



St Paul's C of E VC First School

At St Paul's, our welcoming Christian community, accepts and enables all to flourish to achieve their God-given potential. We develop independent and resilient learners, who lovingly respect each other with care and kindness. All are invited to make a difference in the world in which they live following in the footsteps and teachings of Jesus Christ.

"Love your neighbour as yourself." - Luke 10:27

Indoor and Outdoor PE Long Term Plan

Our Vision and aims for PE

At St Paul's we believe that Physical activity, not only improves health, reduces stress and improves concentration, but also promotes healthy physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide the broad and balanced programme of physical education that we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful, regular and inclusive. Our aim is to increase interest and participation in physical activity by offering a range of games and clubs at lunchtimes and after school which are tailored to the children's interests. Children are also taught about the importance of healthy eating and looking after our bodies and opportunities allow them to gain the knowledge and skills, they need in order to make healthy choices. In addition to this and as part of our PE curriculum we are passionate about promoting positive health and wellbeing in our pupils. We believe that the emotional wellbeing of children is just as important as their physical health. Good mental health allows children to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. Good mental health allows children to think clearly, develop socially and learn new skills. At St Paul's by encouraging positive friendships, respect for others and allowing children to talk openly and regularly about their feelings and opinions we feel our pupils will develop self-confidence, high self-esteem and a healthy emotional outlook on life.

Early Learning Goals:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

End of Key Stage 1 Expectations:

- Perform dances using simple movement patterns
- master basic movements including running, jumping, throwing and catching, as well as

End of Key Stage 2 Expectations:

- Perform dances using a range of movement patterns

		developing balance, agility and co-ordination, and begin to apply these in a range of activities - Develop fundamental movement skills: running, jumping, throwing, catching - Improve agility, balance, and coordination - Participate in simple team games and basic dance patterns - Engage in competitive and cooperative activities in increasingly challenging situations			- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - Apply and develop a broader range of skills, linking movements into sequences - Play competitive games (e.g., badminton, basketball, football, hockey, netball, rounders, tennis) with basic attacking and defending principles - Develop flexibility, strength, technique, control, and balance through athletics and gymnastics - Perform dances with varied movement patterns - Take part in outdoor and adventurous activities individually and in teams - Compare performances with previous ones to achieve personal bests		
	Health and self-care skills throughout the year	Autumn 1 – Gross Motor Skills	Autumn 2 – Spatial Awareness	Spring 1 – Gymnastics Core strength	Spring 2 – Gymnastics Stability	Summer 1 – Dance Coordination	Summer 2 – Fine Motor Skills
Nursery	- Spatial awareness - Self – regulation – recognising when they are hot/cold.	-Crawling, crawl on hands and feet to develop arm, leg and core strength. -Running, stopping, changing direction and coordination. -Walking, balance, coordination and control.	-Tagging Games. Tail tag, colour tag, sticky tag. -Following the rules. Children follow the leader, walk, run, jump, hop, crawl, tiptoe, bend, stretch, march. -Working as a team, parachute	- Walk, run, jump and climb and start to use the stairs independently. - Climb unaided and move through age-appropriate apparatus. - Climbing - Jumping - Crawling	-Balance on what foot, walk along a balancing beam, animal walks, jumping and landing. -Children jump from hoops or small markers	- Skip - Hop - Stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of music which are	-Bean bag throwing and catching. Practise gripping, throwing, catching. -Target throwing. Throwing beanbags into hoops, buckets or targets. Support developing hand-eye coordination. -Ball rolling. Roll a ball towards a partner or target.

