



Subject Overview for Physical Education 2025 - 2026

'Becoming the next elite Athlete'

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS	Fundamental Movement Skills 1	Object Control 1	Gymnastics - Flight, Bouncing, Jumping, Landing	Fine Motor Skills	Athletics 1	Personal Challenges
Key Skills	<p>Walk forwards and backwards, stopping when instructed</p> <p>Negotiate space successfully</p> <p>Run skilfully</p> <p>Work as part of a team</p> <p>Hop on either leg</p> <p>Jump in different ways</p> <p>Pick up, carry and put down with care</p> <p>Use tools to help me manipulate objects</p> <p>Show increasing control over an object</p> <p>Control my emotions when playing games</p>	<p>Use the strength in my hand to manipulate objects</p> <p>Pick up, carry and put down with care</p> <p>Attack and defend in chasing games</p> <p>Be excited about, and confident in, my jobs</p> <p>Pick up, carry and thread with control</p> <p>Build carefully using small objects</p> <p>Show increasing control over an object in pushing it around parts of my body</p> <p>Play games, taking</p>	<p>Balance on one leg whilst still</p> <p>Maintain balance whilst moving slowly</p> <p>Twist, bend and reach whilst maintaining my balance</p> <p>Respond quickly to instructions</p> <p>Push down, up, forward, backwards, high</p> <p>Pull down, up, forward, backwards, high</p> <p>Jump in a variety of ways</p> <p>Maintain my</p>	<p>Negotiating space successfully</p> <p>Use the strength in hands to manipulate an object</p> <p>Attack and defend in chasing games</p> <p>Pick up, carry and put down with care</p>	<p>Share space and run with my head up</p> <p>React quickly</p> <p>Jump 1 foot to 2 feet and 2 feet to 2 feet</p> <p>Coordinate a run with a jump</p> <p>Throw accurately</p> <p>Work cooperatively with a partner and within a group</p> <p>Share equipment and take turns</p> <p>Run efficiently and within a lane</p> <p>Sustain my form during a race</p> <p>Dip for the finish</p> <p>Jump for height</p> <p>Time my take-off</p>	<p>To hit a stationary object</p> <p>Understand the difference between a racket and a bat</p> <p>Identify a variety of different summer balls</p> <p>Throw a ball over increasing distances</p> <p>Work kindly and productively with a partner</p> <p>Demonstrate the school values</p> <p>To stop a moving ball along the floor</p>

	Balance on one leg Move through an obstacle course skilfully Thread objects Play games fairly	turns Twist and turn Reach and bend Move a ball with control and in different directions Apply the right amount of force to a ball Roll a ball Stop a ball when it is rolled to me Catch an object Throw underarm accurately for my friend to catch Bounce and catch a ball Travel around bouncing safely	balance whilst lifting and carrying Pick something up whilst balanced on one leg Dodge Use space safely Jump in a variety of ways Construct a simple jumping sequence with a partner Jump showing good technique throughout take-off and landing Control a star jump and pencil jump Jump as part of a sequence of other movements Execute a variety of jumps and leaps with control		to clear an obstacle Throw a variety of pieces of equipment well Throw for distance Throw with good technique	
Key subject links	Language and Communication (developing personal and social skills)					
Key Vocabulary &	Space/Forwards/Backwards/Hop/Jump	Pick up/Carry/Tread/Sm	Bend/Reach/Push down/Push	Travel/Action/Body	Head up/Throw/Run/	Bat/Ball/Bean bag/Hit/Catch/

