up, carry and put down with care<br/>Attack and defend in chasing games<br/>Be excited about, and confident in, my jobs<br/>Pick up, carry and thread with control<br/>Build carefully using small objects</p> <p>Show increasing control over an object in pushing it around parts of my</p> | <p>Balance on one leg whilst still<br/>Maintain balance whilst moving slowly<br/>Twist, bend and reach whilst maintaining my balance<br/>Respond quickly to instructions<br/>Push down, up, forward, backwards, high<br/>Pull down, up, forward, backwards, high<br/>Jump in a variety</p> | <p>Introduce children to the idea of storytelling<br/>Promote social skills and boost language development<br/>Identify the changes in seasons<br/>Demonstrate movement and ideas to support the seasons<br/>To use nursery rhymes to support the learning and development of movement and creative play</p> | <p>Share space and run with my head up<br/>React quickly<br/>Jump 1 foot to 2 feet and 2 feet to 2 feet<br/>Coordinate a run with a jump<br/>Throw accurately<br/>Work cooperatively with a partner and within a group<br/>Share equipment and take turns<br/>Run efficiently and within a lane<br/>Sustain my form during a race<br/>Dip for the finish</p> | <p>To hit a stationary object<br/>Understand the difference between a racket and a bat<br/>Identify a variety of different summer balls<br/>Throw a ball over increasing distances<br/>Work kindly and productively with a partner<br/>Demonstrate the school values<br/>To stop a moving ball along the floor</p> |

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|                   | <p>Control my emotions when playing games<br/>         Balance on one leg<br/>         Move through an obstacle course skilfully<br/>         Thread objects<br/>         Play games fairly</p> | <p>body<br/>         Play games, taking turns<br/>         Twist and turn<br/>         Reach and bend<br/>         Move a ball with control and in different directions<br/>         Apply the right amount of force to a ball<br/>         Roll a ball<br/>         Stop a ball when it is rolled to me<br/>         Catch an object<br/>         Throw underarm accurately for my friend to catch<br/>         Bounce and catch a ball<br/>         Travel around bouncing safely</p> | <p>of ways<br/>         Maintain my balance whilst lifting and carrying<br/>         Pick something up whilst balanced on one leg<br/>         Dodge<br/>         Use space safely</p> <p>Jump in a variety of ways<br/>         Construct a simple jumping sequence with a partner<br/>         Jump showing good technique throughout take-off and landing<br/>         Control a star jump and pencil jump<br/>         Jump as part of a sequence of other movements<br/>         Execute a variety of jumps and leaps with control</p> |  | <p>Jump for height<br/>         Time my take -off to clear an obstacle<br/>         Throw a variety of pieces of equipment well<br/>         Throw for distance<br/>         Throw with good technique</p> |  |
| Key subject links | Language and Communication (developing personal and social skills)  |   |   |  |  |  |

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| Key Vocabulary & Concept       | Space/Forwards/Backwards/Hop/Jump/Dodge/Gallop/Run/Balance  | Pick up/Carry/Tread/Smell/Big/Objects/Control/Twist/Turn/Roll   | Bend/Reach/Push down/Push up/High/Leap/Shape/Star/Tuck                                 | Pictures/Travel/Actions/Body shape/Rhymes/Autumn/Winter/Spring/Summer/Active/Movement                    | Head up/Throw/Run/Jump/Fast/Soft knees/Arms/Underarm  | Bat/Ball/Bean bag/Hit/Catch/Object  |
| SMSC and British Values        | To develop and encourage respect for other people.<br>An acceptance that other people have different faiths or beliefs. |   |  |  |   |   |
| Global Goals and School values | Life below water and life on land.<br>Respect   |   |  |  |   |   |
| The Leys Pathways              | Communication - in a two way conversation.<br>Care - for myself, others and the world around me.                        |   |  |  |   |   |
| <b>Year 1</b>                  | Fundamental Movement Skills 2 & Locomotion 2  | Object Manipulation 2 & Invasion Game Skills 1  | Gymnastics - Balancing and Spinning on Points and Patches & Net and Wall Game Skills 1 | Gymnastics - Wide, Narrow and Curled Rolling and Balancing & Dance - Under the Sea                       | Target Games 2 & Athletics 2  | Striking and Fielding Game Skills 1 & Create your own Unit (Summer Games)                                 |
| Key Skills                     | Jump in a variety of ways<br>Land safely in different jumps<br>Combine a run and a jump                                 | Dribble a football<br>Trap a ball with my foot<br>Turn with a ball<br>Trap a ball and shoot at a target | Perform controlled spins<br>Support my body weight in symmetrical balances             | Travel and balance with my body in a wide shape<br>Take up wide balances and spin in wide body positions | Coordinate the skill of punting a ball consistently<br>Work with a friend and encourage them to punt better | Strike a ball off a tee<br>Get in line with the ball and field it<br>Stop a ball with 2 hands, creating a |

