

Physical Education

Rickleton Primary School Curriculum Vision

We aim to provide a creative, inclusive, challenging real-world curriculum relevant to the local and world-wide context of Rickleton Primary School today. Learning, built on the development of strong basic skills, will inspire deep knowledge and transferable skills which progress from each individual's starting points.

We want to inspire curious and ambitious learners, with a passion for education, giving them a thirst for knowledge to become the innovators and problem solvers of the future. By immersing children in an environment which celebrates tolerance and equality, children will learn to communicate their thoughts and opinions in respectful ways.

At Rickleton Primary School, we believe that children thrive and build resilience in an environment which is safe, inclusive and supportive of their well-being. By providing this environment, we believe every child is able to achieve their best possible outcomes and feel celebrated for who they are. Our curriculum supports learners to be proud to achieve their potential academically, socially and emotionally whilst encouraging them to become ambitious life-long learners.

Intent, Implementation, Impact

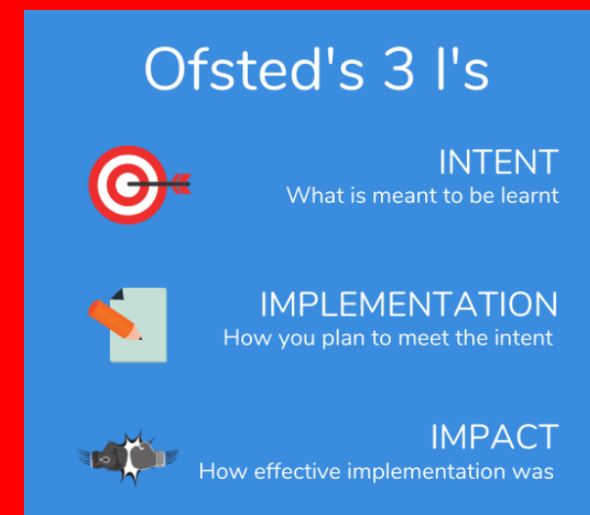
The phrase ‘intent, implementation, impact’ first came to light in 2019 when the new Ofsted inspection framework was launched. The big shift in focus was away from inspectors attempting to judge the quality of teaching and learning by observing lessons. Instead, the focus is now on attempting to judge the quality of education a school provides by, at least in part, interrogating its curriculum and its impact on pupils.

“The *intent* of the curriculum is the content you expect children to learn”

“The *implementation* of the curriculum is concerned with how you realise your intentions”

“The *impact* of the curriculum lies in whether students have learnt the things you’ve taught them”

The next three slides set out how each subject in our curriculum is designed and delivered in order to support our children to be successful. It should be clear how what they do and achieve in one subject supports the overall vision for our pupils.



Curriculum Intent

PE INTENT	We INTEND our curriculum to be:	
<p>Rickleton Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure our children obtain optimum physical and emotional development and good health, to lead a life-long healthy lifestyle.</p> <p>We intend to deliver inclusive, challenging and supportive high-quality teaching and learning opportunities that inspire all our children to develop their individual basic fundamental skills and succeed at their own pace, needs and strength to use, adapt and develop transferable, life-long physical skills and knowledge.</p> <p>We want to teach our children skills to keep them safe and be resilient, to use learnt behaviours in a social context, such as learning to swim and being part of a team. We want to teach them how to cooperate and collaborate with others to celebrate their achievements and understand the importance of taking part, in the fairness of play and instil excellent sporting attitudes.</p> <p>Our curriculum aims to improve, not only the physical but also the mental well-being of all our children at Rickleton, not only through the sporting skills taught, but through the underpinning values and disciplines which PE promotes.</p>	<p>Inclusive</p>	<p>Every child should be given the same opportunities no matter they individual background and abilities, financially, physically, emotionally and socially.</p>
	<p>Challenging</p>	<p>Each child should be challenged, in a supportive environment, to extend their knowledge and skill set from their own starting points.</p>
	<p>Develop strong basic skills</p>	<p>To create a secure basis for developing at their own pace, needs and strengths.</p>
	<p>Create transferable skills</p>	<p>To use and adapt their basic fundamental skills across a range of sports and activities, to be able to throw and catch with control and accuracy in netball as well as cricket.</p>
	<p>Taking account of starting points</p>	<p>Every child will begin with a different skill set, even though they have been given the same opportunities through the previous curriculum delivery.</p>