		- Jumping, leg strength, jumping and controlled landing. - Games. Throwing, catching, kicking and hand-eye coordination.	games, following the leader, ball rolling, obstacle course. - Communication - Obstacle courses, negotiating space, crawling, balancing, jumping.	- Moving around obstacles - Can climb on and off equipment confidently and safely.	and practise landing with both feet safely and steadily. - Children will practise walking along a low balance beam or taped line to develop balance and control. - Children practise standing on one foot, gradually increasing the time they can balance.	related to music and rhythm. - Use large-muscle movements to wave flags and streamers	
Indoor Curriculum	Health and self-care skills throughout the year	Autumn 1 – Gross Motor	Autumn 2 – Balance and control	Spring 1 – Games	Spring 2 – Dance	Summer 1 – Gymnastics	Summer 2 – Dance

Reception	- Do they understand why exercise is important? - Can they describe the effects exercise has on their body? - Can they explain why it is important to warm up?	-Physical skills: Run, jump, hop, skip, balance, crawl, catch, throw -Social skills: share, communication skills: work safely, co - operation. -Emotional skills: independence, perseverance, confidence. -Thinking skills: select and apply actions, comprehension, reflection on decisions. -Children will develop basic principles of PE. -Finding spaces, freezing command. -Using and sharing equipment. -Work individually and with a partner or group. -Use fundamental movement skills such as running, jumping, skipping.	-Physical skills: Shapes, balances, jumps, rocking, rolling, travel. -Social skills: Work safely, collaboration, share and take turns. -Emotional skills: Determination, confidence. -Thinking skills: Comprehension, creativity, select and apply. -Children will develop basic gymnastics skills by exploring and creating shapes, balances and jumps and begin to develop rocking and rolling. -They show an awareness of space and how to use it safely. -They can perform basic skills on both floor and apparatus. - Children can copy, create, remember and repeat short sequences.	-Physical skills: Run, balance, change direction, throw, catch, jump. -Social skills: Work safely, communication, co-operation, support and encourage others. -Emotional skills: Confidence, determination, manage emotions. -Thinking skills: Comprehension, decision making. - Develop understanding of playing games. - Practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to manage when winning and losing.	-Physical skills: actions, dynamics, space, balance, jump. -Social skills: work safely, respect, collaboration. -Emotional skills: independence, confidence. -Thinking skills: select and apply actions, creativity, exploration, recall, provide feedback. -Children will develop their expressive movement and explore space and how to use space safely. -They will explore travelling movements, shapes and balances. -Children choose their own actions in response to a stimulus. -They are given the opportunity to copy, repeat and remember actions. -They are introduced to counting to help them keep in time with the music. -They are given the opportunity to perform to others and begin to	-Physical skills: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling. -Social skills: work safely, collaboration, share and take turns, support others. -Emotional skills: determination, confidence. -Thinking skills: comprehension, creativity, select and apply. -Children to develop basic gymnastics skills. -Children explore creating shapes and balances, jumps and rolls. -They begin to develop an awareness of space and how to use it safely. -They perform basic skills on both floor and apparatus. -They copy, create, remember and respect short sequences. -They begin to understand using	-Physical skills: actions, dynamics, space, balance, jump. - Social: work safely, respect, collaboration. -Emotional skills: independence, confidence. -Thinking skills: comprehension, provide feedback, select and apply actions, creativity. -Children will develop their expressive movement and explore space and how to use space safely. -They will explore travelling actions, shapes and balances. -Children choose their own actions in response to a stimulus. -They also are given the opportunity to copy, repeat and remember actions. -They continue to use counting to help them keep in time with the music. -They explore dance through the world around them. -They perform to others and begin to provide simple feedback.
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			-They can begin to understand using levels and directions when travelling and balancing.		provide simple feedback.	levels and directions when travelling and balancing	
Outdoor Curriculum		Autumn 1 – Ball Skills	Autumn 2 – Gross Motor	Spring 1 – Ball Skills	Spring 2 – Fundamental Movement Skills	Summer 1 – Fundamental Movement Skills	Summer 2 – Invasion Games
Reception		-Physical skills: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance. -Social skills: work safely, collaboration, cooperation, support others. -Emotional skills: perseverance, independence. -Thinking skills: tactics, comprehension. - Children to develop fundamental ball	-Physical skills: run, jump, throw, catch, roll, skip, balance. -Social skills: work safely, co-operation, support others, communication. -Emotional skills: honesty, confidence, perseverance, determination. -Thinking skills: comprehension, make decisions, creativity. -Children to explore structured movement through	-Physical skills: roll, track, throw, dribble with hands, dribble with feet, kick, catch, balance. -Social skills: co-operation, take turns, work safely, communication. -Emotional skills: perseverance, independence, determination. -Thinking skills: use of tactics, comprehension. - Children to develop fundamental ball skills such as throwing and	-Physical skills: balance, run, jump, hop, change direction, catch, throw. -Social skills: support others, work safely, take turns. -Emotional skills: determination, honesty. -Thinking skills: decision making, comprehension, select and apply. - Children to develop their fundamental movement skills through balancing, running, changing	-Physical skills: run, jump, hop, balance, change direction, travel, catch, throw. -Social skills: work safely, support others, share and take turns, co-operation. -Emotional skills: perseverance, determination, honesty, confidence, acceptance. -Thinking skills: comprehension, creativity, select and apply, exploration.	-Physical skills: run, change direction, throw, catch, strike, balance, jump. -Social skills: communication, help others, respect, take turns, co-operation. -Emotional skills: perseverance, honesty, determination, manage emotions. -Thinking skills: comprehension, decision making, select and apply reflection. -Children will learn and develop these skills by

		skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. -Children will develop their fine and gross motor skills through a range of game play using a variety of equipment. -Children will be given opportunities to work independently and with a partner.	learning basic principles of PE. -Children will explore using a space safely, stopping safely, using and sharing equipment. -Working individually, with a partner or a group. -They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. -Children will also play simple games and begin to understand and use rules.	catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. - Children will work on receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. -Children will develop their fine and gross motor skills through a range of game play with balls. - Children will work independently and with a partner. -They will develop decision making and using simple tactics.	direction, jumping, hopping and travelling. -Children will develop gross motor skills through a range of activities. -They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	-Children to develop their fundamental movement skills through balancing, running, hopping, jumping, travelling and changing direction. -Children will develop fine and gross motor skills through handling equipment. -They will learn how to stay safe using space and understand and follow rules and instructions. -They will work independently and with a partner to complete tasks.	playing a variety of games. -They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Indoor Curriculum	Health and self-care skills throughout the year	Autumn 1 – Handball	Autumn 2 – Gymnastics	Spring 1 – Dodgeball	Spring 2 – Dance	Summer 1 – Badminton	Summer 2 – Volleyball
Year 1	- Can they talk about what they have done? - Can they describe what other people did?	-Dribble with hands, roll, throw, catch, dribble with feet, track, balance, run.	-Travelling, actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll.	-Underarm, throw, overarm throw, balance. -Children will develop their understanding of	-Actions, dynamics, space, relationships, balance, jump. -Children will explore travelling actions,	-Throw, catch, hit a ball, track a ball, balance, jump, run. -Children develop their understanding	-Throw, catch, hit a ball, track a ball, balance, jump, run. -Children develop their understanding of attacking