Concept	/Dodge/Gallop/Run/ Balance	all/Big/Objects/Con trol/Twist/Turn/ Roll	up/High/Leap/Shap e/Star/Tuck	Shape/Active/Move ment/manipulate/ object/ball/quoit/ place	Jump/Fast/Soft knees/Arms/ Underarm	Object
SMSC and British Values	<p>To develop and encourage respect for other people.</p> <p>An acceptance that other people have different faiths or beliefs.</p>					
Global Goals and School values	<p>Life below water and life on land.</p> <p>Respect</p>					
The Leys Pathways	<p>Communication - in a two way conversation.</p> <p>Care - for myself, others and the world around me.</p>					
Year 1	Fundamental Movement Skills 2 & Target Games 2	Object Manipulation 2 & Invasion Game Skills 1	Gymnastics - Balancing and Spinning on Points and Patches & Yoga	Gymnastics - Wide, Narrow and Curled Rolling and Balancing & Dance - Under the Sea	Athletics 2 & OAA	Striking and Fielding Game Skills 1 & Personal Challenges
Key Skills	Jump in a variety of ways Land safely in different jumps Combine a run and a jump Travel backwards safely	Send a large ball with some degree of accuracy Receive a ball by moving swiftly into the right position Strike a large ball, with one hand	Perform controlled spins Support my body weight in symmetrical balances Spin on apparatus Demonstrate quality	Travel and balance with my body in a wide shape Take up wide balances and spin in wide body positions Take my own body weight and move in	Jump for height Jump with a run up Jump for distance Jump from a standing position Jump with a scissor kick Jump with a small	Strike a ball off a tee Get in line with the ball and field it Stop a ball with 2 hands, creating a barrier behind it with my feet or

	<p>Share space considerably</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>Coordinate the skill of punting a ball consistently</p> <p>Work with a friend and encourage them to punt better</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</p>	<p>Strike and volley a 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>Dribble a football</p> <p>Trap a ball with my foot</p> <p>Turn with a ball</p> <p>Trap a ball and shoot at a target 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</p>	<p>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>Pose like a variety of jungle creatures</p> <p>Control my breathing pattern</p> <p>Bend, stretch and reach</p> <p>Work imaginatively</p> <p>Work without inhibitions</p> <p>Pose depicting Mother Earth</p>	<p>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 express simple theme related</p>	<p>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>I can jump and maintain my balance: I can reach, lift and put down.</p> <p>I can follow a map and work with others to solve clues.</p> <p>I can give clear directions and follow clear instructions.</p> <p>I can lead my partner in an appropriate warm up.</p> <p>I can work with control and make good decisions.</p>	<p>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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	overarm with some accuracy at a target Receive a ball consistently well after one bounce	playing chasing games Dribble a ball with my hands Dribble and move around without some control	Depict Roman Life through my poses Breathe in 3 parts Work quietly focusing on what I am doing in the moment	shapes, movements and feelings Communicate effectively with a partner Use pictures to create shapes, movements and actions Look at pictures and create shapes, movements and actions	I can find clues using a map.	
Key subject links	Numbers (bonds to 10)		Geography (land and earth)		Science (understanding why we warm up and cool down)	
Key Vocabulary & Concept	Hop/Travel/Land/Strike/Attack/Jump/Punt/kick/Distance/Skip	Bounce/Ready position/Push pass/Dribble/Trap/Inset/Punt	Balance/Control/Power/Spin/Points/Patches/Levels/Routines	Wide shape/Narrow/Rolling/Curled/Balance/Tight/Motion/Flight/Long shapes/Sea/Water/Sea life/Partner/Spatial awareness/Imagination	Jump/Height/Run/Distance/Standing/Scissor/Anticipation/Coordination/Leap	Barrier/Feilding/Bowl/Wicket/Battin g/Teamwork/Runs/Rounders/Summer/Pick/Overarm/underarm
SMSC and British Values	<p>Provide opportunities for all pupils to develop their self-knowledge, self-esteem and self-confidence.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p>					

Global Goals and School values	Zero hunger and clean water and sanitation. Respect and Determination.					
The Leys Pathways	Care - for myself, others and the wider environment. Understand - how my actions impact others.					
Year 2	Fundamental Movement Skills 2 & Target Games 3	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	Athletics 2 & Personal Challenges	Striking and Field Game Skills 2 & OAA
Key Skills	Jump in a variety of ways over increasing distances Land safely from increasing heights Combine a run and a jump Travel backwards safely at moderate speed Share space considerably Evade others Move safely with awareness of others Attack and defend Punt a ball over	Get into a good ready position to receive an object Pass the ball from my chest Change direction confidently and competently Move around safely in a limited space Keep my head up and travel with control whilst dribbling a ball Push pass a hockey ball Receive a hockey	Create a sequence with seamless transitions between stretches and curls Arch my body Stretch whilst in balance Create a sequence which flows and involves arching and stretching Stretch and curl whilst performing a variety of gymnastic movements Perform a sequence with clear starting	Demonstrate zig zag and straight pathways in my sequence work Perform with control and adaptations to my original work Work at all 3 levels Create a sequence in zig zag pathways Demonstrate variety in my movements Perform with a clear starting and finishing position.	Show a sense of anticipation ready to work React Quickly Demonstrate agility, balance, coordination Jump in a variety of ways Coordinate a run with a jump Discover and develop different styles of jumping Leap, jump, hop Show determination and perseverance	Strike a moving ball Stop a moving ball over decreasing distances Bowl overarm with good fluency Demonstrate the school games values Chase and retrieve a ball, turning and throwing with reasonable accuracy Build good knowledge of game rules Demonstrate good sporting conduct