Curriculum Implementation

PE IMPLEMENTATION	Real-world Opportunities:	Big ideas:
<p>PE at Rickleton Primary School provides a supportive, challenging and enjoyable learning experience through the delivery of the basic fundamental skill and a range of sporting activities based through the core elements of invasion games, net & wall games, strike & field games, gymnastics, dance, swimming and outdoor & adventurous activities. The long-term plan sets out the PE units are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. The key, transferable skills progress year on year at the pace of the individual learner with lessons adapted with support and challenge whenever necessary and possible with links to other subjects throughout the school, such as map reading skills in Geography being used in OAA activities.</p> <p>Pupils participate in safe and inclusive, high quality PE lessons each week, covering at least two sporting disciplines every term. In addition, they are encouraged to participate in a varied range of extra-curricular activities throughout the year, as well as lunchtime activities. Pupils are invited to attend sporting events, which develops competitive attributes, resilience and teamwork. Individual and group achievements are celebrated and encouraged by all in a class, the school and in the social environments. Our children will become Sports ambassadors, leading by example, becoming sporting role models for our younger children and their families, done through assisting lunchtime activities and other sporting events. They will develop their swimming abilities, we believe an important life-skill, by participating in a progression of lessons during their learning at our school. This inclusive approach endeavours to encourage not only physical development but also mental well-being. These skills will give them basis to build upon after they have left Rickleton, into their adult life.</p>	<p>Visiting coaches – enrichment activities, such as Olympic athletes.</p> <p>Taster sessions in lifestyle sports such as badminton, golf, tennis etc.</p> <p>Participation in sporting festivals and competitions.</p> <p>Swimming lessons – life skills. Healthy lifestyles – personal hygiene and fitness levels.</p> <p>Leadership opportunities – sports Leaders</p>	<p>Skills -pupils learn to excel in a broad range of physical activities</p> <p>Activity – pupils are physically active for sustained periods of time</p> <p>Competition – pupils engage in competitive sports and activities</p> <p>Being healthy - pupils lead healthy, active live</p>

Curriculum Impact

PE IMPACT	The IMPACT of our curriculum will create pupils who are:	
<p>We ensure that our PE curriculum is progressive and allows our children to develop fundamental skills and to apply them to a variety of sports and activities. Pupils are given opportunities to demonstrate improvement to achieve their personal best. This will be seen upon observing the children participating during lessons and enrichment activities.</p>	<p>Problem solvers</p>	<p>An element of problem solving is included in lessons. For example, how many ways to send a ball, to receive a pass, to jump and land. Gymnastic sequences and OAA teamwork activities.</p>
<p>Their achievements will be celebrated by the individual, group, class and whole school in lessons, assembly and on the schools' newsletters, Class dojo pages and website.</p>	<p>Resilient</p>	<p>Children can demonstrate and explain their failures and how they have been able to adapt and practise to then become more successful.</p>
<p>Our pupils are physically active, having positive implications on their learning in the classroom. They will be challenged and develop resilience, having been able to express their views through pupil voice and seen in activity clips and photographs. They will be able to explain how to lead a healthy lifestyle and the importance of them to exercise. Self-moderation and assessment are also important for the individual child to make their own conscience decisions about their active lifestyle choices.</p>	<p>Proud to achieve</p>	<p>The children will show their enjoyment and pleasure when they have achieved something new.</p>
<p>We hope they enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life, utilising the skills and knowledge they acquired through Rickleton PE. They will demonstrate the importance and values of fair play and being a good sportsperson. Year 6 pupils leave school with life-skills, including to self-rescue in the water and swim 25 metres competently. The PE curriculum is monitored by the subject lead, making necessary adaptations to the delivery of units, skills and year groups, to ensure the teaching of PE continues to be supportive, challenging and progressive in every unit of work.</p>	<p>Social achievers</p>	<p>The children will share their pleasure with others for not only their own but their peers' achievements.</p>
	<p>Life-long learners</p>	<p>Skills and knowledge will progress and be explained in PE lessons and other curriculum subjects, such as PSICHE.</p>

An Aspirational Curriculum

We feel passionately that our children aim high and have huge aspirations for their life ahead. As well as encouraging them to be successful in future studies and work, it is a vital tool for motivation and mental well-being.