	- Can they describe how their body feels before, during and after an activity?	-Children will explore and develop their fundamental ball skills through throwing and catching, rolling and dribbling with both hands and feet. - They will look to perform these skills with increasing control and accuracy using co-ordination and balance. -Children will have the opportunity to work independently, and collaboratively in pairs and small groups. -Children will be able to explore their own ideas in response to tasks.	- Children will develop basic gymnastic actions on the floor and using apparatus. -They will explore basic skills of jumping, rolling, balancing and travelling. -Explore how to use these individually and in combination to create movement sequences. -Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. - Children begin to understand the use of levels, directions and shapes when travelling and balancing.	the principles of defending and attacking for target games. -Children will use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target, considering the size and distance of the challenge. -They will apply their skills individually, in pairs and in small groups. - They will begin to organise and self-manage their own activities. -They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. -They will look at how to show respect towards others when playing competitively and develop communication skills.	movement skills and balancing. -They will understand why it is important to count to music and use this in their dances. -Children will copy and repeat actions linking them together to make short dance phrases. -Children will work individually and with a partner to create ideas in relation to a theme. -Children will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	of attacking and defending principles in net games. -Using a ready position to defend their court and placement of a ball into space. -They will use and develop skills such as throwing, catching, tracking and hitting a ball. -They will learn how to score points and how to play to the rules. -They will work independently, with a partner and in a small group. -They will begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. -They use and develop skills such as throwing, catching, tracking and hitting a ball. -They learn how to score points and how to play to the rules. -They will work independently, with a partner and in a small group. -Begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.
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Outdoor Curriculum		Autumn 1 – Football	Autumn 2 – Basketball	Spring 1 – Hockey	Spring 2 – Cricket	Summer 1 – Athletics	Summer 2 – Ultimate Frisbee
Year 1		-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children develop their understanding of attacking and defending and what being 'in possession' means. - They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with feet and hands. -They have the opportunity to play uneven and even sided games. - They will learn how to score points in these types of games and how to play to the rules. -They will work independently, with a partner and in a small group and begin to self-	-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children develop their understanding of attacking and defending and what being 'in possession' means. -They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with feet and hands. -They have the opportunity to play uneven and even sided games. -They will learn how to score points in these types of games and how to play to the rules. -They will work independently, with a partner and in a small group.	-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children develop their understanding of attacking and defending and what being 'in possession' means. - They will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with feet and hands. -They have the opportunity to play uneven and even sided games. -They will learn how to score points in these types of games and how to play to the rules. -They will work independently, with a partner and in a small group. -Begin to self-manage their own games, showing respect and kindness towards their	-Underarm throw, overarm throw, catch, track, bat, balance, jump, run. -Children will develop their understanding of the principles of defending and attacking for striking and fielding games. - Children will use and develop skills such as throwing and catching, tracking a ball and striking a ball. -They will learn how to score points, how to play to the rules and use simple tactics. - Children will show respect towards others when playing competitively and develop communication skills to manage small sided games.	-Run, balance, agility, co-ordination, hop, jump, leap, throw. -Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. - In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve their own score and against others. -They are given opportunities to work collaboratively as well as independently.	-Roll, throw, catch, track, kick, receive with feet send with racket, balance. -Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. -Children will be given opportunities to work with a range of different sized balls. -They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. -They will understand the importance of abiding by the rules to keep themselves and others safe.

		manage their own games, showing respect and kindness towards their teammates and opponents.	-Begin to self-manage their on games, showing respect and kindness towards their teammates and opponents.	teammates and opponents.			
Indoor Curriculum	Health and self-care skills throughout the year	Autumn 1 – Handball	Autumn 2 – Gymnastics	Spring 1 – Dodgeball	Spring 2 – Dance	Summer 1 – Badminton	Summer 2 – Volleyball
Year 2	- Can they talk about what is different between what they did and what someone else did? - Can they say how they could improve? - Can they show how to exercise safely? - Can they describe how their body feels during different activities? - Can they explain what their body needs to keep healthy?	-Roll, track, dribble with feet, kick, throw, catch, dribble with hands, balance, run. -Children will explore and develop their fundamental ball skills with throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. -They will look to perform these skills with increasing control and accuracy using co-ordination and balance.	-Shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll. -Explore and develop basic gymnastic actions. -Children will develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. -Children develop an awareness of compositional devices when	-Roll, overarm throw, underarm throw, strike, dodge, jump, balance. -Children will develop their understanding of the principles of defending and attacking for target games. - Children will develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. -They will apply their skills individually, in pairs and in small	-Actions, dynamics, space, relationships, balance, jump. -Children to explore space and how their body can move to express and idea, mood, character or feeling. -They expand their knowledge of travelling actions and use them in relation to a stimulus. -They will build on their understanding of dynamics and expression. -They will use counts of 8 consistently to keep in time with the music and a partner.	- Throw, catch, hit, track, balance, run. -Children will develop their understanding of attacking and defending principles in net games such as, using a ready position to defend their court and placement of a ball into space. -They will use and develop skills such as, throwing, catching, tracking and hitting a ball. -They will learn how to score points and how to play to the rules. -Children will work independently, with a partner and in a small group and begin to self-	- Throw, catch, hit, track, balance, run. -Children will develop their understanding of attacking and defending principles in net games such as, using a ready position to defend their court and placement of a ball into space. -They will use and develop skills such as, throwing, catching, tracking and hitting a ball. -They will learn how to score points and how to play to the rules. -Children will work independently, with a partner and in a small group and begin to self-