	<p>increasing distances Jump for height and distance Jump from an active position</p> <p>Coordinate the action of striking with either foot Strike a ball with increasing accuracy with both feet Strike a ball at a moving target Strike with increasing accuracy Choose correctly when it is best to throw underarm and when to throw overarm with greater consistency Throw a ball overarm with some accuracy at a target over increasing distances Receive a ball consistently well under pressure</p>	<p>ball Dribble a ball with my feet with good control Stop a ball on the run by trapping it</p> <p>Send and receive a ball with some degree of accuracy Move quickly into good positions to catch Strike a ball with some degree of accuracy Send a ball with increasing accuracy Keep a short rally going with a partner Develop a good grip and stance Begin to strike with more consistency and accuracy on the forehand Return a ball after one bounce that has been thrown to me by a partner Move fluently</p>	<p>and finishing positions</p> <p>Pose like a variety of jungle creatures Control my breathing pattern Work imaginatively Work without inhibitions Bend, stretch and reach Pose depicting Mother Earth Breathe in 3 parts Work quietly focusing on what I am doing in the moment</p>	<p>Perform a sequence of moves in a curved pathway Improve my work by acting upon feedback Travel backwards and sideways as part of a sequence Link my movements together well Perform a variety of moves on floor and apparatus using different pathways Make my sequences flow Run and jump through 90, 180 and 270 degrees Turn elegantly</p> <p>Communicate effectively with a partner Use pictures to create shapes, movements and actions to replicate the Fire of London Work with a partner</p>	<p>Run for a period of time, maintaining a good pace</p> <p>Show a greater sense of anticipation to begin work React quickly to a variety of different scenarios Demonstrate agility, balance and coordination over increasing periods of time Discover and develop different styles of jumping achieving greater distances and heights Throw with a run up demonstrating good accuracy Show good self and peer assessment</p>	<p>during games Use a variety of techniques to stop a moving ball.</p> <p>I can jump and maintain my balance: I can reach, lift and put down.</p> <p>I can follow a map and work with others to solve clues.</p> <p>I can give clear directions and follow clear instructions.</p> <p>I can lead my partner in an appropriate warm up.</p> <p>I can work with control and make good decisions.</p> <p>I can find clues</p>
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		around the court		effectively Remember and perform a basic sequence of movement when led by a teacher and a peer Identify what good looks like Use Fire of London vocabulary		using a map.
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	Bounce/Full/Caught/Track/Send/Grip/Position/ Kick, Throw, Dribble/Change/Confidentially	Stretch/Curled/Arc h/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/Anticipation, Quickly	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>					
Global Goals and School	Quality education and No poverty.					

values	Determination and Empathy.					
The Leys Pathways	Understand - how my actions impact others. Explore - new experiences with confidence.					
Year 3	Invasion Game Skills 3 & Hockey	Basketball & Handball	Gymnastics - Linking Movements Together & Yoga	Gymnastics - Symmetry and Asymmetry (Partners) & Dance - Egyptians	Tennis & Athletics	Rounders & Cricket
Key Skills	<p>Dodge Be Aware of others and my environment Get in to good positions to receive a ball Pass and move into space</p> <p>Shield a ball from an opponent urn confidently with a piece of equipment Play a small game and demonstrate my turns Make good decisions when in possession</p>	<p>I can control a basketball using both hands and perform various skills I can control the ball on the move (dribble) and keep my head up to be aware of my environment can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass chest pass and bounce pass</p>	<p>Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches demonstrating good fluency Hold balances with good control Find ways of moving out of one balance and into another Show different graceful ways of getting from floor to ground and vice versa</p>	<p>Perform with smooth transitions Spin symmetrically and asymmetrically on points and patches Forward roll Perform a series of symmetrical and asymmetrical rolls with a partner Create a sequence using a range of symmetrical and asymmetrical gymnastic moves Alternate between performing symmetrically and</p>	<p>Take up a 'ready position' and move into good positions to strike a ball Play a game of hand tennis trying to move my opponent around the court Hit consistent forehand returns Strike the ball on the backhand with some consistency Serve from the baseline into my opponent's side of the court Use tactics against an opponent</p>	<p>Stand sideways on with a high back lift ready to receive a ball Step back and across to pull a short ball Bowl a ball overarm with a straight arm Take up a wicket keeping stance and take balls bowled on both sides of the wicket Throw accurately and powerfully Drive a ball through a target</p>