We want our curriculum to open pupils' eyes to the things to not just areas in which they feel successful, but also to develop an understanding of the things they enjoy doing. By using a clear focus on real world links and future career paths, children begin to open their eyes to future choices and opportunities from an early age.

Our Aspirational Concepts documents are designed to give children an understanding of what is needed to be successful in all subjects, as well as potential future opportunities linked to the subject. Simplified language for younger pupils means that children grow in their ability to articulate their aspirations for their future.



Great accomplishments
start with great aspirations.

Gary Hamel

To be a Sportsperson, I...

Develop, practise and refine a range of skills, techniques and tactics in different sports.	Develop strong muscles and mobile joints which support controlled and fluid movement.	Build skills of resilience and perseverance to overcome problems and challenges.	Develop skills to be a 'team player', winning or losing respectfully, whilst offering support and encouragement to others.	Build an understanding of the body, how it works and how we look after it.
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To be a Sportsperson I...

Try lots of different types of sports.

Be as fit and active as possible.

Don't give up and keep practising so I improve.



Enjoy taking part, whether I win or lose.

Begin to understand and look after my body.

To be a Sportsperson, I...

Develop, practise and refine a range of skills, techniques and tactics in different sports.	Develop strong muscles and mobile joints which support controlled and fluid movement.	Build skills of resilience and perseverance to overcome problems and challenges.	Develop skills to be a 'team player', winning or losing respectfully, whilst offering support and encouragement to others.	Build an understanding of the body, how it works and how we look after it.
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Develop strong muscles and mobile joints which support controlled and fluid movement.

Build skills of resilience and perseverance to overcome problems and challenges.



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Build an understanding of the body, how it works and how we look after it.

To be a Sportsperson, I...

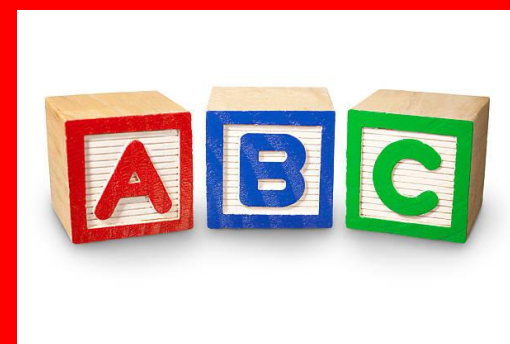
Develop, practise and refine a range of skills, techniques and tactics in different sports.	Develop strong muscles and mobile joints which support controlled and fluid movement.	Build skills of resilience and perseverance to overcome problems and challenges.	Develop skills to be a 'team player', winning or losing respectfully, whilst offering support and encouragement to others.	Build an understanding of the body, how it works and how we look after it.
<p>Can catch a range of objects of different sizes?</p> <p>Can accurately throw a range of objects, using under and over arm techniques?</p> <p>Can use different equipment to strike still and moving objects effectively?</p> <p>Can discuss the tactics they have used in order to be successful?</p> <p>Can alter tactics to achieve a better outcome?</p> <p>Can use tactics to defend and attack?</p>	<p>Can move and change direction, under control, at a range of speeds?</p> <p>Can show good balance when moving or when holding a range of still positions?</p> <p>Can jump with power and control?</p> <p>Can demonstrate how to land safely?</p> <p>Can lift and carry a range of heavier objects using safe techniques?</p>	<p>Can work as an individual to overcome set problems?</p> <p>Can work as a group or team to overcome set problems?</p> <p>Knows that the first attempt at a new sport or activity is likely to be unsuccessful?</p> <p>Is prepared to practise in order to improve at a sport or activity?</p> <p>Is able to refine or even alter their technique in order to gain a different outcome?</p>	<p>Can show respect when taking part in sport?</p> <p>Can work as a positive part of a group or team?</p> <p>Can accept losing as part of improving at a skill?</p> <p>Can follow rules accurately and fairly?</p> <p>Can give sensible and respectful opinions on the performance of themselves and others?</p> <p>Can coach others to help them improve?</p>	<p>Can explain the need to warm the body up before exercise?</p> <p>Can follow and suggest a range of aerobic activities to warm the body up?</p> <p>Can follow and suggest a range of stretches to warm up the body?</p> <p>Can identify the short term impact of activity on the body (lungs, heart etc)?</p> <p>Can identify the long term impact of activity on the body (health, injury etc)?</p>
Sport Psychologist	Coach	Physiotherapist	Choreographer	Performer

