



Physical Education

Fulfen Primary School adopts best practice from a range of research resources and educational thinking to improve outcomes for all our children. We believe that every child should have access to opportunities and activities that are designed to be enjoyable vigorous purposeful and regular. Through providing positive experiences we aim to inspire our children to participate in regular physical activity and/or competitive sport well into adult life and value an active lifestyle.

We have built our P.E curriculum around three key areas which help our students make links and connect their understanding through the breadth of the curriculum to embed learning in their long-term memory and make their learning meaningful. These are 'Key physical skills'; 'Attitudes and thinking skills' and 'Evaluating and improving'. These are then supplemented with key questions and vocabulary for each year group.

Through these inclusive and enjoyable experiences we aim for our pupils to:

- Enjoy being physically active for sustained periods of time and value healthy active lifestyles.
- Be dedicated to attaining and maintaining a high standard of skill and endurance.
- Be hardworking and self-driven; they strive to achieve their personal best.
- Remain positive and show resilience when faced with defeat or setbacks.
- Be in control of their emotions and able to manage them effectively in a range of situations.
- Enjoy communicating collaborating and competing with each other.
- Respect their teammates, opponents, authority and rules.

The units on the curriculum map are designed to be taught flexibly to suit the needs of the class. Some units will last for half a term but they can be shorter or longer. Teachers will assess the pupils to see what their requirements are and adapt these units accordingly.

CURRICULUM MAP

EYFS & KEY STAGE 1

	Autumn		Spring		Summer	
EYFS	<p>First PE The development of fundamental movement skills</p>	<p>Multi-skills</p> <ul style="list-style-type: none"> Balancing Agility Co-ordination 	<p>Gymnastics</p> <ul style="list-style-type: none"> Experiment with body shapes Explore jumps, rolling and balancing Move in different ways 	<p>Athletics</p> <ul style="list-style-type: none"> Marching/running Throwing over/underarm Jumping & measuring Turn-taking in teams Leaping over things from standing. 	<p>Fairy Tale Dance</p> <ul style="list-style-type: none"> Moving to music Experimenting with movement Moving as characters 	<p>Tennis</p> <ul style="list-style-type: none"> Throw and catch to self Balance beanbag on racket Pass to partner Hand-eye co-ordination
Year 1 Topics & NC strands	<p>Multi-skills</p> <ul style="list-style-type: none"> Balancing with equipment Changing direction Using equipment <p>Ball Skills</p> <ul style="list-style-type: none"> Passing, dribbling & rolling Throwing & catching 	<p>Mini Muay Thai</p> <ul style="list-style-type: none"> Basic stances Jab, upper cut, knee strike, kicks <p>Fitness</p> <ul style="list-style-type: none"> Balancing Counting and recording Co-ordination Understand what happens to our body when we exercise 	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform shapes Perform basic jumps, rolls and balances Travel Perform a basic sequence <p>Dodgeball</p> <ul style="list-style-type: none"> Rolling and throwing Aiming at targets Jumping Early tactics for attack and defence 	<p>Athletics</p> <ul style="list-style-type: none"> Running at different speeds Throwing with accuracy Jumping & improving Competing in teams Leaping over things whilst moving. 	<p>Space Dance</p> <ul style="list-style-type: none"> Moving in time to music Perform dance movements with levels Explore travelling movements Perform with some control <p>Tag Rugby</p> <ul style="list-style-type: none"> Call tag when tackling Holding & throwing Small adapted games 	<p>Tennis</p> <ul style="list-style-type: none"> Throw and catch to self/partner Balance ball on racket Racket familiarisation Hand tennis <p>Kwik Cricket</p> <ul style="list-style-type: none"> Rolling and stopping ball Throwing and catching Bowl underarm Hit off a tee Modified, small-sided games
Year 2 Topics & NC strands	<p>Multi-skills</p> <ul style="list-style-type: none"> Balancing on equipment Changing direction with control Changing speeds with equipment <p>Ball Skills</p> <ul style="list-style-type: none"> Passing, dribbling & rolling Throwing & catching 	<p>Mini Muay Thai</p> <ul style="list-style-type: none"> Basic stances & guard Jab cross, upper cut, knee strike, kicks Combinations of techniques <p>Fitness</p> <ul style="list-style-type: none"> Balancing with control Counting & recording scores and aim to beat previous Co-ordination at different speeds Understand what happens to our body when we exercise 	<p>Gymnastics</p> <ul style="list-style-type: none"> Perform shapes Perform basic jumps, rolls and balances with control Travel and move on and off apparatus Perform a basic sequence on apparatus <p>Dodgeball</p> <ul style="list-style-type: none"> Rolling & throwing; increasing accuracy Aiming at targets Jumping & dodging Develop tactics for attack and defence 	<p>Athletics</p> <ul style="list-style-type: none"> Exploring running patterns Throwing positions Jumping techniques Improving team performance Leaping over hurdles 	<p>Great Fire Dance</p> <ul style="list-style-type: none"> Moving in time to music with expression Perform dance movements with levels and control Perform travelling movements <p>Tag Rugby</p> <ul style="list-style-type: none"> Moving with ball Passing & dodging Small adapted games, developing tactics 	<p>Tennis</p> <ul style="list-style-type: none"> Throw and catch to self/partner Balance ball on racket with control Racket familiarisation Modified games & tactics <p>Kwik Cricket</p> <ul style="list-style-type: none"> Rolling and stopping ball Throwing and catching Bowl underarm with accuracy Hit off a tee Modified, small-sided games, developing tactics

