	Autumn	Autumn	Spring Term 1	Spring Term	Summer Term	Summer Term	PE	Swimmin	Extra
	Term 1	Term 2		2	1	2	Outdoor	g	Specialis
							Adventuro		†
							us Activity		Provision
E)/E	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\						(offsite)		D 1
EYF	Walking 1	Hands1	High, Low,	Nursery	Feet 1	Swimming at	Tehidy	Summer	Balance
S			Over, Under	Rhymes		St Ives –	Welly Walk	Term	Bike
	Locamatica	Ball Skills	Cymanaratica	Danas	Ball Skills –	introduction.	(autumn)		ability.
	Locomotion	DOII SKIIIS	Gymnastics	Dance	feet	Games for	Newquay		
	1. The focus	1.The focus	1.The focus of	1.The focus		understandin	Zoo animal		
	of learning is	of learning is	learning is to	of the	1. The focus of		movement		
	to explore	to explore	introduce,	learning is to	learning is to	<b>g.</b> Attack Vs	(penguin)		
	walking.	different	'champion	explore	explore	Defence	workshop.		
		ways of	gymnastics'	different	different ways	20101100	•		
	2. The focus	using our	by moving in	movements	of using our	1. The focus			
	of learning is	hands to	a high way	using	feet to move	of the			
	for pupils to begin to	move with a ball.	and explore making high	different parts of the	with a ball.	learning is to			
	walk	Daii.	shapes.	body.	2. The focus	understand			
	efficiently.	2. The focus	3114,233	2047.	of learning is	why it is important to			
	, ,	of learning is	2. The focus	2. The focus	to develop	take turns			
	3. The focus	to explore	of learning is	of learning is	using our feet	when playing			
	of learning is	different	to apply,	to create	to move with	a game			
	to explore	ways of	'champion	their own	a ball.				
	walking in different	using our hands to	gymnastics'	movement	3. The focus of	2. The focus			
	pathways	move with a	by moving in a low way	ideas relating to	learning is to	of the			
	and to	ball.	and explore	specific	develop	learning is to			
	explore		making low	words.	dribbling using	understand why we need			
	relationships	3. The focus	shapes.		our feet to	to keep the			
	with others.	of learning is		3. The focus	move with a	score during			
	D '1 '11	to explore	3. The focus	of learning is	ball.	a			
	Pupils will	different	of learning is	to create	4. The focus of	game.			
	develop	ways of	to apply,	simple	learning is to				

walking at	using our	'champion	movement	teach pupils	3. The focus		
different	hands to	gymnastics'	sequences	to understand	of the		
levels and at	move with a	while	that relate	where to	learning is to		
different	ball.	exploring	to specific	dribble and	understand		
speeds.		how to move	words.	why.	why we need		
	4. The focus	safely using		,	to follow the		
4. The focus	of learning is	apparatus.	4. The focus	5. The focus	rules during a		
of learning is	to continue		of learning is	of learning is	game.		
to	to explore	4. The focus	to explore	to continue to			
experience	different	of learning is	larger scale	explore	4. The focus		
sustained	ways of	to apply,	travelling	moving with a	of the		
walking	using our	'champion	movements,	ball.	learning is		
following a	hands to	gymnastics'	responding		explore		
route and	move with a	to explore	to words or	6. The focus of	different ways		
instructions.	ball.	movements	music.	learning is to	of avoiding a		
		and shapes in		develop	defender.		
5. The focus		high and low	5. The focus	pupils' kicking			
of learning is	5. The focus	ways on the	of learning is	and dribbling	5. The focus		
to apply	of learning is	apparatus.	for pupils to	skills during	of the		
pupils'	to continue		respond to	competitions.	learning is to		
learning	to explore	5. The focus	words and		explore		
about	different	of learning is	music using		different ways		
walking	ways of	to apply,	their bodies.		of preventing		
developing	using our	'champion			an attacker		
into	hands to	gymnastics'	6. The focus		(fish) from		
marching.	move with a	to explore	of learning is		scoring a		
	ball.	movements	to explore		point.		
6. The focus	, -	and shapes in	character				
of learning is	6. The focus	high, low,	movements		6. The focus		
for pupils to	of learning is	over and	with a		of the		
apply their	to continue	under ways	partner.		learning is to		
understandi	to explore	on the			bring		
ng of	different	apparatus.			together the		
walking,	ways of				suggested		
applying it	using our				sequence of		