Building from the Early Years

With the National Curriculum beginning from Year 1, the education in the EYFS (Early Years Foundation Stage) is often overlooked. We have always seen huge importance in making sure that learning for our youngest pupils is a building block for their future.

Staff have worked hard to ensure full coverage of the Early Years Foundation Stage profile, combined with positive integration in to the National Curriculum. Our core teaching schemes (Read Write Inc, Reading and Writing at Rickleton, NCETM Maths) all extend down to pupils in Reception and even Nursery for those who attend.

For the broader curriculum, the documents shown on the next slides support teachers to ensure they are aware of the foundation concepts which children bring from the EYFS in to the subjects taught in KS1 and 2, allowing staff to effectively build on prior learning.



PE in the EYFS

In the EYFS, Physical Education (PE) plays a crucial role in developing foundational skills that support both physical and cognitive growth. PE in the EYFS focuses on promoting children's physical development, which is one of the prime areas of learning. Through activities like running, jumping, balancing, and catching, children improve their gross motor skills and coordination, laying the groundwork for more complex physical abilities as they grow. All children in Rickleton EYFS have a weekly discrete PE lesson that takes place in the school hall. All children across Nursery and Reception are encouraged to undress themselves and change into their PE kit, with growing independence. After initial assessments of children's starting points are made, activities are pre planned to ensure children develop their gross motor skills. This includes a multi skills challenge which encompasses the basic skills in which we hope to make all of our children proficient through quality PE teaching. These focus on the following skills; power, co-ordination, balance, stamina, pace, accuracy and rhythm. Topics include 'Gymnastics', 'Dance' and 'Athletics'. Physical development opportunities also encourage the development of fine motor skills through tasks like drawing, cutting and manipulating small objects, which also contributes to hand-eye coordination and dexterity.

The outdoor environment is designed to support the children in managing their own risks as well as allowing them to experience varied textures, terrain and environments confidently and in a safe and responsive way. One of the golden thread key skills in EYFS is to promote that all children will leave Reception being able to ride a bike. This is threaded through Nursery from using trikes and balance bikes, moving onto bikes with stabilisers and finally being able to ride a bike without. Children have regular access to a range of bikes, trikes and scooters, as well as safety equipment such as helmets. Furthermore, PE supports Personal, Social, and Emotional development by fostering teamwork, turn-taking, and building self-confidence in a safe and supportive environment.

Towards the end of the academic year, children apply their development of the key physical skills that they have learned throughout the year to take part in an 'Ultimate Skills Fest'. This incorporates all of the skills they have developed during PE sessions, to demonstrate their abilities through a range of different activities. As children engage in physical activities, they learn to understand their bodies, improve their spatial awareness, and develop essential habits for a healthy lifestyle. These skills directly link to other areas of learning, such as Communication (through following instructions and engaging in group activities) and Understanding the World (by exploring different types of movement and physical environments). Ultimately, PE in the EYFS is integral to fostering well-rounded development, helping children build the foundation for lifelong physical and mental well-being.

