	Autumn	Autumn	Spring Term	Spring Term	Summer Term	Summer Term	PE	Swimmin	Extra
	Term 1	Term 2	I	2		2	Outdoor Adventuro	g	Specialis
							us Activity		Provision
							(offsite)		1101131011
EYF	Walking 1	Hands1	High, Low,	Nursery	Feet 1	Swimming at	Tehidy	Summer	Balance
S			Over, Under	Rhymes		St Ives –	Welly Walk	Term	Bike
						introduction.			ability.
	Locomotion	Ball Skills	Gymnastics	Dance	Ball Skills –	C			
	1. The focus	1.The focus	1.The focus	1.The focus	feet	Games for understandin			
	of learning is	of learning is	of learning is	of the	1. The focus of	g.			
	to explore	to explore	to introduce,	learning is to	learning is to	Attack Vs			
	walking.	different	'champion	explore	explore	Defence			
	0 71 6	ways of	gymnastics'	different .	different ways				
	2. The focus of learning is	using our hands to	by moving in a high way	movements using	of using our feet to move	1. The focus			
	for pupils to	move with a	and explore	different	with a ball.	of the learning is to			
	begin to	ball.	making high	parts of the	Will a Sail.	understand			
	walk		shapes.	body.	2. The focus	why it is			
	efficiently.	2. The focus	O The feet	0.71	of learning is	important to			
	3. The focus	of learning is to explore	2. The focus of learning is	2. The focus	to develop using our feet	take turns			
	of learning is	different	to apply,	of learning is to create	to move with	when playing a game			
	to explore	ways of	'champion	their own	a ball.	a game			
	walking in	using our	gymnastics'	movement		2. The focus			
	different	hands to	by moving in	ideas	3. The focus of	of the			
	pathways and to	move with a ball.	a low way and explore	relating to specific	learning is to develop	learning is to			
	explore	Dall.	making low	words.	dribbling using	understand why we need			
	relationships	3. The focus	shapes.	,, 51 03.	our feet to	to keep the			
	with others.	of learning is		3. The focus	move with a	score during			
	5 " "	to explore	3. The focus	of learning is	ball.	а			
	Pupils will	different	of learning is	to create		game.			

develop walking at different levels and at different speeds. 4. The focus of learning is to experience sustained walking following a route and instructions. 5. The focus of learning is to apply pupils' learning about walking developing into marching. 6. The focus of learning is for pupils to apply their understandin g of walking,	ways of using our hands to move with a ball. 4. The focus of learning is to continue to explore different ways of using our hands to move with a ball. 5. The focus of learning is to continue to explore different ways of using our hands to move with a ball. 6. The focus of learning is to continue to explore different ways of using our hands to move with a ball.	to apply, 'champion gymnastics' while exploring how to move safely using apparatus. 4. The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus. 5. The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways	simple movement sequences that relate to specific words. 4. The focus of learning is to explore larger scale travelling movements, responding to words or music. 5. The focus of learning is for pupils to respond to words and music using their bodies. 6. The focus of learning is to explore character movements with a partner.	4. The focus of learning is to teach pupils to understand where to dribble and why. 5. The focus of learning is to continue to explore moving with a ball. 6. The focus of learning is to develop pupils' kicking and dribbling skills during competitions.	3. The focus of the learning is to understand why we need to follow the rules during a game. 4. The focus of the learning is explore different ways of avoiding a defender. 5. The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point. 6. The focus of the learning is to bring together the			
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	applying it into a game.	ways of using our hands to move with a ball, keeping control.	on the apparatus. 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.			suggested sequence of 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	Gymnastics 1. The focus of learning is to apply 'champion gymnastics' to explore movements and	Ball Skills 1.Recap prior learning from EYFS, what do pupils remember?	Dance 1. The focus of learning is for pupils to respond to rhythm and patterns	1.The focus of the learning is to introduce agility 2. The focus of the learning is to explore ways of being	Attack Vs Defence 1. The focus of the learning is to			