	into a game.	hands to move with a ball, keeping control.	6. The focus of learning is to apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.			learning into mini games			
Yea r1	Jumping	Wide, Narrow, Curled: Wide, Narrow, Curled	Hands 1	Growing	Health and Wellbeing	Swimming St Ives and Games for understandin g.	Gwithian Beach Walk and games on the sand.	Summer Term	
	Locomotion  1. The focus of learning is to recap jumping, in different directions, at different speeds and different levels.	Gymnastics 1. The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide way on the floor	Ball Skills  1.Recap prior learning from EYFS, what do pupils remember?  2. The focus of learning is to explore and develop different	Dance  1. The focus of learning is for pupils to respond to rhythm and patterns through their movement.  2. The focus of learning is	1.The focus of the learning is to introduce agility  2. The focus of the learning is to explore ways of being balanced and to understand why we need	Attack Vs Defence  1. The focus of the learning is to understand the basic principles of attack.			

2. The focus	and on	ways of	for pupils to	to be			
of learning is	apparatus.	sending a	respond to	balanced	2. The focus		
for pupils to	o. po po o o o o .	ball (passing)	rhythm and	when playing	of the		
begin to	2. The focus	using our	patterns	sport.	learning is to		
develop	of learning is	hands.	through their		apply simple		
their	to apply		movement.	3.The focus of	attacking		
understandi	'champion	3.The focus of		the learning is	principles into		
ng of how to	gymnastics'	learning is to	3.The focus	to introduce	a game		
jump	to	develop	of learning is	coordination	situation.		
efficiently.	everything	different	for pupils	(hand eye			
	pupils do.	ways of	to respond	coordination).	3. The focus		
		sending a	to rhythm	,	of the		
<ol><li>The focus</li></ol>	3.The focus	ball using our	and	4.The focus of	learning is to		
of learning is	of learning is	hands.	patterns	the learning is	understand		
to explore	to apply		through their	to understand	the basic		
how	'champion	4.The focus of	movement.	the	principles of		
jumping	gymnastics'	learning is to		importance of	defence.		
affects our	to	explore	4. The focus	being 'agile'.			
bodies.	everything	different	of learning is		4. The focus		
4 The feet	pupils do.	ways of	for pupils to	5. The focus of	of the		
4.The focus	4 71 6	stopping a	respond to rhythms and	the learning is	learning is to		
of learning is to explore	4. The focus	ball with our	patterns	to understand	apply simple		
skipping.	of learning is	hands.	through their	the	defending		
skipping.	to allow	5 TI 6	movement	importance of	principles into		
5. The focus	pupils to continue to	5.The focus of	movemen	being	a game		
of learning is	explore the	learning is to	5. The focus	balanced.	situation.		
to apply our	three theme	develop	of learning is	, TI 6 6	5 71 6		
understandi	words:	different	to use	6. The focus of	5. The focus		
ng of	narrow,	ways of stopping a	improvisatio	the learning is	of the		
jumping and	wide and	ball with our	n to explore	to understand the	learning is to		
skipping into	curled.	hands,	various		consolidate		
a game.	301104.	preventing	dynamics	importance of	pupils'		
	5. The focus	pupils from	and	being coordinated.	knowledge of how, where		
	of learning is			coordinated.			
	5. 15 diriii 19 15				and why to		

	6. The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.	for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'  6. The focus of learning is to link two movements together.	passing the ball  6.The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.	movement qualities.  6. The focus of learning is to explore the relationship between two living things, creating movement patterns.		attack in a game.  6. The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.			
Yea r2	Dodging	Pathways	Tennis with Hayle Tennis club	Hands 2	St Ives Swimming	Team Building	Tehidy Circuits	Summer Term	Tennis with Hayle
	Locomotion  1. The focus of the learning is to explore dodging and learn how to dodge effectively.  2. The focus of the learning is to	Gymnastics 1.The focus of the learning is to apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils	Reserve: Water Dance  1.The focus of the learning is to explore and respond to a stimuli through structured tasks.  2. The focus of learning is	Ball Skills  1. Recap prior learning from year 1, what do pupils remember?  2. The focus of the learning is to consolidate pupils'	1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).  2. Review of front crawl. Introduce, back stroke (breaking the stroke down	1. The focus of the learning is to introduce teamwork.  2. The focus of the learning is to develop the skills required to make an effective team.			Tennis Club