Curriculum Skill Progression

EYFS PE Skills				
Ball Skills	Dance	Gymnastics	Team Games	Athletics
<p>Kick a large ball.</p> <p>Catch a large ball.</p> <p>Show increasing control of an object when pushing, patting, throwing, catching or kicking.</p>	<p>Move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping.</p> <p>Experiment with different ways of moving.</p>	<p>Squat with steadiness to rest or play with an object on the ground.</p> <p>Rise to feet without using hands.</p> <p>Climb confidently and begin to pull themselves up on equipment.</p> <p>Mount stairs, steps or climbing equipment using alternate feet.</p> <p>Stand on one foot.</p> <p>Jump off an object and land appropriately.</p> <p>Travel with confidence and skill around, under and over balancing and climbing equipment.</p>	<p>Negotiate space successfully in racing and chasing games with others.</p> <p>Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Run safely on whole foot.</p> <p>Vary pace depending on distance.</p> <p>Show basic jumping and hopping</p>

EYFS PE I can statements

Autumn	
<p>Gymnastics: Balance and Moving</p> <p>I can jump off an object and land appropriately.</p> <p>I can travel with confidence and skill around, under and over balancing and climbing equipment.</p> <p>I can squat with steadiness to rest or play with an object on the ground.</p> <p>I can stand on one foot.</p>	<p>I can move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping.</p> <p>I can experiment with different ways of moving.</p>
Spring	
<p>Games: Throwing and Catching</p> <p>I can kick a large ball.</p> <p>I can catch a large ball.</p> <p>I can show increasing control of an object when pushing, patting, throwing, catching or kicking.</p> <p>I can rise to feet without using hands.</p>	<p>I can show co-ordination over big and small movements</p> <p>I can develop my body strength</p> <p>I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>
Summer	
<p>Athletics: Running and Developing Stamina</p> <p>I can climb confidently and begin to pull themselves up on equipment.</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p> <p>I can run, developing my technique</p>	<p>I can safely run on whole foot.</p> <p>I can vary pace depending on distance.</p> <p>I can do a basic jump and hop</p> <p>I can negotiate space successfully in racing and chasing games with others.</p> <p>I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>

Key Vocabulary

Ball Skills	Dance	Gymnastics	Team Games	Athletics
<p>Kick, catch, throw, push, pat, bounce, roll, pass, aim, hit, tap, dribble, control, grip, spin, fast, slow</p>	<p>Move, Step, Jump, Turn, Twist, Spin, Stretch, Rhythm, Beat, Fast, Slow, High, Low, Balance, Flow, routine, start and finish</p>	<p>shuffle, roll, crawl, walk, run, hop, slide, squat, climb, land, stand, jump, balance, slither, stretch, twist, turn, climb, swing, tuck, control, squashy knees, squashy landing</p>	<p>space, race, chase, speed, direction, obstacles, Pass, Throw, Catch, Kick, Run, Move, Share, Help, Together, Team, Score, Win, Lose, Play, Fair</p>	<p>Run, Jump, Throw, Sprint, Race, Fast, Slow, Track, Field, Hurdle, Start, Finish, Relay, Pace, Strength</p>