speeds and	balances in	2. The focus	through their	balanced	understand		
different	a wide way		movement.	and to	the basic		
levels.	on the floor	of learning is	movemeni.	understand	principles of		
levels.	and on	to explore	2.The focus		attack.		
O The feet		and develop		why we need	dilack.		
2. The focus	apparatus.	different	of learning is	to be	0 =1 6		
of learning is	0 = 1	ways of	for pupils to	balanced	2. The focus		
for pupils to	2. The focus	sending a	respond to	when playing	of the		
begin to	of learning is	ball (passing)	rhythm and	sport.	learning is to		
develop their	to apply	using our	patterns		apply simple		
understandin	'champion	hands.	through their	3.The focus of	attacking		
g of how to	gymnastics'		movement.	the learning is	principles into		
jump	to	3.The focus		to introduce	a game		
efficiently.	everything	of learning is	3.The focus	coordination	situation.		
	pupils do.	to develop	of learning is	(hand eye			
		different	for pupils	coordination).	3. The focus		
3. The focus	3.The focus	ways of	to respond		of the		
of learning is	of learning is	sending a	to rhythm	4.The focus of	learning is to		
to explore	to apply	ball using our	and	the learning is	understand		
how jumping	'champion	hands.	patterns	to understand	the basic		
affects our	gymnastics'		through their	the	principles of		
bodies.	to	4.The focus	movement.	importance of	defence.		
	everything	of learning is		being 'agile'.			
4.The focus	pupils do.	to explore	4. The focus		4. The focus		
of learning is		different	of learning is	5. The focus of	of the		
to explore	4. The focus	ways of	for pupils to	the learning is	learning is to		
skipping.	of learning is	stopping a	respond to	to understand	apply simple		
11 0	to allow	ball with our	rhythms and	the	defending		
5. The focus	pupils to	hands.	patterns	importance of	principles into		
of learning is	continue to	riarias.	through their	being	a game		
to apply our	explore the	5.The focus	movement	balanced.	situation.		
understandin	three theme		2	balancea.	SHOUHOH.		
g of jumping	words:	of learning is	5. The focus	/ Tlansform 1	C The first		
and skipping	narrow,	to develop	of learning is	6. The focus of	5. The focus		
into a game.	nanow,	different	to use	the learning is	of the		
iino a garrio.		ways of	10 030	to understand	learning is to		

	6. The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.	wide and curled. 5. The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.' 6. The focus of learning is to link two movements together.	stopping a ball with our hands, preventing pupils from 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.	improvisation to explore various dynamics and movement qualities. 6. The focus of learning is to explore the relationship between two living things, creating movement patterns.	the importance of being coordinated.	consolidate pupils' knowledge of how, where and why to 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	Tennis with Hayle Tennis club 1.Pupils will be challenged to work with a partner and then against their partner as they	Pathways Gymnastics 1.The focus of the learning is to apply 'champion gymnastics' exploring different	Dodging Locomotion 1. The focus of the learning is to explore dodging and learn how to dodge effectively.	Ball Skills 1. Recap prior learning from year 1, what do pupils remember?	St Ives Swimming 1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).	Team Building 1. The focus of the learning is to introduce teamwork. 2. The focus of the	Tehidy Circuits	Summer Term	Tennis with Hayle Tennis Club

become	pathways	2. The focus		2. Review of	learning is to		
opponents.	(zig-zag),	of the	2. The focus	front crawl.	develop the		
орропеніз.	creating	learning is to	of the	Introduce,	skills required		
	movements	develop	learning is to	back stroke	to make an		
O The feet	that pupils	pupils'	consolidate	(breaking the	effective		
2. The focus	can link	dodging	pupils'	stroke down	team.		
of the	together.	technique	execution of	into the	rodini.		
learning is	2. The focus	applying this	an	individual	3. The focus		
for pupils to	of the	into games.	underarm	elements).	of the		
continue to	learning is to	3. The focus	throw and	Introduce	learning is to		
apply their	apply	of the	to further	jumping in	understand		
developing	'champion	learning is to	extend their	(pencil, star	why it is		
accuracy	gymnastics'	apply pupils'	understandi	and tuck).	important to		
skills when	developing	knowledge	ng of why	3. Review of	trust our		
hitting a ball	different	of how,	we need to	front crawl and	partner		
in a variety	pathways	where and	be accurate	back stroke.	(team) if we		
of	(zig-zag),	why to	when we	Build up	are going to		
competitive	creating	dodge, into	throw.	stamina by	be successful.		
situations.	movements	game		swimming			
	that pupils	situations.	3. The focus	through	4. The focus		
3. The focus	can link	4.The focus	of the	increasing the	of the		
of the	together on	of the	learning is	distance of the	learning is to		
learning is	apparatus.	learning is to	for pupils to	swims.	continue to		
for pupils to		apply pupils'	work in a	Introduce,	develop our		
apply their	3. The focus	knowledge	team,	breast stroke	cooperation		
hitting	of the	of how,	applying	(breaking the	and		
(hitting	learning is to	where and	their	stroke down into the	communicati		
(striking))	apply	why to	understandi	individual	on skills to		
skills as they	'champion	dodge in	ng of	elements).	help us		
experience	gymnastics'	game	underarm	Introduce	successfully		
a different	exploring	situations	throwing	treading water	complete a		
type of	different	working as a	and the	and diving.	challenge as		
game.	pathways	team.	basic		a team		
	(curved),		principles of	4. Review of			