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| <p>Travel backwards safely</p> <p>Share space considerately</p> <p>Dodge</p> <p>Move safely with awareness of others</p> <p>Evade others</p> <p>Attack and defend</p> <p>Punt a ball</p> <p>Strike a ball accurately and with power with my laces</p> <p>Jump for height</p> <p>Jump with a run up</p> <p>Jump for distance</p> <p>Jump from a standing position</p> <p>Jump with a scissor kick</p> <p>Jump with a small run</p> <p>Skip with a rope</p> <p>Jump with a small run</p> <p>Skip with more consistency with a rope</p> | <p>with my instep</p> <p>Punt a ball with either foot</p> <p>Punt high and low</p> <p>Throw from a sideways on position</p> <p>Throw with accuracy</p> <p>Throw underarm and overarm with increasing accuracy</p> <p>Negotiate space successfully when playing chasing games</p> <p>Dribble a ball with my hands</p> <p>Dribble and move around without some control</p> <p>Get into a good ready position to receive an object</p> <p>Pass the ball from my chest</p> <p>Change direction confidently and competently</p> <p>Move around safely in a limited space</p> | <p>Spin on apparatus</p> <p>Demonstrate quality work on the floor and apparatus</p> <p>Work with a partner to perform routines in different formations</p> <p>Spin at different levels on points</p> <p>Perform a sequence of spins on points</p> <p>Hold balances at different levels</p> <p>Spin out of balances to form a sequence</p> <p>Perform spins and balances in different formations as part of a wider routine</p> <p>Send a large ball with some degree of accuracy</p> <p>Receive a ball by moving swiftly into the right position</p> <p>Strike a large ball, with one hand</p> <p>Strike and volley a</p> | <p>Take my own body weight and move in tight curled shapes</p> <p>Create a sequence of curled movements on the floor and apparatus</p> <p>Form a sequence of long shapes whilst in balance, motion and flight</p> <p>Transfer some of my floor work onto the apparatus</p> <p>Change the direction and level of my work</p> <p>Form a sequence to include a curled shape, a narrow shape and a wide shape</p> <p>Perform at different levels</p> <p>Use my body and create theme related shapes, movements and actions</p> <p>Use my body to</p> | <p>Punt a ball with increasing accuracy with both feet</p> <p>Strike a ball at a target with some degree of force</p> <p>Strike into spaces</p> <p>Choose correctly when it is best to throw underarm and when to throw overarm</p> <p>Throw a ball overarm with some accuracy at a target</p> <p>Receive a ball consistently well after one bounce</p> <p>Show a sense of anticipation to begin work</p> <p>React quickly</p> <p>Demonstrate agility, balance and coordination</p> <p>Discover and develop different styles of jumping</p> <p>Leap, jump and hop</p> <p>Add a short run up to my jump</p> | <p>barrier behind it with my feet or body</p> <p>Bowl a ball overarm at a target</p> <p>Pick up a ball with one hand and throw it underarm</p> <p>Chase and retrieve a ball</p> <p>Bowl either under or overarm with some accuracy</p> |
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|                          |  | <p>Keep my head up and travel with control whilst dribbling a ball</p> <p>Push pass a hockey ball</p> <p>Receive a hockey ball</p> <p>Dribble a ball with my feet with good control</p> <p>Stop a ball on the run by trapping it</p> | <p>large ball with some degree of accuracy</p> <p>Dig a ball by getting underneath it</p> <p>Throw with accuracy and power</p> <p>Keep my eye on the ball at all times</p> | <p>express simple theme related shapes, movements and feelings</p> <p>Communicate effectively with a partner</p> <p>Use pictures to create shapes, movements and actions</p> <p>Look at pictures and create shapes, movements and actions</p> | <p>Throw with a run up</p> <p>Help a peer improve their performance with good feedback</p> <p>Demonstrate a variety of athletic techniques competently</p> |   |
| Key subject links        | Numbers (bonds to 10)  |  | Geography (land and water)   |   | Science (understanding why we warm up and cool down)   |   |
| Key Vocabulary & Concept | <p>Hop/Travel/Land/Striker/Attack/Scissor kick/Distance/Skip</p>                                       | <p>Bounce/Ready position/Push pass/Dribble/Trap/Inset/Punt</p>   | <p>Send/Strike/Volley/Palm/Rally/Power/Spin/Points/Patches/Levels/Routines</p>   | <p>Wide shape/Narrow/Rolling/Curled/Balance/Tight/Motion/Flight/Long shapes/Sea/Water/Sea life/Partner/Spatial awareness/Imagination</p>  | <p>Strike/Punt/Target/Force/Underarm/Overarm/Anticipation/Height/Relay</p>   | <p>Barrier/Feilding/Bowl/Wicket/Batting/Teamwork/Runs</p> |
| SMSC and British         | Provide opportunities for all pupils to develop their self-knowledge, self-esteem and self-confidence. |  |  |   |  |   |

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| Values                         | An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.  |  |  |   |   |   |
| Global Goals and School values | Zero hunger and clean water and sanitation.<br>Respect and Determination.   |  |  |   |   |   |
| The Leys Pathways              | Care - for myself, others and the wider environment.<br>Understand - how my actions impact others.  |  |  |   |   |   |