1	develop pupils' dodging technique applying this	can link together. 2. The focus of the learning is to	to initiate whole group movement and to understand	execution of an underarm throw and to further	into the individual elements). Introduce jumping in (pencil, star	3. The focus of the learning is to understand		
	into games. 3. The focus of the learning is to apply pupils' knowledge of how,	apply 'champion gymnastics' developing different pathways (zig-zag),	how to work safely in the dance space, responding to music through	extend their understanding of why we need to be accurate when we throw.	and tuck).  3. Review of front crawl and back stroke. Build up stamina by	why it is important to trust our partner (team) if we are going to be successful.		
	where and why to dodge, into game situations. 4.The focus of the	creating movements that pupils can link together on apparatus.	3.The focus of learning is to use improvisation to explore	3. The focus of the learning is for pupils to work in a team,	swimming through increasing the distance of the swims. Introduce, breast stroke	4. The focus of the learning is to continue to develop our cooperation		
	learning is to apply pupils' knowledge of how, where and why to dodge in	3. The focus of the learning is to apply 'champion gymnastics' exploring	various dynamics and movement qualities.  4.The focus of	applying their understandi ng of underarm throwing and the	(breaking the stroke down into the individual elements). Introduce treading water and diving.	and communicati on skills to help us successfully complete a challenge as		
	game situations working as a team. 5. The focus of the learning is to	different pathways (curved), creating movements that pupils can link	learning is to use our whole body to create sequences of movement.	basic principles of attack vs defence to win a game. 4. The focus of the	4. Review of strokes and introduction of dolphin kick and butterfly.	5. The focus of the learning is to explore simple strategies as		
1	consolidate pupils'	together	5.The focus of learning is to	learning is for pupils to	5. Increase the distance of	a team.		

completed mini games sequences.		knowledge of how, where and why to dodge in game situations, working in teams. 6. The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.	4.The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus. 5. The focus of the learning is to apply 'champion gymnastics' to create pupils own sequences.  6.The focus of the learning is for pupils to perform their completed	explore and respond to music as a stimulus.  6.The focus of learning is to use basic actions as an individual and in sequence.	apply their understanding of underarm throwing to beat their opponent.  5. The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game.  6. The focus of the learning is to bring together the suggested sequence of learning into mini games	each swim. Introduce some rescue skills and make final assessments  Reserve Games for understandin g.	6. The focus of the learning is to explore simple strategies as a team to help us solve a problem.			
---------------------------------	--	--	---	--	---	---	--	--	--	--

Yea	Netball	Symmetry	Wild animals	Swimming ST Ives	OAA Problem	Rounders	Hayle	Spring	Dance
r 3		and .		1. Baseline	Solving		Beach	Term	
	_	asymmetry		assessment			rounders.		
	Games:		Dance	and front			_		
	Invasion	Gymnastics		crawl			Camp on		
		1.The focus	1.The focus of	(breaking the			the field		
	1. The focus	of the	the learning is	stroke down	OAA	Games:	and		
	of the	learning is to	to apply the	into the		Striking and	Gwithian		
	learning is to	respond to	concept of	individual	1. The focus of	fielding	Towans		
	introduce	different	'excellent	elements).	the learning is		hike		
	passing and	stimuli being	gymnastics'.	•	to look at	1.The focus of			
	receiving in	able to	(In KS1 we	2. Review of	what makes	learning is to			
	order to	sustain	have used	front crawl.	an effective	develop the			
	keep	characters	'champion'	Introduce,	team with the	concept of			
	possession	to add	gymnastics as	back stroke	focus on	batting and			
	of the ball.	drama and	the language	(breaking the	cooperation	fielding to			
		emotion to	for the	stroke down	and	ensure that			
	2. The focus	the dance.	success	into the	responsibility.	pupils have a			
	of the		criteria	individual		clear			
	learning is	2. The focus	depicting	elements). Introduce	2. The focus of	understandin			
	on using	of the	performance	jumping in	the learning is	g of each			
	passing and	learning is to	level. In KS2	(pencil, star	to look at	role.			
	moving skills	build on the	we will refer	and tuck).	what makes				
	(creating	character	to this as	G. 16. 16 G. 1,	an effective	2.The focus of			
	space) to	work adding	'excellent'	3. Review of	team with the	the learning is			
	keep	drama and	gymnastics.	front crawl	focus on	to develop			
	possession,	emotion to	0.71	and back	communicati	fielding skills.			
	developing	dance and	2.The focus of	stroke. Build	on.				
	this concept	to create	the learning is	up stamina	0 = 1	3. The focus			
	into mini	motifs in	to apply	by swimming	3. The focus of	of the			
	game	pairs.	'excellent	through	the learning is	learning is to			
	situations.	O Th = [ -	gymnastics'	increasing	to look at	introduce			
	0 71 6	3. The focus	when	the distance	what makes	batting.			
	3. The focus	of the	exploring	of the swims.	an effective				
	of the	learning is to	movements	Introduce,	team with the				