4. The focus	creating	5. The focus	attack vs	strokes and	5. The focus		
of the	movements	of the	defence to	introduction of	of the		
learning is	that pupils	learning is to	win a game.	dolphin kick	learning is to		
for pupils to	can link	consolidate	4. The focus	and butterfly.	explore		
begin to	together	pupils'	of the		simple		
understand		knowledge	learning is	5. Increase the distance of	strategies as		
how they	4.The focus	of how,	for pupils to	each swim.	a team.		
can use	of the	where and	apply their	Introduce	/ TI C		
their hitting	learning is to	why to	understandi	some rescue	6. The focus		
(striking) skills	apply	dodge in	ng of	skills and make	of the		
to send the	'champion	game situations,	underarm throwing to	final	learning is to explore		
ball to	gymnastics' developing	working in	beat their	assessments	simple		
space in	different	teams.	opponent.		strategies as		
order to win	pathways	6. The focus	орропеті.	_	a team to		
a game.	(curved),	of the	5. The focus	Reserve	help us solve		
	creating	learning is to	of the	Games for	a problem.		
5. The focus	movements	apply pupils'	learning is	understandin			
of the	that pupils	knowledge	for pupils to	g.			
learning is	can link	of how	introduce				
for pupils to	together on	where and	overarm				
develop	apparatus.	why to	throwing,				
their	5. The focus	dodge, into	applying				
understandi	of the	a level 1	their				
ng of how	learning is to	competition.	understandi				
they can	apply		ng of				
use their	'champion		overarm				
hitting	gymnastics' to create		throwing to				
(striking) skills	pupils own		win a game.				
to send the	sequences.		6. The focus				
ball to	3040011003.		of the				
space in	6.The focus		learning is to				
order to win	of the		bring				
a game.	01 1110		21119				

	6. The focus of the learning is for pupils to refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.	learning is for pupils to perform their completed sequences.		together the suggested sequence of learning into mini games					
Yea r3	Games: Invasion 1. The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.	Symmetry and asymmetry Gymnastics 1.The focus of the learning is to respond to different stimuli being able to sustain characters to add drama and	Tag Rugby 1The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball. 2. The focus of the	Swimming ST Ives 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 into	Dance 1.The focus of the learning is to apply the concept of 'excellent gymnastics'. (In KS1 we have used 'champion' gymnastics as the language for the	Games: Striking and fielding 1.The focus of learning is to develop the concept of batting and fielding to ensure that	Hayle Beach rounders. Camp on the field and Gwithian Towans hike	Spring Term	Dance