	<p>Show the skills and knowledge you have developed in a competitive environment</p> <p>Focus and retain my concentration when the ball isn't in my area of the pitch</p> <p>Dribble a ball confidently</p> <p>Stop a ball</p> <p>Develop my dribbling technique</p> <p>Change direction easily</p> <p>Pass a ball accurately</p> <p>Control a ball sent to me</p>	<p>I can pass the ball on the move with good technique and communicate with my teammates</p> <p>I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball</p> <p>I can dribble, pass and shoot the basketball using the correct technique to play in a game</p> <p>Send a handball using a javelin style pass with accuracy</p> <p>Catch a handball on the run</p> <p>Pass and receive the ball on the move</p> <p>Pass quickly under pressure</p> <p>Throw/shoot accurately using a good overarm technique</p> <p>Intercept passes</p>	<p>Link high and low moves</p> <p>Explore a variety of rolls</p> <p>Create a sequence of rolls and balances</p> <p>Travel on patches close to the ground</p> <p>Perform with work at contrasting levels</p> <p>Warm up and cool down after exercise</p> <p>Sustain my performance even when tiring</p> <p>Perform a variety of yoga poses over increasing time periods</p> <p>I can retain my focus and concentrate on the quality of my own work</p> <p>Demonstrate good core strength</p> <p>Keep going even when my muscles are really fatiguing (resilience)</p>	<p>asymmetrically</p> <p>Communicate effectively with a partner</p> <p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p> <p>Communicate effectively within a group</p> <p>Improve our ideas</p> <p>Evaluate the work of others using accurate technical language</p> <p>Develop key vocabulary regarding the focus topic (Egyptians)</p>	<p>Use the correct technique to start a sprint race</p> <p>Develop my coordination to improve speed</p> <p>Hurdle efficiently and consistently</p> <p>Sprint between hurdle</p> <p>Develop the technique and consistency of my jumps</p> <p>Jump consistently off the same foot</p> <p>I can scissor kick</p>	<p>Send using good throwing technique</p> <p>Receive using good catching technique</p> <p>Develop basic bowling and batting skills</p> <p>Develop my throwing skills</p> <p>Communicate with other players for the good of my team</p> <p>Demonstrate the school values to support the effectiveness of game play</p>
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		Block a shot Participate purposely in a small sided game	Jump dynamically Improve on previous personal bests			
Key People	David Beckham/Michael Jordan		Simone Biles/Joe Wicks		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/ Stick/Right handed	Feinting/Pressure/ Position/Shoot/ Rebound/Footwork/ Pivoting/Chest pass/Bounce pass	Gracefully/Sequenc e/Symmetrical/ Asymmetrical/ Patches/Contrast/ Flexibility/Reflectio n/Core/Strength/ Power/Endurance	Symmetrical/ Asymmetrical/ Transition/Partner/ Formations/Precisio n/Egypt/Temple/ Tomb/Pyramid/ Tutankhamun/Creati vity/Rhythm	Racket/Serve/ Volley/Forehand/ Backhand/Deuce/ Advantage/Strike/ Court/Return/ Baseline/Sprint/ Pump/Pace/ Accuracy/Baton	Backstop/Bowler/ First,Second,Third, Fourth base/Underarm/ Batters square/ Rounders/Crease/ Boundary/Bails/ Wide
SMSC and British Values	<p>Encourage pupils to accept responsibility for their behaviour and show initiative.</p> <p>Understanding and appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>					
Global Goals and School values	<p>Good health and wellbeing and responsible consumption and production.</p> <p>Empathy and Inclusivity.</p>					
The Leys Pathways	<p>Explore - the world around me, increasing my knowledge and understanding.</p> <p>Solve - problems regarding school life independently with resilience and seek support openly.</p>					