| <b>Year 2</b>                  | Fundamental Movement Skills 2 & Social Distance 1   | Invasion Game Skills 2 & Net and Wall Game Skills 2  | Gymnastics - Stretching, Curling and Arching & Yoga  | Gymnastics - Pathways: Straight, Zigzag and Curving & Dance - Fire of London  | Target Games 3 & Athletics 2  | Striking and Field Game Skills 2 & Create your own Unit (Summer Games)  |
| Key Skills                     | Jump in a variety of ways over increasing distances<br>Land safely from increasing heights<br>Combine a run and a jump<br>Travel backwards safely at moderate speed<br>Share space considerably<br>Evade others<br>Move safely with awareness of others | I can throw overarm for my partner to catch after one bounce<br>Catch a ball consistently after one bounce<br>Track an opponent<br>Intercept a pass<br>Dodge to beat an opponent<br>Pass the ball consistently with control<br>Retain possession of the ball | Create a sequence with seamless transitions between stretches and curls<br>Arch my body<br>Stretch whilst in balance<br>Create a sequence which flows and involves arching and stretching<br>Stretch and curl whilst performing a variety of gymnastic movements | Demonstrate zig zag and straight pathways in my sequence work<br>Perform with control and adaptations to my original work<br>Work at all 3 levels<br>Create a sequence in zig zag pathways<br>Demonstrate variety in my movements<br>Perform with a clear | Coordinate the action of striking with either foot<br>Strike a ball with increasing accuracy with both feet<br>Strike a ball at a moving target<br>Strike with increasing accuracy<br>Choose correctly when it is best to throw underarm and when to throw overarm with | Strike a moving ball<br>Stop a moving ball over decreasing distances<br>Bowl overarm with good fluency<br>Demonstrate the school games values<br>Chase and retrieve a ball, turning and throwing with reasonable accuracy<br>Build good knowledge of game rules |

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|  | <p>Attack and defend<br/>Punt a ball over increasing distances<br/>Jump for height and distance<br/>Jump from an active position</p> <p>Demonstrate agility, balance and coordination<br/>Show determination and perseverance<br/>Show good confidence and engagement during independent work<br/>Show good confidence and engagement whilst working as part of a group</p> | <p>Compete with some spatial awareness in team games</p> <p>Send and receive a ball with some degree of accuracy<br/>Move quickly into good positions to catch<br/>Strike a ball with some degree of accuracy<br/>Send a ball with increasing accuracy<br/>Keep a short rally going with a partner<br/>Develop a good grip and stance<br/>Begin to strike with more consistency and accuracy on the forehand<br/>Return a ball after one bounce that has been thrown to me by a partner<br/>Move fluently around the court</p> | <p>Perform a sequence with clear starting and finishing positions</p> <p>Pose like a variety of jungle creatures<br/>Control my breathing pattern<br/>Work imaginatively<br/>Work without inhibitions<br/>Bend, stretch and reach<br/>Pose depicting Mother Earth<br/>Breathe in 3 parts<br/>Work quietly focusing on what I am doing in the moment</p> | <p>starting and finishing position.<br/>Perform a sequence of moves in a curved pathway<br/>Improve my work by acting upon feedback<br/>Travel backwards and sideways as part of a sequence<br/>Link my movements together well<br/>Perform a variety of moves on floor and apparatus using different pathways<br/>Make my sequences flow<br/>Run and jump through 90, 180 and 270 degrees<br/>Turn elegantly</p> <p>Communicate effectively with a partner<br/>Use pictures to create shapes, movements and actions to replicate</p> | <p>greater consistency<br/>Throw a ball overarm with some accuracy at a target over increasing distances<br/>Receive a ball consistently well under pressure</p> <p>Show a greater sense of anticipation to begin work<br/>React quickly to a variety of different scenarios<br/>Demonstrate agility, balance and coordination over increasing periods of time<br/>Discover and develop different styles of jumping achieving greater distances and heights<br/>Throw with a run up demonstrating good accuracy</p> | <p>Demonstrate good sporting conduct during games<br/>Use a variety of techniques to stop a moving ball</p> |
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|                          |   |   |  | <p>the Fire of London<br/> Work with a partner effectively<br/> Remember and perform a basic sequence of movement when led by a teacher and a peer<br/> Identify what good looks like<br/> Use Fire of London vocabulary</p> | Show good self and peer assessment  |  |
| Key subject links        | French (numbers)  |   | History (fire of London) and Geography (Great Britain)   |  | Science (food and the importance of eating the right types of foods)                |  |
| Key Vocabulary & Concept | Hop/Retain/Land/Awareness/Evade/Power/Coordination/Agility/Discover/Maintain  | One bounce/Full/Caught/Track/Send/Receive/Rally/Grip/Position | Stretch/Curled/Arch/Travel/Counter/Seamless/Form/Bend/Reach/Breathe/Mother earth/Shape/Body control/Reflection | 90 degree/180 degrees/360 degrees/Zigzag/Pathway/Curved/Sideways/Apparatus/London/Fire/Blaze/Pudding Lane/1666/Bakery/Steps/Timing   | React/Coordinate/Cushion/Develop/Technique/Performance/Target/Racket/Strike/Flatter | Tee/Straight arm/Wicketkeeper/Delivery/Long barrier/Field/Strings/Frame/Base |