learning is to	execute a	and	breast stroke	focus on	4. The focus		
develop	wider variety	balances in a	(breaking the	collaboration	of the		
passing and	of	symmetrical	stroke down	and	learning is to		
moving,	movements	and	into the	communicati	develop		
building up	singly and in	asymmetrical	individual	on.	batting skills		
into mini	extended	way	elements).		and think		
games,	sequences,	,	Introduce	4. The focus of	about where		
where pupils	with a	3. The focus	treading	the learning is	we should hit		
explore the	partner.	of the	water and	to look at	the ball and		
transition		learning is to	diving.	what makes	why.		
between	4. The focus	re-create	4. Review of	an effective	, .		
attack and	of the	pupils	strokes and	team with the	5. The focus		
defence.	learning is to	symmetrical	introduction	focus on	of the		
4. The focus	continue	balances on	of dolphin	collaboration	learning is to		
of the	executing a	apparatus	kick and	and	develop an		
learning is to	wide variety	and look at	butterfly.	communicati	understandin		
ensure	of	how they can	7.	on.	g of basic		
pupils	movements	begin to	5. Increase		tactics used		
understand	singly and in	move out of	the distance	5. The focus of	when fielding		
not just how	extended	them,	of each	the learning is	_		
we shoot	sequences,	forming the	swim.	to look at	6. The focus		
but also	with a	start of a	Introduce	what makes	of the		
where we	partner.	sequence.	some rescue	an effective	learning is to		
shoot in			skills and	team with the	bring		
terms of	5.The focus	4. The focus	make final assessments	focus on	together the		
court	of the	of the	Cossessineins	collaboration	suggested		
position and	learning is to	learning is for	Taa Buahy	and	sequence of		
why?	extend	pupils to start	Tag Rugby	communicati	learning into		
5. The focus	dance skills	with	Invasion	on.	small sided		
of the	by using	symmetrical	Games	/ The feet of	games.		
learning is to	more	balances on		6. The focus of			
continue to	complex	apparatus,		the learning is			
develop	actions.	moving out of		to look at			
pupils		them,		what makes			
understandi		travelling to a		an effective			

	ng of where they shoot in terms of court position and why? 6. The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	6. The focus of the learning is to bring together the choreograp hy from the suggested sequence of learning to create a final performance.	new piece of apparatus and completing the start and middle section of a sequence.  5The focus of the learning is for pupils' to complete their sequences.  6.The focus of the learning is for pupils' to perform their completed		team with the focus on collaboration and communicati on.				
Year4	Tennis  Games: Net and Wall  1.The focus of the learning is to develop our	Bridges  Gymnastics  1.The focus of the learning is to	sequences.  Swimming  1. Baseline assessment and front crawl (breaking the stroke down into the individual	Tag Rugby  Games: Invasion  1.Recap prior	OAA Problem Solving  OAA  1. The focus of the learning is to look at what makes	Athletics  Athletics including throwing and jumping	Camp on the field and Gwithian Towans hike	Autumn Term	Gym
	understandi ng of how we can win	explore movements and balances	elements).  2. Review of front crawl.	learning from year 3, what do	what makes an effective team with the focus on	1. The focus of the learning is for pupils to			