2. The focus	emotion to	learning is	the individual	success	pupils have a		
of the	the dance.	for pupils to	elements).	criteria	clear		
learning is on		continue to	Introduce	depicting	understandin		
using passing	2. The focus	apply their	jumping in	performance	g of each		
and moving	of the	developing	(pencil, star	level. In KS2	role.		
skills	learning is to	accuracy	and tuck).	we will refer to			
(creating	build on the	skills when		this as	2.The focus of		
space) to	character		3. Review of	'excellent'	the learning is		
keep	work adding	hitting a ball	front crawl	gymnastics.	to develop		
possession,	drama and	in a variety	and back	9,	fielding skills.		
developing	emotion to	of	stroke. Build	2.The focus of	noraling skills.		
this concept	dance and	competitive	up stamina	the learning is	3. The focus		
into mini	to create	situations.	by swimming	to apply	of the		
game	motifs in		through	'excellent	learning is to		
situations.	pairs.	3. The focus	increasing the distance	gymnastics'	introduce		
sire arrerrs.	C C C C C C C C C	of the	of the swims.	when	batting.		
3. The focus	3. The focus	learning is	Introduce,	exploring	Danning.		
of the	of the	for pupils to	breast stroke	movements	4. The focus		
learning is to	learning is to	apply their	(breaking	and balances	of the		
develop	execute a	hitting	the stroke	in a	learning is to		
passing and	wider variety	(hitting	down into	symmetrical	develop		
moving,	of	(striking))	the individual	and	batting skills		
building up	movements	skills as they	elements).	asymmetrical	and think		
into mini	singly and in	experience	Introduce	way	about where		
games,	extended	a different	treading	,	we should hit		
where pupils	sequences,	type of	water and	3. The focus of	the ball and		
explore the	with a	game.	diving.	the learning is	why.		
transition	partner.	garrio.		to re-create	wily.		
between	1	4. The focus	4. Review of	pupils	5. The focus		
attack and	4. The focus		strokes and	symmetrical			
defence.	of the	of the	introduction	balances on	of the		
4. The focus	learning is to	learning is	of dolphin	apparatus	learning is to		
of the	continue	for pupils to	kick and	and look at	develop an		
learning is to	executing a	begin to	butterfly.	how they can	understandin		
10 011 111 19 15 10	27.000	understand			g of basic		

ensure pupunderstand not just how we shoot be also where we shoot in terms of court position and why? 5. The focus of the learning is to continue to develop pupils understanding 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 tournamen.	of movements singly and in extended sequences, with a partner. 5. The focus of the learning is to extend dance skills by using more complex actions. 6. The focus of the learning is to bring together the choreograp hy from the suggested sequence of learning to create a final performance.	how they can use their hitting (striking) skills to send the ball to space in order to win a game. 5. The focus of the learning is for pupils to develop their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game. 6. The focus of the learning is for pupils to	the distance of each swim. Introduce some rescue skills and make final assessments	begin to move out of them, forming the start of a sequence. 4. The focus of the learning is for pupils to start with symmetrical balances on apparatus, moving out of them, travelling to a 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	tactics used when fielding 6. The focus of the learning is to bring together the suggested sequence of learning into small sided games.			
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			refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.		for pupils' to perform their completed sequences.				
Year 4	Games: Net and Wall 1.The focus of the learning is to develop our understanding of how we can win a game of tennis. 2.The focus of the learning is to develop	Bridges 1.The focus of the learning is to explore movements and balances creating bridges. 2. The focus of the learning is to re-create bridge	Swimming 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 into the individual elements). Introduce jumping in	Games: Invasion 1.Recap prior learning from year 3, what do pupils remember? 2. The focus of the learning is to extend pupils' understandi	OAA Problem Solving OAA 1. The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility. 2. The focus of the learning is to look at what makes an effective	Athletics Athletics including throwing and jumping 1. The focus of the learning is for pupils to develop their own sprinting technique. 2. The focus of the learning is to develop	Camp on the field and Gwithian Towans hike	Autumn Term	Gym

racket	balances on	(pencil, star	ng and	team with the	pupils		
control.	apparatus,	and tuck).	knowledge	focus on	application of		
COMMON.	• •	dia lock).	of passing	communicati	stride length		
0 TI 6	looking at	3. Review of			_		
3. The focus	how we can	front crawl	and moving	on.	during the		
of learning is	begin to	and back	applying this	0.71 (middle third		
to introduce	move out of	stroke. Build	into 3v3 mini	3. The focus of	of a race.		
the	them,	up stamina	games.	the learning is			
backhand	forming the	by swimming		to look at	3. The focus		
shot.	start of a	through	3. The focus	what makes	of the		
4. The focus	sequence.	increasing the	of the	an effective	learning is to		
of learning is		distance of	learning is to	team with the	explore		
to develop	3. The focus	the swims.	develop	focus on	pacing and		
the use of	of the	Introduce,	tagging and	collaboration	running for		
forehand	learning is to	breast stroke	to explore	and	distance.		
and	move over	(breaking the	different	communicati	Pupils will		
backhand	and under	stroke down	ways the	on.	learn the		
shots	individual	into the	defending		correct		
applying	bridges on	individual	team can	4. The focus of	technique to		
these in	apparatus.	elements).	prevent the	the learning is	use when		
game	These ideas	Introduce	attackers	to look at	running for		
situations.	will be used	treading	from	what makes	distance.		
5. The focus	for	water and	scoring.	an effective			
of learning is	sequences.	diving.		team with the	4. The focus		
to develop			4. The focus	focus on	of the		
pupil's ability	4. The focus	4. Review of	of the	collaboration	learning is to		
to use a	of the	strokes and	learning is	and	continue to		
racket by	learning is to	introduction	for pupils to	communicati	explore		
considering	apply an	of dolphin	apply their	on.	pacing and		
tactical play	understandi	kick and	understandi		running for		
(creating	ng of	butterfly.	ng and	5. The focus of	distance.		
space) to	excellent	E la sus sus s	knowledge	the learning is	5. The focus		
win a point.	gymnastics	5. Increase	from	to look at	of the		
6. The focus	by starting	the distance	suggested	what makes	learning is to		
of the	to	of each swim.	sequence of	an effective	develop		
OI IIIE	10	Introduce	309001100 01		gevelob		