| SMSC and British Values  | <p>To further embed the importance and opportunities to develop self-confidence, self-esteem and self-confidence along with displaying and encouraging respect for all people and the environment.</p> <p>An understanding of the importance of identifying and combating discrimination.</p> |   |  |  |   |  |



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| Global Goals and School values | Quality education and No poverty.<br>Determination and Empathy.  |  |  |   |  |  |
| The Leys Pathways              | Understand - how my actions impact others.<br>Explore - new experiences with confidence.   |  |  |   |  |  |
| <b>Year 3</b>                  | Football & Hockey  | Basketball & Netball   | Gymnastics - Linking Movements Together & Health Related Fitness   | Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians  | Tennis & Athletics   | Rounders & Cricket   |
| Key Skills                     | Trap a ball and cushion it when receiving<br>Pass the ball accurately<br>Dribble a ball using both feet and manipulate it using different parts of the foot<br>Shield a ball from an opponent<br>urn confidently with a football<br>Play a small game and demonstrate my turns | Send a netball accurately in a variety of ways<br>Pass under pressure<br>Pass netball to bypass a defender by passing quickly<br>Attack by being fluid in my positioning, using the width and passing quickly<br>Get free from opponents by feinting<br>Shoot using good technique | Step gracefully and with control<br>Turn through 90, 180, 270 and 360 degrees<br>Spin on points and patches demonstrating good fluency<br>Hold balances with good control<br>Find ways of moving out of one balance and into another<br>Show different graceful ways of getting from floor | Perform with smooth transitions<br>Spin symmetrically and asymmetrically on points and patches<br>Forward roll<br>Perform a series of symmetrical and asymmetrical rolls with a partner<br>Create a sequence using a range of symmetrical and asymmetrical gymnastic moves<br>Alternate between | Take up a 'ready position' and move into good positions to strike a ball<br>Play a game of hand tennis trying to move my opponent around the court<br>Hit consistent forehand returns<br>Strike the ball on the backhand with some consistency<br>Serve from the baseline into my opponent's side of the court | Stand sideways on with a high back lift ready to receive a ball<br>Step back and across to pull a short ball<br>Bowl a ball overarm with a straight arm<br>Take up a wicket keeping stance and take balls bowled on both sides of the wicket<br>Throw accurately and powerfully Drive a ball through a |

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|  | <p>Make good decisions when in possession<br/>Show the skills and knowledge you have developed in a competitive environment<br/>Focus and retain my concentration when the ball isn't in my area of the pitch</p> <p>Dribble a ball confidently<br/>Stop a ball<br/>Develop my dribbling technique<br/>Change direction easily<br/>Pass a ball accurately<br/>Control a ball sent to me</p> | <p>Position myself to take rebounds from the post<br/>Pivot having landed in possession of the ball<br/>Track an opponent on court<br/>Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork</p> <p>I can control a basketball using both hands and perform various skills<br/>I can control the ball on the move (dribble) and keep my head up to be aware of my environment<br/>I can pass the ball using good techniques of having a target, receiving</p> | <p>to ground and vice versa<br/>Link high and low moves<br/>Explore a variety of rolls<br/>Create a sequence of rolls and balances<br/>Travel on patches close to the ground<br/>Perform with work at contrasting levels</p> <p>Warm up and cool down after exercise<br/>Sustain my performance even when tiring<br/>Perform a variety of yoga poses over increasing time periods<br/>I can retain my focus and concentrate on the quality of my own work<br/>Demonstrate good core strength<br/>Keep going even when my muscles</p> | <p>performing symmetrically and asymmetrically</p> <p>Communicate effectively with a partner<br/>Creatively change static actions into travelling movements<br/>Show different levels and pathways when I travel<br/>Communicate effectively within a group<br/>Improve our ideas<br/>Evaluate the work of others using accurate technical language<br/>Develop key vocabulary regarding the focus topic (Egyptians)</p> | <p>Use tactics against an opponent</p> <p>Use the correct technique to start a sprint race<br/>Develop my coordination to improve speed<br/>Hurdle efficiently and consistently<br/>Sprint between hurdle<br/>Develop the technique and consistency of my jumps<br/>Jump consistently off the same foot<br/>I can scissor kick</p> | <p>target</p> <p>Send using good throwing technique<br/>Receive using good catching technique<br/>Develop basic bowling and batting skills<br/>Develop my throwing skills<br/>Communicate with other players for the good of my team<br/>Demonstrate the school values to support the effectiveness of game play</p> |
