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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Nursery** | **Playground Games**  Continue to develop their movement, balancing, riding (scooters, trikes  and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Start taking part in some group activities which they make up for  themselves, or in teams. | **Dance**  Continue to develop their movement, balancing, riding (scooters, trikes  and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  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  movements which are related to music and rhythm. | **Gymnastics**  Go up steps and stairs, or climb up apparatus, using alternate feet.  Increasingly be able to use and remember sequences and patterns of  movements which are related to music and rhythm feet. | **Invasion Games**  Continue to develop their movement, balancing, riding (scooters, trikes  and bikes) and ball skills.  Start taking part in some group activities which they make up for  themselves, or in teams. | **Striking and fielding games**  Start taking part in some group activities which they make up for  themselves, or in teams.  Match their developing physical skills to tasks and activities in the  setting. For example, they decide whether to crawl, walk or run across  a plank, depending on its length and width. | **Athletics**  Continue to develop their movement, balancing, riding (scooters, trikes  and bikes) and ball skills. |
| **Reception** | **Playground Games**  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming. | **Dance**  Confidently and safely use a range of large and small apparatus indoors and  outside, alone and in a group.  Combine different movements with ease and fluency  Progress towards a more fluent style of moving, with developing control and grace.  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming. | **Gymnastics**  Develop overall body-strength, balance, co-ordination and agility**.**  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming. | **Invasion Games**  Further develop and refine a range of ball skills including: throwing, catching,  kicking, passing, batting, and aiming.  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming. | **Striking and fielding games**  Develop confidence, competence, precision and accuracy when engaging in  activities that involve a ball.  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming. | **Athletics**  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  - climbing  Develop the overall body strength, co-ordination, balance and agility needed to  engage successfully with future physical education sessions and other physical  disciplines including dance, gymnastics, sport and swimming.  . |

**KS1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| NC Links  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to:   * 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. * Participate in team games, developing simple tactics for attacking and defending. * Perform dances using simple movement patterns. | | | | | | |
| **Year 1** | Playground Games  NC Links  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 | Dance  NC Links  Perform dances, using simple movement patterns  **Compose**  Sequence and remember a short dance  Use own ideas to sequence dance.  **Perform**  Demonstrate good balance.  Move in time with music.  Co-ordinate arm and leg actions (e.g. march and clap)  **Appreciate**  Respond to own work and that of others when exploring ideas, feelings and preferences. | Gymnastics  NC Links  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  **Sequencing**  Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.  **Travel**  Begin to travel on hands and feet (hands flat on floor and fully extend arms)  Monkey walk (bent legs and extended arms)  Caterpillar walk (hips raised so legs as well as arms can be fully extended.  **Balance**  Stand and sit “like a gymnast”  Explore the 5 basic shapes: straight/tucked/star/ straddle/pike  Balance in these shapes on large body parts: back, front, side, bottom  Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)  **Jump**  Explore shape in the air when jumping and landing with control (e.g. star shape)  **Roll**  Continue to develop control in different rolls  Pencil roll – from back to front keeping body and limbs in straight shape  Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.  Repeat to build up core strength  Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control | Invasion Games  NC Links  Participate in team games, developing simple tactics for attacking and defending  Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)  Throwing  Throw into targets. | Striking and Fielding  NC Links  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  Participate in team games, developing simple tactics for attacking and defending.  Practise different skills associated with simple games (e.g. co-ordinating throwing and catching.)  GD Work co-operatively in teams.  Throwing – repeated from invasion games  Throw into targets. | Athletics  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  **Running**  Run for 1 minute.  Show differences in running at speed and jogging.  **Jumping**  Perform the 5 basic jumps (2-2. 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot.)  Perform combinations of the above.  **Throwing**  Throw into targets.  Perform a range of throwing actions e.g. rolling, underarm, overarm. |
| **Year 2** | Playground Games  NC Links  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 | Dance  NC Links  Perform dances, using simple movement patterns  **Compose**  Copy some moves.  Develop control of movement using:  Actions (WHAT) – travel, stretch, twist, turn, jump  Space (WHERE) – forwards, backwards, sideways,  high, low, safely showing an awareness of others  Relationships (WHO) – on own and with a partner  by teaching each other 2 movements to create a  dance with 4 actions  Dynamics (HOW) – slowly, quickly, with appropriate  Expression.  Use own ideas to sequence dance.  **Perform**  Move spontaneously showing some control and co-ordination  Move with confidence when walking, hopping, jumping, landing.  Move with rhythm in the above actions.  Interact with a partner (e.g. holding hands, swapping places, meeting and parting)  **Appreciate**  Recognise the changes in the body when dancing  and how this can contribute to keeping healthy | Gymnastics  NC Links  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  **Sequencing**  Teach sequence to a partner and perform together  **Travel**  Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)  Bunny hop (transfer weight to hands)  **Balance**  Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)  Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)  **Roll**  Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control  Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted ‘V’ position | Invasion Games  NC Links  Participate in team games, developing simple tactics for attacking and defending  Perform a range of throwing actions e.g. rolling, underarm, overarm  Describe different ways of throwing.  Explain what is successful or how to improve. | Striking and Fielding  NC Links  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  Participate in team games, developing simple tactics for attacking and defending.  Practise different skills associated with simple games (e.g. co-ordinating throwing and catching.)  GD Work co-operatively in teams.  Throwing – repeated from invasion games  Explain what is successful or how to improve | Athletics  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  **Running**  Describe different ways of running.  Use different techniques to meet challenges.  **Jumping**  Show control at take-off and landing.  Describe different ways of jumping.  Explain what is successful or how to improve.  **Throwing**  Describe different ways of throwing.  Explain what is successful or how to improve |