		-Children will have the opportunity to work independently, in pairs and small groups.	- creating sequences to include the use of shapes, levels and directions. -They learn to work safely with and around others and whilst using apparatus. -Children are given opportunities to provide feedback to others and recognise elements of high-quality performance.	- groups and begin to organise and self-manage their own activities. -They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.	-Children will also explore pathways, levels, shapes, directions, speeds and timing. -They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	-Children will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	manage their own games, showing respect and kindness towards their teammates and opponents.
Outdoor Curriculum		Autumn 1 – Football	Autumn 2 – Basketball	Spring 1 – Hockey	Spring 2 – Cricket	Summer 1 – Athletics	Summer 2 – Ultimate Frisbee
Year 2		-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children will develop their understanding of the principles of defending and attacking for invasion games. -They use and develop skills such	-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children will develop their understanding of the principles of defending and attacking for invasion games. -They use and develop skills such	-Dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance. -Children will develop their understanding of the principles of defending and attacking for invasion games. -They use and develop skills such as sending and receiving with both feet and hands,	-Underarm throw, overarm throw, catch, track, bat, balance, jump, run. -Children will develop their understanding of the principles of defending and attacking for striking and fielding games. -Children will use and develop skills such as throwing and catching,	-Run, jump for distance, jump for height, throw for distance, throw for accuracy, balance. -Children will develop skills required in athletic activities such as, running at different speeds, jumping and throwing. -In all athletic based activities, children will engage	-Roll, track, catch, receive with feet, send and receive with a racket, throw. -Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. -Children will also use equipment to send and receive a ball.

		as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. -They have the opportunity to play uneven and even sided games. -They will learn how to score points in these types of games and learn to play to the rules.	as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. -They have the opportunity to play uneven and even sided games. -They will learn how to score points in these types of games and learn to play to the rules.	as well as dribbling with both feet and hands. -They have the opportunity to play uneven and even sided games. -They will learn how to score points in these types of games and learn to play to the rules.	tracking a ball and striking a ball. -They will learn how to score points, how to play to the rules and use simple tactics. -Children will show respect towards others when playing competitively and develop communication skills to manage small sided games.	in performing skills and measuring performance, competing to improve their own score and against others. -They are given opportunities to work collaboratively as well as independently. -They will learn how to improve by identifying areas of strength as well as areas to develop.	-Children will be given the opportunities to work with a range of different sized balls. -They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. -They will build on their knowledge of sending and receiving by applying their skills in different situations.
Indoor Curriculum	Health and self-care skills throughout the year	Autumn 1 – Handball	Autumn 2 – Gymnastics	Spring 1 – Dodgeball	Spring 2 – Dance	Summer 1 – Badminton	Summer 2 – Volleyball
Year 3	-Can they explain how their work is similar and different from that of others? -With help, do they recognise how performances could be improved? -Can they explain why it is important to	- Run, jump, throw, catch, shoot, change direction, change speed, balance. -Children will develop their understanding of attacking and defending principles of invasion games. - In all activities, children have to think about how they use skills,	-Point and patch balance, jumps, straight roll, barrel roll, forward roll. - Children will develop balancing, rolling and jumping. -They will use these skills individually and in combination. -Children will develop their sequence work,	-Throw, catch, dodge, jump, balance. -Children will improve on key skills used in dodgeball such as throwing, dodging and catching. -They will learn how to apply simple tactics to outwit their opponents in dodgeball. -Children will achieve this by hitting	-Actions, dynamics, space, relationships, balance, jump. - Children create dances in relation to an idea. -Children to work individually, with a partner and in a small group. -Children to share ideas.	-Forehand, backhand, throwing, catching, rallying, balancing, running. -Children will develop their understanding of the principles of net and wall games. - In all game activities, children will have to think about how they use skills, strategies and	-Throw, catch, jump, set, dig, serve, rally, balance, run. -Children will develop their understanding of the principles of net and wall games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.