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|                          |  | <p>the pass, stepping in the direction of the pass chest pass and bounce pass<br/>I can pass the ball on the move with good technique and communicate with my teammates<br/>I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball<br/>I can dribble, pass and shoot the basketball using the correct technique to play in a game</p> | <p>are really fatiguing (resilience)<br/>Jump dynamically<br/>Improve on previous personal bests</p>         |   |  |   |
| Key People               | David Beckham/Michael Jordan   |  | Simone Biles/Tiger Woods   |   | Ben Stokes/Emma Raducanu   |   |
| Key subject links        | Science (mental health and wellbeing)                                      |  | French (numbers) and History (egyptians)   |   | Science (upper body muscle groups)   |   |
| Key Vocabulary & Concept | Trap/Dribble/Turn/Laces/Shield/Pass/Defend/Direction/Shot/Jab/Right handed | Feinting/Pressure/Position/Shoot/Rebound/Footwork/Pivoting/Chest pass/Bounce pass  | Gracefully/Sequence/Symmetrical/Asymmetrical/Patches/Contrast/Flexibility/Reflection/Core/Strength/Power/End | Symmetrical/Asymmetrical/Transition/Partner/Formation/Precision/Egypt/Temple/Tomb/Pyramid/Tutankhamun/Cre | Racket/Serve/Volley/Forehand/Backhand/Deuce/Advantage/Strike/Court/Return/Baseline/Sprint/Pump/Pace/Accura | Backstop/Bowler/First, Second, Third, Fourth base/Underarm/Batters square/Rounders/Cr |

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| SMSC and British Values        | Encourage pupils to accept responsibility for their behaviour and show initiative.<br>Understanding and appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. |   |   |   |   |   |
| Global Goals and School values | Good health and wellbeing and responsible consumption and production.<br>Empathy and Inclusivity.  |   |   |   |   |   |
| The Leys Pathways              | Explore - the world around me, increasing my knowledge and understanding.<br>Solve - problems regarding school life independently with resilience and seek support openly.   |   |   |   |   |   |
| <b>Year 4</b>                  | Hockey & Swimming  | Tag Rugby & Swimming  | Gymnastics - Partner Work- Pushing and Pulling & Swimming   | Dance - Romans & Swimming   | Athletics & Swimming  | Cricket & Rounders  |
| Key Skills                     | Pass in a variety of ways using good technique<br>Receive a pass on the run<br>Perform a jab tackle<br>Play advantage appropriately<br>Compete in a hockey tournament?<br>Work effectively as  | Scoop a ball up from the floor<br>Dodge to avoid being tagged by an opponent<br>Tag safely<br>Pocket pass with accuracy from my right and left<br>Make a target to receive the ball | Match a partner's moves in synchrony<br>Compose a sequence with a partner<br>Perform elements of my sequence in contrast to a partner<br>Work in a group effectively<br>Help to compose and | Communicate effectively with a partner<br>Creatively change static actions into travelling movements<br>Show different levels and pathways when I travel<br>Communicate | Throw overarm accurately<br>Throw overarm with power for distance<br>Accurately replicate the technique for running, jumping and throwing events<br>Run a relay efficiently as part of a team | Bat successfully with a partner, communicating effectively<br>Bowl with increasing accuracy<br>Bowl with a run up<br>Stop hard balls struck at me by forming a long barrier |

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|                   | <p>part of a team</p> <p>Swimming towards the 25m target and expectation<br/>Demonstrating good water confidence and safety<br/>Stevenage<br/>Swimming Centre delivering all swim lessons and providing all assessments for pupils</p> | <p>Send and receive a ball under pressure<br/>Pass a rugby ball backwards accurately<br/>Dummy a pass<br/>Apply a range of skills effectively in a game of rugby<br/>Play to the rules</p> <p>Swimming towards the 25m target and expectation<br/>Demonstrating good water confidence and safety<br/>Stevenage<br/>Swimming Centre delivering all swim lessons and providing all assessments for pupils</p> | <p>then perform a sequence with contrasting and matching shapes and moves<br/>Work at contrasting levels<br/>Perform in unison and canon</p> <p>Swimming towards the 25m target and expectation<br/>Demonstrating good water confidence and safety<br/>Stevenage<br/>Swimming Centre delivering all swim lessons and providing all assessments for pupils</p> | <p>effectively within a group<br/>Improve our ideas<br/>Evaluate the work of others using accurate technical language<br/>Develop key Roman vocabulary and understanding</p> <p>Swimming towards the 25m target and expectation<br/>Demonstrating good water confidence and safety<br/>Stevenage<br/>Swimming Centre delivering all swim lessons and providing all assessments for pupils</p> | <p>Replicate the techniques for running, jumping and throwing events in competitive situations<br/>Challenge myself to beat previous performances</p> <p>Swimming towards the 25m target and expectation<br/>Demonstrating good water confidence and safety<br/>Stevenage<br/>Swimming Centre delivering all swim lessons and providing all assessments for pupils</p> | <p>Communicate effectively with a partner when batting<br/>Back up my fellow fielders in the field<br/>Play purposefully in a competitive game, taking on multiple roles effectively</p> <p>Field the ball off the ground using a variety of techniques<br/>Catch high balls comfortably<br/>Backpedal to catch balls over me<br/>Perform well in a range of positions in a competitive game</p> |