**LKS2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * 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. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education – key stages 1 and 2 3 Swimming and water safety | | | | | | |
| **Year 3** | Invasion Games  NC Links  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.  Practise skills in isolation and combination  (e.g. throwing and catching with greater accuracy)  Apply basic principles of attacking and defending  Develop an understanding of fair play (respect team -mates and opponents) | Dance  NC Links  Perform dances using a range of movement patterns.  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Compose**  Develop movement using;  Actions (WHAT); travel, turn, gesture, jump, stillness  Space (WHERE); formation, direction and levels  Relationships (WHO); whole group/duo/solo, unison/  canon  Dynamics (HOW); explore speed, energy  Choreographic devices; motif, motif development and repetition.  **Perform**  Show co-ordination, control and strength (Technical  Skills)  Demonstrate different dance actions – travel, turn, gesture, jump and stillness.  Demonstrate dynamic qualities – speed, energy and continuity.  Perform dance to an audience showing confidence.  **Appreciate**  Understand and use simple dance vocabulary.  Understand why safety is important in the studio. | Gymnastics  NC Links  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  **Sequencing**  Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling  **Travel**  Travel with a partner; move away from and together on the floor and on apparatus  Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping  **Balance**  Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes  Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand  Balance on floor and apparatus exploring which body parts are the safest to use.  **Jump**  Add a quarter or half turn into a jump before landing.  **Roll**  Combine the phases of earlier rolling actions to perform the full forward roll. | Outdoor activities  NC Links  Take part in outdoor and adventurous activity challenges both individually and within a team  **Orientation**  Orientate simple maps and plans  **Communication**  Take responsibility for a role within the group  Recognise that some outdoor adventurous activities can be dangerous  Follow rules to keep self and others safety  **Problem Solving**  Select appropriate equipment/route/people to solve a problem successfully | Striking and fielding games  NC Links  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.  Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy.)  Throwing – repeated through other topics  Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus.)  Throw with greater control. | Athletics  NC Links  Use running, jumping, throwing and catching in isolation and in combination  **Running**  Run smoothly at different speeds.  Choose different styles of running of different  Distances.  Pace and sustain their effort over longer distances.  **Jumping**  Perform combinations of jumps e.g. hop, step, jump showing control and consistency.  Choose different styles of jumping.  **Throwing**  Throw with greater control.  Consistently hit a target with a range of implements. |
| **Year 4** | Invasion Games  NC Links  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.  Practise skills in isolation and combination  (e.g. throwing and catching with greater accuracy)  GD Work well as a team in competitive games | Dance  NC Links  Perform dances using a range of movement patterns.  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Compose**  Create dance phrases/dances to communicate an idea.  Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.  Link phrases to music.  **Perform**  Show co-ordination, control and strength (Technical  Skills)  Show focus, projection and musicality (Expressive  Skills)  Demonstrate use of space – levels, directions, pathways and body shape.  Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.  Perform dance to an audience showing confidence.  **Appreciate**  Show an awareness of different dance styles and traditions.  Compare and comment on their own and other’s work -strengths and areas for improvement. | Gymnastics  NC Links  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  **Sequencing**  Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish  **Travel**  Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping  Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus  **Balance**  .  Explore balancing with a partner: facing, beside, behind and on different levels.  Move in and out of balance fluently  **Jump**  Add a quarter or half turn into a jump before landing.  Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.  **Roll**  Combine the phases of earlier rolling actions to perform the full forward roll.  Begin the backward roll | Outdoor activities  NC Links  Take part in outdoor and adventurous activity challenges both individually and within a team  **Orientation**  Find way back to a base point  **Communication**  Take responsibility for a role within the group  Recognise that some outdoor adventurous activities can be dangerous  Follow rules to keep self and others safety  **Problem Solving**  Choose effective strategies and change ideas if not working | Striking and fielding games  NC Links  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.  Throwing – repeated through other topics  Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus.)  Consistently hit a target with a range of implements  Watch and describe specific aspects of throwing (e.g. what arms and legs are doing.)  Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance.)  Work well as a team in competitive games.  Apply basic principles of attacking and defending  Develop an understanding of fair play (respect team  -mates and opponents.) | Athletics  NC Links  Use running, jumping, throwing and catching in isolation and in combination  **Running**  Watch and describe specific aspects of running (e.g. what arms and legs are doing.)  Recognise and record how the body works in different types of challenges over different distances.  Carry out stretching and warm-up safely.  Set realistic targets of times to achieve over a short and longer distance  **Jumping**  Watch and describe specific aspects of jumping e.g. what arms and legs are doing.  GD Set realistic targets when jumping for distance for or height.  **Throwing**  Consistently hit a target with a range of implements  Watch and describe specific aspects of throwing (e.g. what arms and legs are doing.)  set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others. |