Year 4	Invasion Game Skills 4 & Swimming	Tag Rugby & Swimming	Dance - Romans & Swimming	Gymnastics - Partner Work- Pushing and Pulling & Swimming	Athletics & Swimming	Rounders & Swimming
Key Skills	<p>Show a range of dribbling skills when in possession</p> <p>Shoot consistently well</p> <p>Adopt sideways on positions to receive the ball</p> <p>Use the full width of the pitch</p> <p>Defend one on one</p> <p>Track an opponent</p> <p>Be mobile and fluid in my attacking and not stick rigidly to one positions</p> <p>Make use of extra players</p> <p>Swimming towards the 25m target and expectation</p> <p>Demonstrating good</p>	<p>Scoop a ball up from the floor</p> <p>Dodge to avoid being tagged by an opponent</p> <p>Tag safely</p> <p>Pocket pass with accuracy from my right and left</p> <p>Make a target to receive the ball</p> <p>Send and receive a ball under pressure</p> <p>Pass a rugby ball backwards accurately</p> <p>Dummy a pass</p> <p>Apply a range of skills effectively in a game of rugby</p> <p>Play to the rules</p> <p>Swimming towards</p>	<p>Match a partner's moves in synchrony</p> <p>Compose a sequence with a partner</p> <p>Perform elements of my sequence in contrast to a partner</p> <p>Work in a group effectively</p> <p>Help to compose and then perform a sequence with contrasting and matching shapes and moves</p> <p>Work at contrasting levels</p> <p>Perform in unison and canon</p> <p>Swimming towards the 25m target and</p>	<p>Communicate effectively with a partner</p> <p>Creatively change static actions into travelling movements</p> <p>Show different levels and pathways when I travel</p> <p>Communicate effectively within a group</p> <p>Improve our ideas</p> <p>Evaluate the work of others using accurate technical language</p> <p>Develop key Roman vocabulary and understanding</p> <p>Swimming towards</p>	<p>Throw overarm accurately</p> <p>Throw overarm with power for distance</p> <p>Accurately replicate the technique for running, jumping and throwing events</p> <p>Run a relay efficiently as part of a team</p> <p>Replicate the techniques for running, jumping and throwing events in competitive situations</p> <p>Challenge myself to beat previous performances</p> <p>Swimming towards the 25m target and</p>	<p>Bat successfully with a partner, communicating effectively</p> <p>Bowl with increasing accuracy</p> <p>Bowl with a run up</p> <p>Stop hard balls struck at me by forming a long barrier</p> <p>Communicate effectively with a partner when batting</p> <p>Back up my fellow fielders in the field</p> <p>Play purposefully in a competitive game, taking on multiple roles effectively</p> <p>Field the ball off</p>

	water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils	the 25m target and expectation Demonstrating good water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils	expectation Demonstrating good water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils	the 25m target and expectation Demonstrating good water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils	expectation Demonstrating good water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils	the ground using a variety of techniques Catch high balls comfortably Backpedal to catch balls over me Perform well in a range of positions in a competitive game Swimming towards the 25m target and expectation Demonstrating good water confidence and safety Stevenage Swimming Centre delivering all swim lessons and providing all assessments for pupils
Key People	Jonny Wilkinson/Michael Phelps		Ellie Simmonds/Max Whitlock		Jessica Ennis-Hill/Adam Peaty	
Key subject links	Science (physical changes during exercise)		History (romans)		Maths (scoring systems during summer games)	