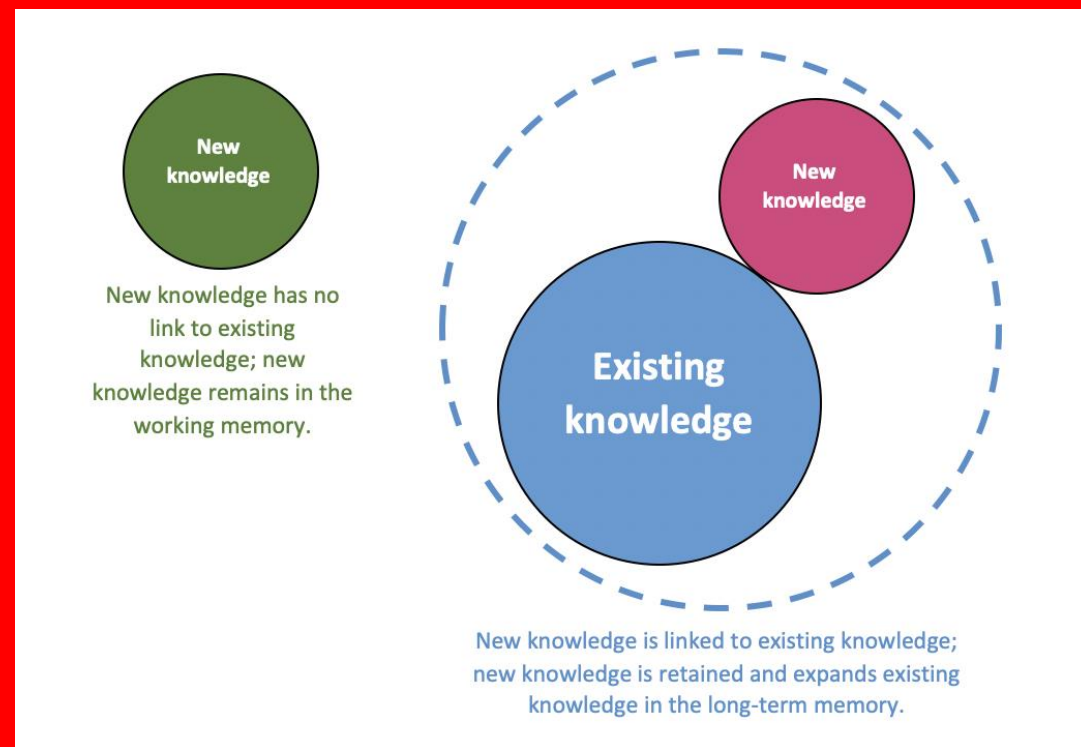
Knowing More, Remembering More



“Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned.” (Kirschner, Sweller and Clarke, 2006)

Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever.

In order to allow our pupils’ knowledge to stick, subjects are planned progressively to return to topics, themes and concepts which children recognise and can build upon. We called these themes Golden Threads.



Golden Threads which run throughout the curriculum are:

THREAD	OVERVIEW	IMPORTANCE TO BROADER UNDERSTANDING AT RICKLETON
KS 1 Games KS2 Invasion Games Net/Wall Games Strike/Field Games	<p>Using and developing the basic skills and developing a wide range of skills and knowledge to put into practice in a selection of invasion games, as an individual or as part of a team; to learn and implement rules and tactics.</p> <p>Such skills will develop through the strands of Invasion (football, netball, basketball and hockey), Net/Wall (badminton, tennis) and Strike/Field (rounders, cricket) by putting into practice in a selection of age and ability appropriate activities and challenges.</p>	<p>Recognition of the basic skills and how they need to be learnt and practised to become more efficient in their use, to implement such skills in an individual activity or as part of a team.</p> <p>Through each age band, skills will be learnt, practised and improved by using them within age appropriate activities and game situations. Application may become more complex and challenging as the children use their skills, including the develop of rules and tactics.</p>
OAA KS2	<p>Children will learn to apply and use a number of practical problem solving skills, such as developing map reading, direction finding and coordination as well as following sets of instructions to complete a goal. They will work as an individual or as part of a team in ever increasing challenges. Upper Key Stage 2 children will have the opportunity to attend a residential where such skills are further developed, alongside resilience and perseverance.</p>	<p>The children will use and enhance their team working skills to solve an assortment of problems. They will develop their resilience and perseverance in ever challenging situations. Communication is key to success and using one another's individual abilities.</p>
Athletics KS2	<p>Beginning with the Fundamental Core Skills of running, throwing and jumping, the children will develop their understanding and use of different/appropriate athletics techniques for these areas. As they practise and develop these skills, alongside the use of equipment (javelin, chest-push ball, etc), an element of personal competition is introduced to make further improvements.</p>	<p>Alongside developing of agility, balance and strength, fitness will be improved, the children will improve their coordination and technique in harnessing their ability in a variety of disciplines.</p>
Dance	<p>Development of movement, creating shapes as an individual, with a partner or as part of a group, using the rhythm of beats and musicality, to express emotions and story telling. Links may vary through stories and History.</p>	<p>Exploring the creation of movement and shapes to a musical tempo, linking together these elements in a learnt routine to tell a story or idea as an individual or as part of a larger group.</p>
Gymnastics	<p>Improvement of balance, shape and movement using basic and more advanced structures. Children will develop individual posture, strength and shape, working in different spaces and levels, including the use of apparatus and group dynamics.</p>	<p>Agility, Balance and Strength through the fundamentals of movements and shapes, demonstrating unison and cannon, symmetrical and asymmetrical in form. A growth in awareness of their bodies strength and agility.</p>
Swimming KS2	<p>Following the criteria of the Statutory requirements of the N.C., the children will participate in swimming lessons to learn, develop and strengthen their ability to use different stroke techniques in the water and learn to look after themselves in and around water, including survival skills.</p>	<p>Children will revisit these sessions at different times during KS2 to ensure they have developed their ability to stay safe around water and possibly water hazards, not only in the swimming pool environment. Visits from life guards with safety talks will further enhance their knowledge and understanding.</p>