| Key People        | Jonny Wilkinson/Maddie Hinch   |   | Ellie Simmonds/Nicola Adams   |   | Jessica Ennis-Hill/Heather Knight  |  |
| Key subject links | Science (physical changes during exercise)   |   | History (romans)  |   | Maths (scoring systems during summer games)  |  |

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| Key Vocabulary & Concept       | Backline/Bully/Centre pass/Flick/Obstruction/Pitch/Stick/Float/Pool/Water/Shallow/Deep   | Tag/Try/Evade/Backwards/OffsidePocketpass/Scoop/Lateral/Stroke/Freestyle/Breast stroke/Back stroke     | Composer/Moderate/Dynamic/Force/Push/Pull/Trust/Open water/Lap/Lenght/Relay                               | Emperor/Empire/Invade/Rome/Tempo/Timing/Stamina/Confidence/Endurance                       | Track/Field/Javelin/Long jump/Lane/Fartlek/Stride/Swim cap/Goggles/Dive                                    | Century/No-ball/Delivery/Dismiss/Four/Six/Innings/Posts/Deep fielders/Square leg/Safety/Lifeguard/Calmness |
| SMSC and British Values        | Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely.<br><br>An understanding of how citizens can influence decision-making through the democratic process. |  |   |  |  |  |
| Global Goals and School values | Gender equality and reduced inequalities.<br><br>Inclusivity and Aspiration.   |  |   |  |  |  |
| The Leys Pathways              | Solve - problems regarding school life independently with resilience and seek support openly.<br>Care - for myself, others and the wider world.  |  |   |  |  |  |
| <b>Year 5</b>                  | Invasion Game Skills 4 & Football  | Basketball & Netball   | Gymnastics - Partner Work - Under and Over & Lacrosse   | Gymnastics - Matching, Mirroring and Contrast & Dance - Victorians                         | Athletics & Tennis   | Cricket & Leadership   |
| Key Skills                     | Show a range of dribbling skills when in possession<br>Shoot consistently well<br>Adopt sideways on  | I can control a basketball using both hands and protect the ball under pressure<br>I can pass the ball | Roll over my partner who is in a long pencil shape<br>Form strong arches and bridges<br>Create a sequence | Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes<br>Control an | Throw after a run up with reasonable accuracy<br>Throw with greater force and power<br>Perform the correct | Pull a ball from a short delivery to the leg side<br>I can bowl with a short run up and straight arm with  |

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|  | <p>positions to receive the ball<br/>Use the full width of the pitch<br/>Defend one on one<br/>Track an opponent<br/>Be mobile and fluid in my attacking and not stick rigidly to one positions<br/>Make use of extra players</p> <p>Dribble at different tempos<br/>Demonstrate skill and close control<br/>Pass the ball and move into space<br/>Identify which shooting technique to use to be successful<br/>Keep the ball moving when running at an opponent<br/>Combine skills to allow my team to retain possession</p> | <p>using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass<br/>I can use different skills such as varying speed and direction to get past defenders<br/>I can play fairly and competitively within the rules of the game</p> <p>Send a netball in a variety of ways<br/>Receive a ball and already know what I want to do with it<br/>Pass accurately and using a variety of passes<br/>Anticipate the play and release the ball quickly and efficiently<br/>Shoot with good technique</p> | <p>with a partner involving supporting body weight on front and back displaying good body control and shape<br/>Create opportunities for others to travel over and under me<br/>Work with a partner to travel over and under on both floor and benches<br/>Travel in lots of interesting ways over benches creating fluent and controlled sequence<br/>Work over and under on the floor and apparatus<br/>Perform with good technique and seamless transitions</p> <p>Hold the stick correctly<br/>Scoop a ball using the correct technique</p> | <p>Arabesque<br/>Contrast my partner's moves so that we work at different levels and in different pathways<br/>Perform a sequence with a partner which moves from matching moves to contrasting<br/>Work as a group to demonstrate fluent routines involving mirroring and contrasts<br/>Perform elements of unison and canon in a group routine</p> <p>Communicate effectively within a group<br/>Improve our ideas<br/>Evaluate the work of others using accurate technical language<br/>Demonstrate good fluency whilst</p> | <p>techniques for triple jump and standing vertical jump<br/>Measure accurately my performance at standing vertical jumping</p> <p>Get into a good position and play backhand shots with some consistency<br/>I can play deft shots near the net within a small area<br/>Hit a forehand shot, consistently Control where I hit the ball<br/>Volley accurately on my forehand and backhand<br/>Smash - Lob - Serve<br/>Use some tactics against an opponent<br/>Play a competitive game using a range of ground strokes</p> | <p>some accuracy<br/>Perform a range of fielding techniques confidently and consistently<br/>Bowl with a run up increasing my speed<br/>Use my feet to get to the pitch of the ball when batting<br/>Show tactical awareness as a fielder<br/>Play a square cut shot<br/>Link my skills and perform in a competitive game</p> <p>Recognise when the teams are unfair<br/>See when children might get bored because there is a lack of challenge<br/>Sort teams quickly and efficiently<br/>Arrange tasks for maximum involvement for everyone</p> |