a aama af	orogting	Introduce,	وانصياه	a a a paration	dayalan thair		
a game of tennis.	creating	back stroke	pupils remember?	cooperation and	develop their		
ieririis.	bridges.	(breaking the	remembers		own sprinting		
0 =1 6	0 =1 6	stroke down	O The Co.	responsibility.	technique.		
2.The focus	2. The focus	into the	2. The focus	O The Common of	O The Co		
of the	of the	individual	of the	2. The focus of	2. The focus		
learning is to	learning is to	elements).	learning is to	the learning is	of the		
develop	re-create	Introduce	extend	to look at	learning is to		
racket	bridge	jumping in	pupils'	what makes	develop		
control.	balances on	(pencil, star	understandi	an effective	pupils		
	apparatus,	and tuck).	ng and	team with the	application of		
3. The focus	looking at	did lock).	knowledge	focus on	stride length		
of learning is	how we can	3. Review of	of passing	communicati	during the		
to introduce	begin to	front crawl	and moving	on.	middle third		
the	move out of	and back	applying this		of a race.		
backhand	them,	stroke. Build	into 3v3 mini	3. The focus of			
shot.	forming the	up stamina by	games.	the learning is	3. The focus		
4. The focus	start of a	swimming		to look at	of the		
of learning is	sequence.	through	3. The focus	what makes	learning is to		
to develop		increasing the	of the	an effective	explore		
the use of	3. The focus	distance of	learning is to	team with the	pacing and		
forehand	of the	the swims.	develop	focus on	running for		
and	learning is to	Introduce,	tagging and	collaboration	distance.		
backhand	move over	breast stroke	to explore	and	Pupils will		
shots	and under	(breaking the	different	communicati	learn the		
applying	individual	stroke down	ways the	on.	correct		
these in	bridges on	into the	defending		technique to		
game	apparatus.	individual	team can	4. The focus of	use when		
situations.	These ideas	elements).	prevent the	the learning is	running for		
5. The focus	will be used	Introduce	attackers	to look at	distance.		
of learning is	for	treading	from scoring.	what makes			
	sequences.	water and		an effective	4. The focus		
to develop	acquerices.	diving.	4. The focus	team with the	of the		
pupil's ability	4. The focus	4. Davidance 5	of the	focus on	learning is to		
to use a		4. Review of	learning is	collaboration	continue to		
racket by	of the	strokes and	for pupils to	and			
considering	learning is to	introduction of		GIIG	explore		

tactical play (creating space) to win a point. 6. The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.  5. The focus of the learning is for pupils to complete their sequences.	dolphin kick and butterfly.  5. Increase the distance of each swim. Introduce some rescue skills and make final assessments  Reserve  Space  Dance	apply their understanding and knowledge from suggested sequence of learning part 3 into minigames.  5. The focus of the learning is to combine passing and moving to develop ways of creating space to beat an	communication.  5. The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.  6. The focus of the learning is to look at what makes an effective team with the focus on	pacing and running for distance. 5. The focus of the learning is to develop pupils' understandin g of throwing for distance. 6. The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in		
learning into	individual			and	6. The focus		
			learning is to		learning is to		
	of the	Reserve	passing and		we can use		
	for pupils to		develop	to look at	jump as far as		
	their	opaco	creating	an effective	using a		
	6. The focus	Dance	•				
	of the learning is		score a try.	and communicati	hop, skip and jump.		
	for pupils to perform		6. The focus of the	on.	Jessies		
	completed sequences.		learning is to bring together the				
			suggested sequence of				
			learning into a level 1				
			tournament.				

Yea r 5	Football	Swimming at St Ives for 5 weeks.	Health Related	Orienteerin g	Cricket	Athletics	Camp on the field	Autumn Term	Tag Rugby
		weeks.	exercise				and Gwithian Towans		Bikeabili
	Games: Invasion  1. The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession.  2. The focus of the learning is for pupils to learn how to defend when they are not in possession.  3. The focus of the learning is to develop	1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).  2. Review of front crawl. Introduce, back stroke down into the individual elements). Introduce jumping in (pencil, star and tuck).  3. Review of front crawl and back stroke. Build up stamina by swimming through increasing	1.The focus of the learning is to take pupils through 4 health related fitness assessments.  2. The focus of the learning is to understand the functions of the cardiovascul ar system and how aerobic fitness affects our bodies.  3. The focus of the learning is to understand the meaning of flexibility and how flexibility	OAA  1. The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.  2. The focus of the learning is to introduce the concept of orienteering.  3. The focus of the learning is to challenge pupils to orientate a map, locate	Games: Striking and fielding  1. The focus of the learning is to refine pupils' understanding of batting, applying simple batting tactics into mini games.  2. The focus of the learning is to refine pupils understanding of bowling, applying simple bowling, applying simple bowling tactics into mini games.  3. The focus of the learning is to refine pupils fielding skills;	Athletics including throwing and jumping  1. The focus of the learning is to develop pupils' understandin g of how to finish a sprinting race, maintaining their speed until they cross the line.  2. The focus of the learning is to consolidate pupils' knowledge, understandin g and ability to sprint effectively.	Towans hike		ty