	warm-up and cool-down? - Can they identify some muscle groups used in gymnastic activities? - Can they explain why stretches are important?	strategies and tactics to outwit the opposition. - In handball, children do this by maintaining possession and moving the ball towards a goal to score. - They will develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules. They will evaluate their own and others' performances.	collaborating with others. - They will use matching and contrasting actions, shapes and develop linking sequences smoothly with actions that flow. - Children will develop their confidence to perform, considering the quality and control of their actions.	opponents with a ball whilst avoiding being hit. - They are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	Children to develop their use of counting and rhythm. - They will learn how to use canon, unison, formation and levels in their dance. - They will be given the opportunity to perform and provide feedback using key terminology.	tactics to outwit the opposition. - Children will learn key skills such as racket control, hitting a ball and how to score points. - Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	- In volleyball, they will be taught to do this by placing an object away from an opponent to make it difficult for them to return. - Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
Outdoor Curriculum		Autumn 1 – Football	Autumn 2 – Basketball	Spring 1 – Hockey	Spring 2 – Cricket	Summer 1 – Athletics	Summer 2 – Ultimate Frisbee
Year 3		- Throw, catch, dodge, jump, balance. - Children will improve on key skills used in football such as throwing, dodging and catching. - They will learn how to apply	- Run, jump, throw, catch, dribble, shoot, balance. - Children will develop their understanding of the attacking and defending principles of invasion games. - In all game activities, children	- Run, dribble, pass, receive, intercept, shoot, balance, jump. - Children will develop their understanding of the attacking and defending principles of invasion games. - In all game activities, children have to think about	- Underarm and overarm, throwing, underarm bowling, batting, catching, balancing, running. - Children will develop their understanding of the striking. - They will develop an understanding of the different roles of	- Sprint, jump for distance, push throw, pull throw, balance, run. - Children will develop basic running, jumping and throwing techniques. - They will be set challenges for distance and time	- Run, throw, catch and change direction, change speed, balance, jump. - Children will develop their understanding of attacking and defending principles of invasion games. - In all game activities, children have to think

		simple tactics to outwit their opponents in football. -Children will achieve this by hitting opponents with a ball whilst avoiding being hit. -They are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	have to think about how they use skills, strategies and tactics to outwit the opposition. - In basketball, children do this by maintaining possession and moving the ball towards the goal to score. -Children develop their understanding of the importance of fair play and honesty, while self-managing games, learning and abiding by key rules. -They will be taught how to self-evaluate their own and others' performances.	how they use skills, strategies and tactics to outwit the opposition. - In hockey, children do this by maintaining possession and moving the ball towards the goal to score. -Children develop their understanding of the importance of fair play and honesty, while self-managing games, learning and abiding by key rules. -They will be taught how to self-evaluate their own and others' performances.	bowler, wicket keeper, fielder and batter. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - In cricket, children achieve this by striking a ball and trying to avoid the fielders, so they can run between wickets to score runs. -Children are given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules. -Children will be taught how to be respectful of the people they play with and against.	that involve using different styles and combinations running, jumping and throwing. -As in all athletic activities, children will think about how to achieve their greatest possible speed, distance or accuracy. -They will learn how to persevere to achieve their personal best. -Children are also given opportunities to measure, time and record scores.	about how they use skills, strategies and tactics to outwit the opposition. - In frisbee children do this by maintaining possession and moving the disc towards the end zone to score. -Children develop their understanding of the importance of fair play and honesty whilst self-managing games and abiding key rules.
Year 4	Health and self-care skills throughout the year	Autumn 1 – Handball	Autumn 2 – Gymnastics	Spring 1 – Dodgeball	Spring 2 – Dance	Summer 1 – Badminton	Summer 2 – Volleyball