Key Vocabulary & Concept	Backline/Bully/Centre pass/Flick/Obstruction/Pitch/Stick/Kick/Dribble/Bounce/Invade/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	Backstop/Bowler/First,Second,Third,Fourth base/Underarm/Batters square/Rounders/Crease/Boundary/Bails/Wide
SMSC and British Values	<p>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.</p> <p>An understanding of how citizens can influence decision-making through the democratic process.</p>					
Global Goals and School values	<p>Gender equality and reduced inequalities.</p> <p>Inclusivity and Aspiration.</p>					
The Leys Pathways	<p>Solve - problems regarding school life independently with resilience and seek support openly.</p> <p>Care - for myself, others and the wider world.</p>					
Year 5	Basketball & Netball	Handball & Lacrosse	Gymnastics - Partner Work - Under and Over & Yoga	Gymnastics - Matching, Mirroring and Contrast & Dance - Victorians	Athletics & Rounders	Cricket & Leadership
Key Skills	I can control a basketball using both hands and protect the ball	Get into a good ready position to move quickly and receive the ball	Roll over my partner who is in a long pencil shape Form strong arches	Perform a sequence mirroring a partner's symmetrical and	Throw after a run up with reasonable accuracy Throw with greater	Pull a ball from a short delivery to the leg side I can bowl with a

	<p>under pressure I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass I can use different skills such as varying speed and direction to get past defenders I can play fairly and competitively within the rules of the game</p> <p>Send a netball in a variety of ways Receive a ball and already know what I want to do with it Pass accurately and using a variety of passes Anticipate the play and release the ball quickly and efficiently</p>	<p>Pass and move into a space Move the ball on quickly to catch out the opponent Anticipate the play Disguise passes and dummy passes Apply a skills purposely in a game</p> <p>Hold the stick correctly Scoop a ball using the correct technique Carry a ball using cradling technique Scoop the ball consistently Cradle the ball and evade opponents Throw and catch consistently well Adjust my grip on the stick to throw and then catch</p>	<p>and bridges Create a sequence with a partner involving supporting body weight on front and back displaying good body control and shape Create opportunities for others to travel over and under me Work with a partner to travel over and under on both floor and benches Travel in lots of interesting ways over benches creating fluent and controlled sequence Work over and under on the floor and apparatus Perform with good technique and seamless transitions</p> <p>Pose in a variety of positions Control my</p>	<p>asymmetrical shapes Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways Perform a sequence with a partner which moves from matching moves to contrasting Work as a group to demonstrate fluent routines involving mirroring and contrasts Perform elements of unison and canon in a group routine</p> <p>Communicate effectively within a group Improve our ideas Evaluate the work of others using accurate technical language</p>	<p>force and power Perform the correct techniques for triple jump and standing vertical jump Measure accurately my performance at standing vertical jumping</p> <p>Stand sideways on with a high back lift ready to receive a ball Step back and across to pull a short ball Bowl a ball overarm with a straight arm</p>	<p>short run up and straight arm with some accuracy Perform a range of fielding techniques confidently and consistently Bowl with a run up increasing my speed Use my feet to get to the pitch of the ball when batting Show tactical awareness as a fielder Play a square cut shot Link my skills and perform in a competitive game</p> <p>Recognise when the teams are unfair See when children might get bored because there is a lack of challenge Sort teams quickly and efficiently Arrange tasks for maximum</p>
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	Shoot with good technique Land and pivot to pass the ball		breathing pattern Work imaginatively Work without inhibitions Bend, stretch and reach Breathe in 3 parts Work quietly focusing on what I am doing in the moment	Demonstrate good fluency whilst travelling Develop key Victorian vocabulary Start to develop finer details and show awareness of their importance		involvement for everyone Lead a warm up effectively Work with others to apply a plan
Key People	Kobe Bryant/Paul Rabil		Louis Smith/Misty Copeland		Freddy Flintoff/ Louie Hinchliffe	
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	Protect/Agility/Bounce pass/Overhead pass/Pivot/Shoulder pass/Rebounds/Intercept/Free throw	Hand/Ball/Move/Throw/Sequence of passes/Movement/Guard/Point/scoop,Avoid/Anticipation/High/Low/cradle	Long pencil/Momentum/Bridges/Body weight/Leapfrog/Apparatus/Transitions/Moderate/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.					