LOWER KEY STAGE 2

	Autumn		Spring		Summer	
Year 3 Topics & NC strands	<p style="text-align: center;">Multi-skills</p> <ul style="list-style-type: none"> Balancing while moving Changing direction at speed Combining movements 	<p style="text-align: center;">Mini Muay Thai</p> <ul style="list-style-type: none"> Correct stances & guard Jab cross, upper cut, knee strike, kicks with increased control Combinations of techniques 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Perform shapes with control Perform jumps, rolls and balances with control Travel across apparatus Perform a short sequence on mats 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> FAST technique Throwing javelin with improving technique Triple Jump combinations Running for distance and relay Leaping over obstacles at speed 	<p style="text-align: center;">Romans Dance</p> <ul style="list-style-type: none"> Collaborate to create a dance warm-up Dance in unison with partner Perform in canon with a group 	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> Move to catch ball Control ball on racket Hit to a target Modified games & developing tactics
	<p style="text-align: center;">Handball</p> <ul style="list-style-type: none"> Dribbling skills Passing & Receiving Footwork Attacking & defending 	<p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> Balancing with control Aim for personal best Co-ordination in combinations of exercises Understand the effects of exercise 	<p style="text-align: center;">Dodgeball</p> <ul style="list-style-type: none"> Throwing and catching techniques Aiming & increasing accuracy Dodging and blocking Adapted games 		<p style="text-align: center;">Tag Rugby</p> <ul style="list-style-type: none"> Moving with ball correctly Passing & dodging with control Small adapted games, developing tactics 	<p style="text-align: center;">Kwik Cricket</p> <ul style="list-style-type: none"> Long barrier method Throwing and catching with each hand Attempt overarm bowling Hit a moving ball Adapted games, developing tactics
Year 4 Topics & NC strands	<p style="text-align: center;">Multi-skills</p> <ul style="list-style-type: none"> Balancing confidently Changing direction at speed Combining movements 	<p style="text-align: center;">Self Defence</p> <ul style="list-style-type: none"> Switching stances & guard Jab cross, upper cut, knee strike, kicks with increased control & co-ordination Combinations of techniques 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Perform shapes with control Perform jumps, rolls, balances & develop travelling with control Perform match & mirror routines Perform a short sequence on mats and apparatus 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Confident use of FAST technique Throwing javelin with height and distance Triple Jump Running for distance and relay with control Leaping over hurdles with speed and control 	<p style="text-align: center;">Egyptian Dance</p> <ul style="list-style-type: none"> Collaborate to create a dance warm-up & lead Dance in unison with partner or group Perform in canon with a range of movement patterns Perform with a variety of levels/pathways 	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> Move with balance to catch ball Hit ball while moving Hit to range of targets Forehand/backhand Play adapted games & discuss tactics
	<p style="text-align: center;">Handball</p> <ul style="list-style-type: none"> Dribbling & bouncing with control Passing & receiving Footwork & travelling Attacking & defending tactics 	<p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> Balancing in different directions Aim for personal best Co-ordination in combinations of exercises Understand different types of fitness 	<p style="text-align: center;">Dodgeball</p> <ul style="list-style-type: none"> Improving throwing and catching techniques Aiming & increasing accuracy Dodging and blocking Tactics when attacking and defending 		<p style="text-align: center;">Tag Rugby</p> <ul style="list-style-type: none"> Play a game, moving at speed Moving with ball correctly Passing while moving Use speed and space to avoid a defender Small adapted games, developing tactics 	<p style="text-align: center;">Kwik Cricket</p> <ul style="list-style-type: none"> Stop ball from different directions Throwing and catching under pressure Overarm bowling Hit a moving ball Adapted games, developing tactics

