

<b>Year 3</b>	<u>The Croods</u> <ul style="list-style-type: none"> <li>Gym</li> <li>Netball</li> </ul>	<u>Egypt</u> <ul style="list-style-type: none"> <li>Hockey</li> <li>Dance</li> </ul>	<u>Stars and Stripes</u> <ul style="list-style-type: none"> <li>Gym</li> <li>Football</li> </ul>	<u>Jungles</u> <ul style="list-style-type: none"> <li>OAA</li> <li>Basketball</li> </ul>	<u>Watt will power the future</u> <ul style="list-style-type: none"> <li>Rounders</li> <li>Tennis</li> </ul> <u>Everyone active day</u>	<u>Whole school topic</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Frizbee</li> </ul>
<b>Year 4</b>	<u>Angry Earth</u> <ul style="list-style-type: none"> <li>Football</li> <li>Gym</li> </ul>	<u>Espana</u> <ul style="list-style-type: none"> <li>Gym</li> <li>OAA</li> </ul>	<u>Romans</u> <ul style="list-style-type: none"> <li>Hockey</li> <li>Dance</li> </ul>	<u>Anglo Saxons</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Netball</li> </ul>	<u>Our Doorstep</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Tennis</li> </ul> <u>Everyone active day?</u>	<u>Whole school topic</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Athletics</li> </ul>
<b>Year 5</b>	<u>Rivers</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Basketball</li> </ul>	<u>Kingdom of England</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Dance</li> </ul>	<u>Greeks</u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Football</li> </ul>	<u>Climate change</u> <ul style="list-style-type: none"> <li>LEADERSHIP</li> <li>Gymnastics</li> </ul>	<u>Benin</u> <ul style="list-style-type: none"> <li>OAA</li> <li>Cricket</li> </ul> <u>Everyone active day?</u>	<u>Whole school topic</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Frizbee</li> </ul>
<b>Year 6</b>	<u>How healthy are we?</u> <ul style="list-style-type: none"> <li>OAA (Isle of Wight)</li> <li>Gym</li> <li>Rugby</li> </ul>	<u>Why do Mountains make shadows?</u> <ul style="list-style-type: none"> <li>OAA</li> <li>Football</li> </ul>	<u>Power of Monarchs</u> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Netball</li> </ul>	<u>Evolution or Myth</u> <ul style="list-style-type: none"> <li>Dance</li> <li>Basketball</li> </ul>	<u>When I grow up...</u> <ul style="list-style-type: none"> <li>Cricket</li> <li>Frizbee</li> </ul> <u>Everyone active day?</u>	<u>Whole school topic</u> <ul style="list-style-type: none"> <li>Athletics</li> <li>Tennis</li> </ul>

Premium funding/ Coaching

Possible Premium funding or coaching

	<u><b>Outdoor and adventurous activities</b></u>	<u><b>Athletics</b></u>	<u><b>Swimming</b></u>	<u><b>Games</b></u>	<u><b>Dance</b></u>	<u><b>Gym</b></u>
<b>Year 3</b>	<p>Use plans and diagrams that take them from familiar to less familiar areas</p> <p>Use ideas they have learned in one task and apply them in another</p> <p>Recognise and describe the different physical demands of the tasks and challenges</p> <p>Describe and evaluate their own and others' performances, and identify areas that need improving</p>	<p>Select running speed for appropriate activity</p> <p>Throw a variety of objects, changing their action for accuracy and distance</p> <p>Take part in relay activities remembering when to run and what to do</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower</p> <p>Recognise good performances in themselves and others to improve their own</p>		<p>Throw and catch with control when under limited pressure</p> <p>Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games</p> <p>Identify that playing extended games improves their stamina ]</p> <p>Recognise good performances in themselves and others and use what they have learned to improve their own work</p> <p>Begin to understand the importance of warming</p>	<p>Begin to show an imaginative response to different stimuli through their use of language and choice of movement</p> <p>Incorporate different qualities and dynamics into their movement</p> <p>Explore and develop new actions while working with a partner or a small group</p> <p>Perform short dances with expression, showing an awareness of others when moving</p> <p>Recognise unison and canon and suggest improvements</p>	<p>Perform combinations of gymnastic actions using floor, mats and apparatus</p> <p>Develop gymnastic techniques and transitions</p> <p>Adapt a gymnastic sequence to include different levels, speeds or directions</p> <p>Recognise that strength and suppleness are important parts of fitness</p>