	An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such 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. Aspiration and Empowerment.					
The Leys Pathways	Explore - and challenge my learning in order to promote independence and resilience. Understand - my strengths and areas for development within our school community.					
Year 6	Football & Hockey	Basketball & Health Related Fitness	Gymnastics - Counter Balance and Counter Tension & Leadership	Gymnastics - Group Sequencing & Dance - World War 2	Athletics & Team Building and Problem Solving	Lacrosse & Rounders
Key Skills	Communicate well with my teammates having positive impact during game play I can defend thoughtfully, slowing attackers down and not overcommitting too soon Combine skills to create a goal scoring opportunity Make the most of	I can mark a player or an area of the court to limit opportunities for the opposition I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball I can dribble, pass and shoot the basketball using correct the correct	Hold controlled balances on a variety of points and patches on a given number of body parts Create a sequence of moves in unison with a partner Evaluate the work of others Hold a range of symmetrical & asymmetrical counter balances	Work in a group of 4 to create a sequence of rolls Perform in unison Work as part of a team to create a sequence where starting & finishing points are clearly defined Work in a group of 6 to create a sequence involving different formations and	Change pace and run at different tempos Sustain my pace over longer distances Throw with accuracy and power using the pull technique Combine sprinting with hurdling Transfer a relay baton efficiently as part of a team	Play a game incorporating the skills of cradling, scooping, throwing, catching and shooting Send and receive a ball confidently Shoot from left and right Force my opponent onto their weaker side when I am defending them Demonstrate

	<p>having any extra player/s on my team Cooperate, communicate and collaborate with others to achieve shared goals Officiate if given the chance Play competitive games and control my emotions Develop my game knowledge across multiple positions</p> <p>Dribble the ball with my head up Push pass accurately Pass and move Develop a range of attacking skills and strategies Support my teammates by communicating with them</p>	<p>technique to play in a game I have an understanding of the roles of different positions</p> <p>Warm up and cool down after exercise Sustain my performance even when tiring Perform a variety of yoga poses over increasing time periods I can retain my focus and concentrate on the quality of my own work Demonstrate good core strength Keep going even when my muscles are really fatiguing (resilience) Jump dynamically Improve on previous personal bests</p>	<p>I can work at different levels with weight on a variety of points and patches Roll as part of a balancing and rolling sequence Challenge myself to improve Perform a sequence in canon at different levels Link asymmetrical counter tension balances and counter balances using transitional moves Work effectively both independently and as part of a group</p> <p>Dodge to evade the ball Throw with increasing power at a low trajectory Catch balls thrown at me low down and</p>	<p>pathways Work as part of a team to create a sequence involving flight Mirror asymmetrical body shapes within a group Time my moves within a group sequence</p> <p>To retell a story through dance To effectively play different roles To express and demonstrate emotion throughout performances To develop key World War 2 vocabulary</p>	<p>Communicate verbally Use non- verbal communication effectively Make a plan Perform calmly under pressure Put my trust in others Work with others to apply a plan Keep going when things are not necessarily going as I would want them to</p>	<p>sporting values Make a good contribution, attacking and defending, in a game Catch with soft hands Throw accurately into space Bowl accurately at a consistent height Ground field consistently well Catch and throw quickly from backstop Strike with some accuracy into a given area Back up fellow fielders in the outfield Communicate with my fellow batsmen/ women when between bases Throw with real accuracy and under pressure Play a full game in a small group taking</p>
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			at pace Play adapted games with special rules Work as a group to come up with some tactics			on different roles within the team Adapt my game according to the direct opponent/situation
Key People	Pele/Steph Curry		Oti Mabuse/Bryony Page		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	Communicating/Ove rcommitting/Cooper ate/Collaborate/Tea mmates/Develop/Ra nge/Strategies/Com petitive/Dribble	Fitness/workout/bo dy/stamina/enduran ceShooting guard/Point guard/Backboard/La yup	Symmetrical/Asym metrical/Trust/Prog ressive/Aestheticall y/Dodge/Block/Mov e/Ball/Teamwork/Q uick	Flight/Round off/Dynamic/Canon/ Evaluation/Mount/D ismount/Alignment/ Pulse/Spiral/Improv isation/War/Bunker /Shelter	Gait/Block/Sustain/ Efficiency/Shot put/Explosive/Non- verbal/Poise/Define /Implement/Commu nicate/Effectively/ Plan/Trust/Apply	Consistently/Fast/U nsettled/Cradle/Sc oop/Stick/Throw/M ove/Backstop/Bowle r/First,Second,Thir d,Fourth base/Underarm/Bat ters square/Rounders
SMSC and British Values	<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>					

Global Goals and School values	<p>Sustainable cities and communities and industry, innovation and infrastructure.</p> <p>Empowerment, Inclusivity, Aspiration, Empathy, Respect and Determination.</p>
The Leys Pathways	<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>