UPPER KEY STAGE 2

<p style="text-align: center;">Year 5 Topics & NC strands</p>	<p style="text-align: center;">Multi-skills</p> <ul style="list-style-type: none"> Balancing equipment while moving Changing direction quickly and efficiently Evaluate performance levels <p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> Dribbling & turning Pass, receiving & move Footwork Offensive and defensive techniques 	<p style="text-align: center;">Self Defence</p> <ul style="list-style-type: none"> Reacting, switching stances & guard Jab cross, upper cut, hook, knee strike, kicks with increased control & co-ordination Combinations of techniques Collaborate with others <p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> Balancing using core Strive for personal best Co-ordination with increasing speed & power Create warm-up & cool down 	<p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> Swim over a distance of at least 25m Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Improve reactions over short distances Throwing with correct stance and form Long jump & Triple jump Running for distance and relay with control Hurdles with fluency <p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> Swim over a distance of at least 25m Use a range of strokes effectively. Perform safe self-rescue in different water-based 	<p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> Swim over a distance of at least 25m Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. 	<p style="text-align: center;">Swimming</p> <ul style="list-style-type: none"> Swim over a distance of at least 25m Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.
<p style="text-align: center;">Year 6 Topics & NC strands</p>	<p style="text-align: center;">Multi-skills</p> <ul style="list-style-type: none"> Balancing equipment on various body parts while moving Changing direction quickly and efficiently with equipment Evaluate performance levels <p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> Dribbling & turning at speed Pass, receiving & move Footwork Offensive and defensive techniques Officiating 	<p style="text-align: center;">Self Defence</p> <ul style="list-style-type: none"> Reacting, switching stances & guard with speed Jab cross, upper cut, hook, knee strike, kicks with increased control & co-ordination Combinations of techniques Collaborate with others and lead a group <p style="text-align: center;">Fitness</p> <ul style="list-style-type: none"> Balancing using core with explosive movements Strive for personal best & evaluate Co-ordination with fluency, speed & power Create a drill to improve a specific area of fitness. 	<p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> Perform complex shapes in sequences Perform jumps, rolls, balances & develop travelling with control Compete in teams with sequences <p style="text-align: center;">Dodgeball</p> <ul style="list-style-type: none"> Throwing with precision, control and speed Aiming & increasing accuracy Dodging and blocking while communicating with teammates Tactics when attacking and defending Officiating games 	<p style="text-align: center;">Athletics</p> <ul style="list-style-type: none"> Accelerate with speed and control Throwing safely with accuracy and power Jumping techniques Running for distance with pace Competitive relay Compete in hurdles 	<p style="text-align: center;">OAA</p> <p style="text-align: center;">Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p style="text-align: center;">Tag Rugby</p> <ul style="list-style-type: none"> Tag players at full speed Dodging effectively Pass and loop technique Small adapted games, developing tactics Support teammates within a game Tactics of attaching & defending 	<p style="text-align: center;">Tennis</p> <ul style="list-style-type: none"> Control footwork when hitting ball Serve diagonally Footwork & stance during game Communicate & collaborate with partner in doubles Attacking and defending principles <p style="text-align: center;">Kwik Cricket</p> <ul style="list-style-type: none"> Decision making about fielding and throwing positions. Overarm bowling with accuracy Hit a moving ball tactically into space Adapted games, developing tactics & communicating with team

Progression Map

Our Foundation stage team aims to build (in sequence) the foundational knowledge skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning.