defending	the distance	affects our	points on	catching,	3. The focus		
skills;	of the swims.	bodies.	the map,	stopping and	of the		
tackling,	Introduce,		then travel	throwing.	learning is to		
pressuring	breast stroke	4. The focus	to them and		consolidate		
and	(breaking the	of the	record what	4. The focus of	pupils'		
marking.	stroke down	learning is to	they find.	the learning is	knowledge,		
	into the	understand		to apply	understandin		
4. The focus	individual	the meaning	4. The focus	pupils	g and ability		
of the	elements). Introduce	of strength	of the	knowledge	to sprint		
learning is to	treading	and how	learning is to	and	setting their		
develop	water and	strength	challenge	understanding	own personal		
shooting,	diving.	affects our	pupils to	of fielding	best.		
applying this	3	bodies.	orientate a	from			
into game	4. Review of		map and	suggested	4. The focus		
situations.	strokes and	5. The focus	locate	sequence of	of the		
	introduction	of the	points on	learning part 2	learning is to		
5. The focus	of dolphin	learning is to	the map in a	and 3 to	consolidate		
of the	kick and	develop	set order.	create and	running as		
learning is to	butterfly.	pupils'	They must	apply tactics	part of a		
refine	E Ingraga	understandin	follow the	to prevent the	team.		
attacking	<ol><li>Increase the distance</li></ol>	g of aerobic	route they	batters from			
skills. Pupils	of each	fitness and	have been	scoring runs.	5. The focus		
should have	swim.	how exercise	given to	F The feet of	of the		
a clear	Introduce	affects our	reach as	5. The focus of	learning is to		
understandi	some rescue	bodies.	many points as possible	the learning is	develop		
ng of when,	skills and	/ The feet	in an	to refine	pupils'		
where and why they	make final	6. The focus	allocated	batting creating and	understandin		
apply these	assessments	of the	time.	applying	g of throwing for distance.		
skills during a		learning is to take pupils		batting tactics	ioi distance.		
game.		through the 4	5. The focus	into game	6. The focus		
garrio.	Reserve	fitness	of the	scenarios	of the		
6. The focus	Counter	assessments	learning is to	3001101103	learning is to		
of the	balance	performed in	challenge	6.The focus of	explore and		
-	and tension	•	pupils to				
learning is to	unu lension	week 1.	pupils to	the learning is	develop an		

	bring together the suggested sequence of learning into a level 1 tournament.			orientate a map and locate points on the map in a set order. They must follow the route they have been given to reach as many points as possible in an allocated time.  6. The focus of the learning is to bring the	to bring together the suggested sequence of learning into a mini game	understandin g of how to hurdle safely, applying the correct technique.			
				orienteering topic together into a					
Voa	Swimming at	Matchina	Health	competition.	Cricket	Athletics	Campon	Autum	Taa
Yea r 6	St Ives for 5 weeks.	Matching and mirroring	related fitness.	Hockey	Clicket	Ainletics	Camp on the field and	Autumn Term 1	Tag Rugby
	Baseline     assessment     and front     crawl     (breaking the)	Gymnastics	1. The focus of the	Games: Invasion	Games: Striking and fielding	Athletics including throwing and jumping	Gwithian Towans hike		