The objectives of each thread are:

GOLDEN THREAD	Learning Objectives:
KS 1 Games	- Using and developing the basic fundamental skills and knowledge; to put into practice in a selection of games, as an individual or as part of a team; to begin to learn and implement rules and simple tactics.
KS2 Games Invasion Net/Wall Strike/Field	- Develop and refine skills through the implementation of PE strands; Invasion (football, netball, basketball and hockey), Net/Wall (badminton, tennis) and Strike/Field (rounders, cricket). Putting individual into practice in a selection of age and ability appropriate activities and team/individual challenges.
OAA KS2	- Learn to apply and use a number of practical problem solving skills, such as developing map reading, direction finding and coordination as well as following sets of instructions to complete a goal. They will work as an individual or as part of a team in ever increasing challenges. - Upper Key Stage 2 children will have the opportunity to attend a residential where such skills are further developed, alongside resilience and perseverance.
Athletics	- Beginning with the Fundamental Core Skills of running, throwing and jumping, the children will develop their understanding and use of different/appropriate athletics techniques within these areas. As they practise and develop these skills, alongside the use of equipment (javelin, chest-push ball, etc), an element of personal competition is introduced to make further improvements.
Dance	- Development of body control, fluency and balance through motion and posture; creating shapes as an individual, with a partner or as part of a group, using the rhythm of beats and musicality, to express emotions and story telling. Links may vary through stories and History.
Gymnastics	- Introduce and perform gymnastic actions with coordination, control and variety, whilst travelling and remaining still; plan and repeat sequences of balances and actions (rock, log roll, tuck roll, circle roll, shoulder roll); show contrasts in shape with clarity, fluency, accuracy and consistency; find and use space safely, with an awareness of themselves and of others;
Swimming KS2	- Swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively, swimming on their front and back; control their breathing; swim confidently and fluently on the surface and under water; perform a wide range of personal survival techniques confidently, including safe self-rescue in different water-based situations and the ability to tread water.

Coverage across KS1 and KS2:

THREAD	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su
KS 1 Games	X		X	X		X												
KS2 Games Invasion Net/Wall Strike/Field							X	X	X	X	X	X	X	X	X	X	X	X
OAA KS2									X			X			X	X		X
Athletics			X			X			X			X	X		X			X
Dance		X			X			X						X				
Gymnastics	X	X		X	X		X			X			X			X		
Swimming KS2											X	X	X					X

Coverage across KS1 and KS2:

THREAD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KS 1 Games	Catching and Throwing I & II	Catching and Throwing I & II Attack and Defence				
KS2 Games Invasion Net/Wall Strike/Field			Hockey: Passing and Receiving Netball: catching and Throwing Rounders: Accuracy of Throwing	Hockey: Hitting and Striking Netball: Catching and Passing Tennis: Shot Choice Rounders: Bases	Basketball: Team Tactics Badminton: Racket Control Cricket: Catching and Striking	Rugby Tag; Working Together Badminton: Net Accuracy Basketball: Working Together Criket: Improving the Game
OAA KS2					Facing a Challenge Map Reading Problem Solving	Team Work Map Reading Problem Solving
Athletics	Catching and Throwing	Sprinting and Leaping	Sprinting and Leaping	Jumping and Running	Jumping and Running	Jumping and Running
Dance	Balance and Posture	Controlled Movement	Invasion		War of the Worlds	
Gymnastics	Coordination I & II	Coordination I & II	Balance	Sequencing	Team Balance	Group Dynamics
Swimming KS2				Learn to swim Developing strokes Water safety	Learn to swim Developing strokes Water safety	Learn to swim Water safety