<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p>Fine Motor Development</p> <ul style="list-style-type: none"> • I have fingers and thumbs and that they can each work separately. • My wrists and fingers need to be strong to manipulate small tools and objects. Which fingers form a pincer grip. • Which fingers form a tripod grip. <p>Gross Motor Development</p> <ul style="list-style-type: none"> • Core strength helps me to balance and use my limbs independently. • Big muscles need to be strong to support the smaller muscles in my body. • Exercise will build my strength and stamina. • I have an imaginary line down the middle of my body and I can cross over it with opposite hands and feet. • Crossing the midline helps both sides of my brain to connect. • Both sides of my body need to work together in a co-ordinated way 	<p>Children are learning to:</p> <ul style="list-style-type: none"> • Balance • Throw and catch • Lift and carry heavy objects • Cross the midline • Hop and skip • Negotiate space • Run and jump • Make alternating movements • Roll • Turn • Spin • Climb • Make anti-clockwise movements • Re-trace vertical lines • Make symmetrical movements • Co-ordinate two sides of the body • Isolate my fingers • Use a pincer grip • Form a tripod grip • Make decisions • Take risks • Make healthy choices 	<p>straight position travel balance jump forwards backwards roll stretch curled hold hold bounce roll strike space aim speed aim direction control score still speed rhythm</p> <p>walk jog run hop skip fast pass pinch hold snip build join connect fasten open thread fill pour empty</p>

This lays the foundation for children to progress into Key Stage 1 and beyond. For a full breakdown of the curriculum design in the Foundation Stage click [here](#).

KS1 Progression

Year Skills & Knowledge/ Concepts	Broad areas of PE to be covered throughout the year	Key physical skills	Attitudes and thinking skills	Evaluating and improving	Key Questions	Vocabulary
Year 1	<ul style="list-style-type: none"> Multi-skills & fundamental movement Ball skills Mini Muay Thai Fitness Gymnastics Dodgeball Athletics Dance Rugby Tennis Kwik Cricket 	<ul style="list-style-type: none"> Master basic movements including running jumping throwing and catching as well as developing balance agility and co-ordination and begin to apply these in a range of activities. Perform dances using simple movement patterns. Participate in team games developing simple tactics for attacking and defending. 	<p style="text-align: center;">Participate in team games developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> Begin to name the parts of the body involved in warm up activities or skills e.g. head/neck/arms/ legs (link to Y1 Science curriculum). Be respectful of each other and equipment. Be engaged and on task throughout lessons. React to a range of stimuli. Be confident and safe in spaces used. Sustain effort throughout the lesson. 	<ul style="list-style-type: none"> Describe own and others' performances. 	<ul style="list-style-type: none"> Which body part are we warming up? What do we need to do to keep ourselves safe in this lesson/activity/space? How do we use this equipment safely? Which of our skills did ____ use in their performance? What do we do with our body to help us to balance? Which type of throw are you using today? 	<ul style="list-style-type: none"> apparatus balance catch climb confidence copy effort jump music perform performance respect repeat roll run shape space still throw travel underarm warm up
Year 2	<ul style="list-style-type: none"> Multi-skills Ball games Mini Muay Thai Fitness Gymnastics Dodgeball Athletics Dance Rugby Tennis Kwik Cricket 	<ul style="list-style-type: none"> Manage space and equipment safely showing good awareness of each other. Perform basic gymnastics actions including travelling rolling jumping climbing and balancing. Show some control and accuracy with the basic actions for rolling underarm throwing striking a ball and kicking. Engage in competitive activities against themselves and others. Copy and explore basic body actions and movement patterns (e.g. copy and repeat sequences). 	<ul style="list-style-type: none"> To recognise what their bodies feel like during different types of activity. Know how to score and follow rules of simple games. Develop simple tactics for attacking and defending. Describe the importance of exercise and nutrition for humans (links to Y2 Science NC). 	<ul style="list-style-type: none"> Compare their own performance to another person/group Improve their work with some support e.g. from resources or teacher input. 	<ul style="list-style-type: none"> How can we avoid bumping into others in this space? Why is it important to have rules? Why is it important to exercise? What do we mean by eating healthily? How does your body feel when you are warming up/exercising/cooling down? What can you do to show a clear beginning/middle/end to your performance? 	<p>See Y1 vocabulary plus:</p> <ul style="list-style-type: none"> attack chase compare defend dodge exercise fair flexible group nutrition run score strength time turn