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|                          |   | Land and pivot to pass the ball  | Carry a ball using cradling technique<br>Scoop the ball consistently<br>Cradle the ball and evade opponents<br>Throw and catch consistently well<br>Adjust my grip on the stick to throw and then catch | travelling<br>Develop key Victorian vocabulary<br>Start to develop finer details and show awareness of their importance            |  | Lead a warm up effectively<br>Work with others to apply a plan                                    |
| Key People               | Kobe Bryant/Marcus Rashford   |  | Max Whitlock/Michael Powell   |  | Roger Federer/Serena Williams  |   |
| Key subject links        | Science (heart rate) and Maths (times tables during warm up activities)   |  | French (sports) and History (victorians)  |  | Science (embedding the importance of leading a healthy active lifestyle) and Geography (nationalities)                       |   |
| Key Vocabulary & Concept | Environment/Lateral/Leadership/Overlap/Underlap/Tactical awareness/Zone/Strategies/Discipline/Diagonal/Possession/Overcommitting/Communicate/Interpretation   | Protect/Agility/Bounce pass/Overhead pass/Pivot/Shoulder pass/Rebounds/Intercept/Free throw/ | Long pencil/Momentum/Bridges/Body weight/Leapfrog/Apparatus/Transitions/Moderate/Cradling technique/Adjustment/Consistently/Fast off/Unsettled  | Creative sequence/Arabesque/Unison/Synchrony/Fluent/Evaluate/Cannon/Static actions/Choreography/Formation/Workhouse/Queen Victoria | Marathon/Distance/Tempo/AccuracyClean palm/Dirty neck/Vertical/Triple/Hurdling/Baseline/Smash/Backswing/Deft shots/Slice/Lob | Umpire/Bye/Pull shot/Overthrows/Unfair/Inappropriate/Instructions/Management/Empowerment/Motivate |
| SMSC and British Values  | Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.<br>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such |  |   |  |  |   |



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|                                | as the police and the army can be held to account through Parliament, others such as the courts maintain independence.  |   |   |   |  |   |
| Global Goals and School values | Climate action and affordable and clean energy.<br>Aspiration and Empowerment.  |   |   |   |  |   |
| The Leys Pathways              | Explore - and challenge my learning in order to promote independence and resilience.<br>Understand - my strengths and areas for development within our school community.  |   |   |   |  |   |
| <b>Year 6</b>                  | Football & Tag Rugby  | Basketball & Netball  | Gymnastics - Counter Balance and Counter Tension & Lacrosse   | Gymnastics - Group Sequencing & Dance - World War 2   | Athletics & Team Building and Problem Solving  | Swimming & Rounders   |
| Key Skills                     | Communicate well with my teammates having positive impact during game play<br>I can defend thoughtfully, slowing attackers down and not overcommitting too soon<br>Combine skills to create a goal scoring opportunity<br>Make the most of having any extra | I can mark a player or an area of the court to limit opportunities for the opposition<br>I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball<br>I can dribble, pass and shoot the basketball using correct the correct technique to play in | Hold controlled balances on a variety of points and patches on a given number of body parts<br>Create a sequence of moves in unison with a partner<br>Evaluate the work of others<br>Hold a range of symmetrical & asymmetrical counter balances<br>I can work at | Work in a group of 4 to create a sequence of rolls<br>Perform in unison<br>Work as part of a team to create a sequence where starting & finishing points are clearly defined<br>Work in a group of 6 to create a sequence involving different formations and pathways | Change pace and run at different tempos<br>Sustain my pace over longer distances<br>Throw with accuracy and power using the pull technique<br>Combine sprinting with hurdling<br>Transfer a relay baton efficiently as part of a team<br><br>Communicate | Swimming towards the 25m target and expectation<br>Demonstrating good water confidence and safety<br>Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils<br>Complete an online water safety workshop |