stroke down	1. The focus	learning is to	1. The focus	1. The focus of			
into the	of the	take pupils	of the	the learning is			
individual	learning is to	through 4	learning is to	to consolidate	1. The focus		
elements).	apply	health	consolidate	pupils'	of the		
	"excellent	related fitness	pupils' ability	understanding	learning is to		
2. Review of	gymnastics"	assessments.	to use	of batting.	bring		
front crawl.	to	0.00000111011101	passing and	or barmig.	together the		
Introduce,	everything	<b>2.</b> The focus of	moving to	2. The focus of	previous		
back stroke	pupils do	the learning is	create	the learning is	suggested		
(breaking the	and explore	to	attacking	to consolidate	sequences of		
stroke down	the concept	understand	opportunitie	pupils'	learning		
into the	of matching.	the functions	s to score a	knowledge,	related to		
individual	01 11101101	of the	try.	understanding	running for		
elements). Introduce	2. The focus	cardiovascul	,	and ability to	speed and		
jumping in	of the	ar system and	2. The focus	effectively	culminate this		
(pencil, star	learning is to	how aerobic	of the	apply a range	into a		
and tuck).	transfer the	fitness affects	learning is to	of fielding skills	competition.		
aria rookj.	matching	our bodies.	consolidate	and tactics	componion.		
3. Review of	sequences	00.100	defending.	into mini	2. The focus		
front crawl	pupils	3. The focus	Pupils will	games.	of the		
and back	created in	of the	refine their	9 5	learning is to		
stroke. Build	sequence of	learning is to	knowledge	<b>3.</b> The focus of	bring		
up stamina	learning part	understand	of tagging	the learning is	together the		
by swimming	1, onto	the meaning	and	to consolidate	previous		
through	apparatus.	of flexibility	defensive	pupils	suggested		
increasing		and how	formations,	knowledge,	sequences of		
the distance	3. The focus	flexibility	which can	understanding	learning		
of the swims.	of the	affects our	be used to	and ability to	related to		
Introduce, breast stroke	learning is to	bodies.	prevent an	effectively	running for		
(breaking the	apply		attack.	apply a range	distance and		
stroke down	"excellent	<b>4.</b> The focus		of bowling	culminate this		
into the	gymnastics"	of the	3. The focus	skills and	into a		
individual	to	learning is to	of the	tactics into	competition.		
elements).	everything	understand	learning is to	mini games.	•		
Introduce	pupils do,	the meaning	consolidate	<u> </u>			

1	treading	whilst	of strength	the pupils	<b>4.</b> The focus of	3. The focus		
	water and	exploring	and how	understandi	the learning is	of the		
	diving.	the concept	strength	ng of	to bring	learning is to		
	-	of mirroring.	affects our	attacking	together	bring		
4	4. Review of	4. The focus	bodies.	tactics,	learning from	together the		
	strokes and	of the		applying	suggested	suggested		
	introduction	learning is to	<b>5.</b> The focus	them into	sequence of	sequence of		
	of dolphin	transfer the	of the	game	learning part	learning for		
	kick and	mirroring	learning is to	situations.	1, 2 and 3 to	throwing into		
	butterfly.	sequences	develop		create,	a		
	5. Increase	pupils	pupils'	4. The focus	understand	competition.		
	the distance	created in	understandin	of the	and apply			
	of each	sequence of	g of aerobic	learning is to	attacking	4. The focus		
	swim.	learning part	fitness and	consolidate	tactics to the	of the		
	Introduce	3, onto	how exercise	the pupils'	mini games.	learning is to		
	some rescue	apparatus.	affects our	understandi	-	bring		
	skills and		bodies.	ng	<b>5</b> .The focus of	together the		
r	make final	5. The focus		of defensive	the learning is	suggested		
(	assessments.	of the	6. The focus	tactics,	to bring	sequence of		
		learning is to	of the	applying	together	learning for		
		apply	learning is to	them into	learning from	jumping, into		
	Games:	"excellent	take pupils	game	suggested	а		
I	Invasion	gymnastics"	through the 4	situations.	sequence of	competition.		
١,	D and the fill	bringing	fitness		learning part			
	Basketball	together	assessments	5. The focus	1, 2 and 3 to	5. The focus		
1 '	(reserve)	their	performed in	of the	create,	of the		
		matching	week 1	learning is to	understand	learning is to		
		and		consolidate	and apply	bring		
		mirroring		attacking	defensive	together the		
		movements,		and	tactics to the	suggested		
		to create a		defending in	mini games.	sequence of		
		final		games of		learning for		
		sequence		tag rugby.	<b>6.</b> The focus of	jumping,		
					the learning is	throwing and		
					to bring	running into a		

6. The focus	6. The focus	together the	mini athletics		
of the	of the	suggested	competition.		
learning is	learning is to	sequence of			
for pupils to	bring	learning into a	6. The focus		
perform their	together the	mini game	of the		
completed	suggested		learning is to		
sequences.	sequence of		bring		
	learning into		together the		
	a level 1		suggested		
	tournament.		sequence of		
			learning for		
			jumping,		
			throwing and		
			running into a		
			mini athletics		
			competition.		