KS2 Progression

Year Skills & Knowledge/ Concepts	Broad areas of PE to be covered throughout the year	Key physical skills <ul style="list-style-type: none"> • Use running jumping throwing and catching in isolation and in combination. • Play competitive games modified where appropriate [for example badminton basketball cricket football hockey netball rounders and tennis] and apply basic principles suitable for attacking and defending • Develop flexibility strength technique control and balance [for example through athletics and gymnastics]. • Perform dances using a range of movement patterns. • Take part in outdoor and adventurous activity challenges both individually and within a team. 	Attitudes and thinking skills <ul style="list-style-type: none"> • Play competitive games modified where appropriate [for example badminton basketball cricket football hockey netball rounders and tennis] and apply basic principles suitable for attacking and defending. • Take part in outdoor and adventurous activity challenges both individually and within a team. 	Evaluating and improving Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Key Questions	Vocabulary
Year 3	<ul style="list-style-type: none"> • Multi-skills • Handball • Mini Muay Thai • Fitness • Gymnastics • Dodgeball • Athletics • Dance • Rugby • Tennis • Kwik Cricket 	<ul style="list-style-type: none"> • Run consistently and smoothly at different speeds. • Demonstrate different combinations of jumps showing control and co-ordination. • Throw a range of implements into a target. • Pass receive and dribble the ball keeping possession. • Strike a ball with intent and throw it more accurately when bowling or fielding. • Sustain energy levels. • Show control accuracy and fluency of movement when performing actions on their own and with a partner on both floor and apparatus. • Perform short dances whilst working with a partner or small group incorporating different qualities and dynamics into their movements. • Respond to a range of stimuli. 	<ul style="list-style-type: none"> • Understand why warming up is important. • Begin to discuss the skeleton and muscles during warm-ups (link to Y3/4 Science NC). • Begin to choose appropriate warm-ups for the activity. • Be familiar with (and use) set rules and play fairly within these. • Assist in leading small groups in activities. • Develop a broader range of tactics for attacking and defending. • Be determined to improve their performance. • Understand why exercise is good for their fitness and health. 	<ul style="list-style-type: none"> • Compare and contrast performances • Evaluate their own and others' work. 	<ul style="list-style-type: none"> • What does our body need to look like when we're running? • How can you keep possession of this ball? • How could you defend your goal? • Which is the most accurate type of throw for this activity? • What was the same and what was different about yours and another group's performance? • Why is it important to warm up? • Which muscles are we stretching? • How does exercise help us to keep healthy? 	accuracy cannon compare consistently control cool down co-ordination determination direction dribble dynamic evaluate fitness fluency force health individual level muscles pass quality receive smoothly strike target unison
Year 4	<ul style="list-style-type: none"> • Multi-skills • Handball • Self Defence • Fitness • Gymnastics 	<ul style="list-style-type: none"> • Run consistently and smoothly at different speeds (both short and long distances). • Demonstrate different combinations of jumps showing control and co-ordination. • Throw a range of implements into a target with increasing accuracy. • Throw and catch accurately (including catching with one hand). 	<ul style="list-style-type: none"> • Choose appropriate warm-up activities and begin to select cool-down activities. • OAA - Understand the purpose of the activity and plan actions to solve the problems they are set. • Work well as a team beginning to think of tactics to make it hard for opponents (e.g. choose and 	<ul style="list-style-type: none"> • Describe and evaluate the effectiveness and quality of their own and others' performance. • Recognise aspects of 	<ul style="list-style-type: none"> • What does our body look like when running quickly/slowly? • Which is the most accurate throw for this target? • How does working as a team make it easier to defeat an opponent? 	See Y3 vocabulary plus: agility audience determination distance improve one-handed opponent opposition (dance)