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|  | <p>player/s on my team<br/>Cooperate,<br/>communicate and<br/>collaborate with<br/>others to achieve<br/>shared goals<br/>Officiate if given<br/>the chance<br/>Play competitive<br/>games and control<br/>my emotions<br/>Develop my game<br/>knowledge across<br/>multiple positions</p> <p>Pass missing out<br/>players in a line<br/>Take a tap penalty<br/>with a dummy<br/>Attack in staggered<br/>lines<br/>Organise my<br/>position so that I<br/>receive passes on<br/>the run<br/>Apply skills<br/>effectively<br/>Develop game<br/>understanding and<br/>compete in a game<br/>of Tag Rugby</p> | <p>a game<br/>I have an<br/>understanding of<br/>the roles of<br/>different positions</p> <p>Shoulder pass<br/>accurately and with<br/>force<br/>Create space for<br/>myself<br/>Position myself to<br/>take rebounds from<br/>missed shots<br/>Participate<br/>purposefully in a<br/>netball match<br/>Apply some tactics<br/>we have decided on<br/>as a team<br/>Play by the rules<br/>and demonstrate<br/>our school values</p> | <p>different levels<br/>with weight on a<br/>variety of points<br/>and patches<br/>Roll as part of a<br/>balancing and rolling<br/>sequence<br/>Challenge myself to<br/>improve<br/>Perform a sequence<br/>in canon at<br/>different levels Link<br/>asymmetrical<br/>counter tension<br/>balances and<br/>counter balances<br/>using transitional<br/>moves<br/>Work effectively<br/>both independently<br/>and as part of a<br/>group</p> <p>Play a game<br/>incorporating the<br/>skills of cradling,<br/>scooping, throwing,<br/>catching and<br/>shooting<br/>Send and receive a<br/>ball confidently</p> | <p>Work as part of a<br/>team to create a<br/>sequence involving<br/>flight<br/>Mirror asymmetrical<br/>body shapes within a<br/>group<br/>Time my moves<br/>within a group<br/>sequence</p> <p>To retell a story<br/>through dance<br/>To effectively play<br/>different roles<br/>To express and<br/>demonstrate<br/>emotion throughout<br/>performances<br/>To develop key<br/>World War 2<br/>vocabulary</p> | <p>verbally<br/>Use non- verbal<br/>communication<br/>effectively<br/>Make a plan Perform<br/>calmly under<br/>pressure<br/>Put my trust in<br/>others<br/>Work with others to<br/>apply a plan<br/>Keep going when<br/>things are not<br/>necessarily going as<br/>I would want them<br/>to</p> | <p>Catch with soft<br/>hands<br/>Throw accurately<br/>into space<br/>Bowl accurately at a<br/>consistent height<br/>Ground field<br/>consistently well<br/>Catch and throw<br/>quickly from<br/>backstop<br/>Strike with some<br/>accuracy into a<br/>given area<br/>Back up fellow<br/>fielders in the<br/>outfield<br/>Communicate with<br/>my fellow batsmen/<br/>women when<br/>between bases<br/>Throw with real<br/>accuracy and under<br/>pressure<br/>Play a full game in a<br/>small group taking<br/>on different roles<br/>within the team<br/>Adapt my game<br/>according to the</p> |
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|                          | Send and receive a ball on the run and under pressure   |  | Shoot from left and right<br>Force my opponent onto their weaker side when I am defending them<br>Demonstrate sporting values<br>Make a good contribution, attacking and defending, in a game |  |  | direct opponent/situation  |
| Key People               | Pele/Jhaniele Fowler  |  | Oti Mabuse/Alex Scott   |  | Usain Bolt/Arsene Wenger   |  |
| Key subject links        | Science (muscle groups and awareness of the body and its changes during physical activity) and French (translating body parts and sports) |  | History (world war 2) and Geography (different continents)  |  | Science (diet and exercise and its effects on the body) and Maths (timings and comparisons during athletics) |  |
| Key Vocabulary & Concept | Pop pass/Pocket pass/Dummy/Hand roll/Tap penalty/Offside/Staggered/High press/Interception/Possession/Lofted pass/Formation/Cushion       | Goalkeeper/Goal defence/Wing defence/Wing attack/Goal Attack/Goal Shooter/Centre/Precision/Guards/Shooting guard/Point guard/Backboard/Layup | Symmetrical/Asymmetrical/Trust/Progressive/Aesthetically/Cutting/A feed/Offensive/Skip pass/Personal foul/Technical foul  | Flight/Round off/Dynamic/Canon/Evaluation/Mount/Dismount/Alignment/Pulse/Spiral/Improvisation/War/Bunker/Shelter | Gait/Block/Sustain/Efficiency/Shot put/Explosive/Non-verbal/Poise/Define/Implement                           | Pace/Fluency/Butterfly/Supervision/STANCE/Duck/Donkey drop/Reverse |

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| <p>SMSC and British Values</p>        | <p>Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p> <p>An acceptance and tolerance that others may have different faiths and beliefs to oneself and should not ever be the cause of prejudicial or discriminatory behaviour and embed a secure understanding of identifying all forms of discrimination and how they as an individual can combat these instances.</p> |
| <p>Global Goals and School values</p> | <p>Sustainable cities and communities and industry, innovation and infrastructure.</p> <p>Empowerment, Inclusivity, Aspiration, Empathy, Respect and Determination.</p>  |
| <p>The Leys Pathways</p>              | <p>Solve - a wide range of problems across the curriculum, both independently and collectively as a team.</p> <p>Care - and understand how to promote the physical and mental well-being of myself and others and the world we live in.</p>  |