**UKS2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to:   * 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. * Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education – key stages 1 and 2 3 Swimming and water safety | | | | | | |
| All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:   * 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.   At St. Patrick’s, children in Y5 will go swimming for two weeks every half term, until they are able to complete all of the above. | | | | | | |
| **Year 5** | Invasion Games  NC Links  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  Practise skills in isolation and combination  (e.g. throwing and catching with greater accuracy)  Develop techniques of a variety of skills to maximise team effectiveness.  Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) | Dance  NC Links  Perform dances using a range of movement patterns.  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Compose**  Create longer, challenging dance phrases/dances.  Select appropriate movement material to express ideas/thoughts/feelings.  **Perform**  Demonstrate dynamic qualities – speed, energy, continuity, rhythm.  Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.  Perform dance to an audience showing confidence and clarity of actions.  **Appreciate**  Understand why safety is important in the studio  Compare and evaluate their own and others’ work.  GD Show an awareness of different dance styles, traditions and aspects of their historical/social context | Gymnastics  NC Links  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  **Sequencing**  Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.  **Travel**  Increase the variety of pathways, levels and speeds at which you travel.  Travel in time with a partner, move away from and back to a partner.  **Balance**  Perform balances with control, showing good body tension  Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.  **Jump**  Make symmetrical and asymmetrical shapes in the air.  **Roll**  Explore symmetry and asymmetry throughout the rolling actions. | Outdoor Activities  NC Links  Take part in outdoor and adventurous activity challenges both individually and within a team  **Orientation**  Draw maps and plans and set trails for others to follow  Use the eight points of the compass to orientate  **Communication**  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe  **Problem Solving**  Plan strategies to solve problems/plan routes/follow trails/build shelters etc. | Striking and fielding games  NC Links  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 techniques of a variety of skills to maximise  team effectiveness.  Throwing  Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.  Organise small groups to SAFELY take turns when throwing and retrieving implements.  .  Use tactics when attacking or defending. | Athletics  NC Links  Use running, jumping, throwing and catching in isolation and in combination  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Running**  Sustain pace over longer distance – 2 minutes.  Perform relay change-overs.  Identify the main strengths of a performance of self and others.  Identify parts of the performance that need to be  Improved.  **Jumping**  Demonstrate a range of jumps showing power and control and consistency at both take-off and landing.  **Throwing**  Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus. |
| **Year 6** | Invasion Games  NC Links  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  Practise skills in isolation and combination  (e.g. throwing and catching with greater accuracy)  Use tactics when attacking or defending Apply rules of fair play to competitive games | Dance  NC Links  Perform dances using a range of movement patterns.  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Compose**  Create longer, challenging dance phrases/dances.  Select appropriate movement material to express ideas/thoughts/feelings.  Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse.)  Link phrases to music.  **Perform**  Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)  Show focus, projection, sense of style and musicality (Expressive Skills)  Demonstrate use of space – levels, directions, pathways, size and body shape.  Perform dance to an audience showing confidence and clarity of actions.  **Appreciate**  Understand why safety is important in the studio  Compare and evaluate their own and others’ work.  Show an awareness of different dance styles, traditions and aspects of their historical/social context | Gymnastics  NC Links  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  **Sequencing**  Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.  **Travel**  .  Increase the variety of pathways, levels and speeds at which you travel.  Travel in time with a partner, move away from and back to a partner.  **Balance**  Explore symmetrical and asymmetrical balances on own and with a partner.  Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from)  Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.  Begin to take more weight on hands when progressing bunny hop into hand stand.  **Jump**  Jump along, over and off apparatus of varying height with control in the air and on landing.  **Roll**  Explore symmetry and asymmetry throughout the rolling actions. | Outdoor Activities  NC Links  Take part in outdoor and adventurous activity challenges both individually and within a team  **Orientation**  Plan an orienteering challenge.  **Communication**  Adapt roles or ideas if they are not working  Recognise and talk about the dangers of tasks  Recognise how to keep themselves and others safe  **Problem Solving**  Implement and refine strategies | Striking and fielding games  NC Links  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.  Use the skills e.g. of throwing and catching to gain points in competitive games (fielding.)  Throwing  Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.  Organise small groups to SAFELY take turns when throwing and retrieving implements.  .  Apply rules of fair play to competitive games | Athletics  NC Links  Use running, jumping, throwing and catching in isolation and in combination  Compare their performance with previous ones and demonstrate improvement to achieve their personal best.  **Running**  Explain how warming up affects performance.  Explain why athletics can help stamina and strength.  et realistic targets for self, of times to achieve over a short and longer distance.  **Jumping**  Set realistic targets for self, when jumping for distance or height.  **Throwing**  Set realistic targets for self, when throwing over an  increasing distance and understand that some  implements will travel further than others. |