	<ul style="list-style-type: none"> • Dodgeball • Athletics • Dance • Rugby • Tennis • Kwik Cricket 	<ul style="list-style-type: none"> • Continue to pass receive and dribble the ball keeping control and possession with greater accuracy. • Sustain effort and energy levels. • Combine travelling rolling jumping and balancing actions and maintain the quality of performance when performing at the same time as a partner on both floor and apparatus (e.g. in gymnastics). • Use different compositional ideas such as unison canon (same action performed one after each other) and opposition when creating longer more complex dance phrases. 	<p>use batting and throwing skills to make the game hard for their opponents).</p> <ul style="list-style-type: none"> • Work with determination. • Recognise that there are different styles of running jumping and throwing and select the best for a particular challenge. • Understand why exercise is good for their fitness and health. 	<p>performances that require improving and suggest how this can be done.</p>	<ul style="list-style-type: none"> • How can we make this activity hard for our opponent? • What was effective about your/their performance? • How could your/their performance be improved? • Why is it important to cool-down? 	<p>problem solution prop tactics</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • Swimming • Multi-skills • Handball • Self Defence • Fitness • Gymnastics • Dodgeball • Athletics • Dance • Rugby • Tennis • Kwik Cricket 	<ul style="list-style-type: none"> • Sustain their pace when running over longer distances. • Be able to perform basic relay changeovers. • Throw and jump with greater control and accuracy. • Use a variety of tactics to keep the ball e.g. changing speed and direction. • Perform specific skills and movement patterns for different dance styles. • Repeat accurately longer sequences with more complex actions with an emphasis on quality of movement. • Adapt sequences to include apparatus partner or small group work. <ul style="list-style-type: none"> • National Curriculum objectives specific to Swimming: <ul style="list-style-type: none"> ▪ swim competently confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example front crawl backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Devise and carry out small group warm ups. • Respond consistently in the games they play selecting and applying skills which meet the needs of the situation. • Work persistently to achieve desired outcomes. • Develop methods of defending their goal for example marking the opposition and using positional awareness. • Develop and refine problem solving skills when working individually and in groups. • Apply their skills to a range of environments and tasks. • Understand why exercise is good for their fitness health and wellbeing. 	<ul style="list-style-type: none"> • Judge the strengths and weaknesses of performances and be able to make changes and adaptations that improve their team and/or individual performance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • How long do you need to take per lap to run at a certain pace? • Where else have we used these skills and what did we learn? • What is the most effective way to defend your goal? • What is the most beneficial way to keep possession of the ball in this scenario? • Where could you position yourself to make it harder for your opponent/ easier for your teammate? • How does exercise benefit your general wellbeing? • How is teamwork beneficial in this activity? • How could you adapt your routine/performance to make it better? • How can we link this performance/activity to previous ones? • What do these map symbols mean? 	<p>See Y3 and 4 vocabulary plus:</p> <p>accuracy adapt analyse call (and response) changeover complementing contrast core gesture motif personal best persistence positional awareness quality relay sustain stimulus wellbeing</p>

					<ul style="list-style-type: none"> • What are the similarities and differences between different maps? 	
<p style="text-align: center;">Year 6</p>	<ul style="list-style-type: none"> • Handball • Rugby • Self Defence • Fitness • Gymnastics • Dodgeball • Athletics • OAA • Tennis • Kwik Cricket 	<ul style="list-style-type: none"> • Sustain their pace over longer distances. • Throw and jump with greater control and accuracy. • Hit the ball with purpose varying the speed height and direction in order to outwit their opponent. • Use physical skills well in a variety of different challenges. • Increase complexity of sequences by varying directions levels and pathways. • Perform fluently with control when working individually with a partner or a small group. • Use a variety of maps and plans accurately recognising symbols and features. 	<ul style="list-style-type: none"> • Take the lead when devising and delivering group warm ups and skill development drills. • Carry out warm-ups safely and effectively. • Plan to outwit the opposition individually in pairs or in teams in a wide range of situations. • Begin to choose and use different formations to suit the needs of a game. • Use teamwork skills well in a variety of different challenges. • Fully understand why exercise is good for their fitness health and wellbeing. • Recognise the impact of exercise on the way their bodies function (link to Y6 Science NC). 	<ul style="list-style-type: none"> • Watch their own and others' performances and suggest improvements for specific purposes. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • Which muscles should we warm up to suit this activity? • Which skills do we need to include in our warm up to make sure that we are safe? • How long do you need to take per lap to run at a certain pace? • How can you outwit your opponent? • How can we link performance to previous ones? • Where else have we used these skills and what did we learn? • What is the most effective strategy for this game? • How does exercise effect the way our body functions? • How could you adapt your performance to suit ____? • How can you adapt your performance to achieve your personal best? • How can you add more variety to your performance? • What do these map symbols mean? • What are the similarities and differences between different maps? 	<p>See Y3,4 and 5 vocabulary plus:</p> <p>action (and reaction) competence devise drills formation improvise outwit strategy structure</p>