	- Can they explain how their work is similar and different from that of others? - Can they use their comparison to improve their work? - Can they explain why warming up is important? - Can they explain why keeping fit is good for their health?	- Throw, catch, run, jump, shoot, change direction, change speed, balance. - Children will develop their understanding of the attacking and defending principles of invasion games. - In all game activities, children have to think about why they use skills, strategies and tactics to outwit the opposition. - In handball, children do this by monitoring possession and moving the ball towards the goal to score. - Children will develop their understanding of the importance of fair play and honesty. - They will self-manage games and learning, as well as abiding to key rules.	- Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand. - Children will develop balancing, rolling, jumping and inverted movements. - They will use these skills to create more complex sequences. - Children are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. - They will work independently and in collaboration with others to create and develop sequences. - Children are given opportunities to receive and provide feedback in order to make improvements	- Throw, catch, dodge, jump, balance, run. - Children will improve on key skills used in dodgeball such as throwing, dodging and catching. - They will learn how to apply simple tactics to outwit their opponents in dodgeball. - Children will achieve this by hitting opponents with a ball whilst avoiding being hit. - They are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	- Actions, dynamics, space, relationships, balance, jump. - Children will focus on creating characters and narratives through movement and gesture. - They will gain inspiration from a range of stimuli, working individually, in pairs and in small groups in dance as a whole. - Children will think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. - Children will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	- Throwing, catching, forehand, backhand, rallying, balancing, running. - Children will develop their understanding of the principles of net and wall games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - Children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	- Throw, catch, jump, set, dig, serve, rally, balance, run. - Children will develop their understanding of the principles of net and wall games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - In volleyball, they will be taught to do this by placing an object away from an opponent to make it difficult for them to return. - Children are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.
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		-Children will be taught how to evaluate their own and others' performances.	- on their performances. -Children will develop performance skills, considering the quality and control of their actions.				
Outdoor Curriculum		Autumn 1 – Football	Autumn 2 – Basketball	Spring 1 – Hockey	Spring 2 – Cricket	Summer 1 – Athletics	Summer 2 – Ultimate Frisbee
Year 4		-Dribble, pass, receive, track, balance, jump, run. -Children will improve on key skills used in football such as throwing, dodging and catching. -They will learn how to apply simple tactics to outwit their opponents in football. -Children will achieve this by hitting opponents with a ball whilst avoiding being hit. -They are given opportunities to play	-Run, jump, throw, catch, dribble, shoot, balance. -Children will develop their understanding of the attacking and defending principles of invasion games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - In basketball, children do this by maintaining possession and moving the ball	- Dribble, pass, receive, intercept, run, shoot, balance, jump. -Children will develop their understanding of the attacking and defending principles of invasion games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - In hockey, children do this by maintaining possession and moving the ball towards the goal to score. -Children develop their understanding of	-Underarm and overarm, throwing, overarm bowling, batting, two handed pick up, short barrier, balance, catch, run. -Children will develop their understanding of the striking. -They will develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition.	-Pace, spring, jump for distance, throw for distance, balance, run. -Children will develop basic running, jumping and throwing techniques. -They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. -As in all athletic activities, children will think about how to achieve their greatest possible	-Run, throw, catch and change direction, change speed, balance, jump. -Children will develop their understanding of attacking and defending principles of invasion games. - In all game activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. - In frisbee children do this by maintaining possession and moving the disc towards the end zone to score. -Children develop their understanding of the importance of fair play

		games independently and are taught the importance of being honest whilst playing to the rules.	towards the goal to score. -Children develop their understanding of the importance of fair play and honesty, while self-managing games, learning and abiding by key rules. -They will be taught how to self-evaluate their own and others' performances.	the importance of fair play and honesty, while self-managing games, learning and abiding by key rules. -They will be taught how to self-evaluate their own and others' performances.	- In cricket, children achieve this by striking a ball and trying to avoid the fielders, so they can run between wickets to score runs. -Children are given opportunities to work in collaboration with others, play fairly, demonstrating an understanding of the rules. -Children will be taught how to be respectful of the people they play with and against.	speed, distance or accuracy. - They will learn how to preserve to achieve their personal best.	and honesty whilst self-managing games and abiding key rules.
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