<p>Year 4</p>	<p>Use maps and diagrams to orientate themselves and to travel around a simple course</p> <p>Plan responses to physical challenges and problems as a group</p> <p>Prepare physically for activities and keeping safe</p> <p>Evaluate the challenge and identify different approaches that could have been used</p>	<p>Show some control when using a range of basic running, jumping and throwing actions</p> <p>Perform a range of jumps showing contrasting techniques and sometimes using a short run up</p> <p>Throw with some accuracy and power into a target area</p> <p>Work in cooperative groups to use different techniques, speeds and effort to meet challenges</p> <p>Identify and describe different aspects of athletic styles and use to improve own performance</p>	<p>To swim between 25 and 50metres unaided.</p> <p>Swim for 30 to 45 seconds, using swimming aids and support</p> <p>Use basic arm and leg actions when on their front and on their back.</p> <p>Take part in group problem-solving activities on personal survival.</p> <p>Understand how the body reacts and feels when swimming.</p> <p>Recognise and concentrate on what needs to be improved in swimming performance.</p>	<p>Change pace, length and direction to outwit their opponent</p> <p>Choose and use a range of ball skills with a good degree of accuracy</p> <p>Use a variety of techniques and tactics to attack, keep possession and score</p> <p>Understand how strength, stamina and speed can be improved by playing games</p> <p>Identify good performances and suggest ideas for practices that will improve their play</p>	<p>Suggest how dances and performances can be improved, so that they communicate more effectively</p> <p>Practise and combine longer, more complex dance phrases</p> <p>Communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</p> <p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p>	<p>Perform a range of gymnastic actions with increased consistency and fluency</p> <p>Work with a partner to show similar and contrasting actions on the floor and apparatus</p> <p>Combine actions and show clarity of shape in longer sequences, alone or with a partner</p> <p>Understand how strength and suppleness improve gymnastic performance</p> <p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p>

<h1>Year 5</h1>	<p>Develop and refine orienteering and problem-solving skills when working in groups and on their own</p> <p>Work cooperatively to put strategies and solutions into action</p> <p>Identify how their bodies work in the different challenges</p> <p>Conserve their efforts and keep their concentration during tasks</p> <p>Identify what they do well as individuals and as a group</p>	<p>Understand and demonstrate the differences between sprinting and distance running</p> <p>Show control in take off activities</p> <p>Demonstrate a range of throwing actions using modified equipment with some accuracy and control</p> <p>Organise and manage an event well</p> <p>Predict how different activities will affect heart rate, temperature and performance</p> <p>Watch partner's performance and identify strengths</p> <p>Understand the basic principles of warming up</p> <p>Understand fully why</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</p> <p>Use 3 different strokes, swimming on their front and back.</p> <p>Learn to control their breathing when swimming longer lengths.</p> <p>Swim confidently and fluently on the surface and under water.</p> <p>Recognise how swimming affects the body.</p> <p>Make suggestions on activities and practices to help improve their own performance.</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control</p> <p>Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control</p> <p>Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations</p> <p>With help, devise warm up and cool down activities and justify their choices</p>	<p>explore, improvise and choose appropriate material to create new motifs in a chosen dance style * perform specific skills and movement patterns for different dance styles with accuracy</p> <p>create dance phrases and use these in longer dances</p> <p>describe how dance contributes to fitness and wellbeing * identify what types of exercise they need to do to help their dancing</p>	<p>Perform combinations of gymnastic actions with different levels, speeds and direction</p> <p>Perform actions, shapes and balances with good body tension and extension</p> <p>Repeat a longer, more difficult sequence accurately emphasising extension, body shape and changes in direction, alone, with a partner or a small group</p> <p>Understand why warming-up and coolingdown are important and devise their own warm up routine</p> <p>Evaluate a sequence and suggest improvements to speed, direction and level, applying some</p>

		exercise is good for fitness, health and wellbeing				basic criteria
Year 6	<p>Find appropriate solutions to problems and challenges</p> <p>Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments</p> <p>Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed</p> <p>Evaluate effective responses and solutions</p>	<p>Choose the best pace for a running event, in order to sustain running and improve their personal target</p> <p>Show control and power in takeoff and landing activities</p> <p>Show accuracy and good technique when throwing for distance</p> <p>Choose appropriate techniques for specific events</p> <p>Organise and judge events and challenges well</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</p> <p>Identify parts of a partner's performance that need to be practised</p>		<p>Perform skills with greater speed, fluency and accuracy in invasion, striking and net games</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p>	<p>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>Perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group</p> <p>Use appropriate language and terminology to describe, interpret and evaluate their own and others' work</p> <p>Comment on what works well in a performance and explain why.</p>	<p>Combine and perform actions, shapes and balances with fluency increasingly difficult combinations</p> <p>Work with a partner or small group to practise and refine a sequence</p> <p>Create and perform a longer, fluent sequence using planned variation and contrasts in actions and speed</p> <p>Understand how to improve their own health and fitness through exercise</p> <p>Evaluate their own and others performance, explaining how the sequence is formed using appropriate terminology</p>

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