	learning is to bring together the suggested sequence of learning into a level 1 tournament.	developing a sequence, using pair and individual bridges. 5. The focus of the learning is for pupils to complete their sequences. 6. The focus of the learning is for pupils to perform completed sequences.	some rescue skills and make final assessments Reserve Space Dance	learning part 3 into mini games. 5. The focus of the learning is to combine passing and moving to develop ways of creating space to beat an opponent to score a try. 6. The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	focus on collaboration and communicati on. 6. The focus of the learning is to look at what makes an effective team with the focus on collaboration and communicati on.	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 particular hop, skip and jump.			
Yea r 5	Football	Swimming at St Ives for 5 weeks. 1. Baseline assessment	Health Related exercise	Orienteerin g OAA	Cricket	Athletics	Camp on the field and Gwithian Towans hike	Autumn Term	Tag Rugby Bikeabili ty

Games:	and front			Games:	Athletics		
Invasion	crawl	1.The focus	1. The focus	Striking and	including		
	(breaking	of the	of the	fielding	throwing and		
1. The focus	the stroke	learning is to	learning is to	noranig	jumping		
of the	down into	take pupils	introduce	1. The focus of	jorriping		
learning is to	the individual	through 4	the concept	the learning is	1. The focus		
refine	elements).	health	of a map or	to refine	of the		
dribbling and		related	a plan and	pupils'	learning is to		
passing skills,	2. Review of	fitness	to be able	understanding	develop		
combining	front crawl.	assessments.	to use a key	of batting,	pupils'		
these skills	Introduce,	G55C55111C1115.	correctly to	applying	understandin		
together to	back stroke	2. The focus	help us				
maintain	(breaking	of the	navigate.	simple batting	g of how to finish a		
possession.	the stroke	learning is to	navigare.	tactics into			
possession.	down into	understand	2. The focus	mini games.	sprinting race,		
2. The focus	the individual	the functions	of the	0 71 (maintaining		
of the	elements). Introduce	of the		2. The focus of	their speed		
	jumping in	cardiovascul	learning is to introduce	the learning is	until they		
learning is for pupils to	(pencil, star	ar system		to refine pupils	cross the line.		
	and tuck).	and how	the concept of	understanding	0 7 6		
learn how to defend	and lockj.	aerobic	-	of bowling,	2. The focus		
	3. Review of	fitness affects	orienteering.	applying	of the		
when they are not in	front crawl	our bodies.	0 71 6	simple	learning is to		
	and back	our bodies.	3. The focus	bowling	consolidate		
possession.	stroke. Build	2 The feet	of the	tactics into	pupils'		
0 71 6	up stamina	3. The focus	learning is to	mini games.	knowledge,		
3. The focus	by swimming	of the	challenge		understandin		
of the	through	learning is to	pupils to	3. The focus of	g and ability		
learning is to	increasing	understand 	orientate a	the learning is	to sprint		
develop	the distance	the meaning	map, locate	to refine pupils	effectively.		
defending	of the swims.	of flexibility	points on	fielding skills;			
skills;	Introduce,	and how	the map,	catching,	3. The focus		
tackling,	breast stroke	flexibility	then travel	stopping and	of the		
pressuring	(breaking	affects our	to them and	throwing.	learning is to		
and marking.	the stroke	bodies.			consolidate		

	down into		record what	1 The feets of	nunila!		
1 The feet	the individual	4 The feet		4. The focus of	pupils'		
4. The focus	elements).	4. The focus	they find.	the learning is	knowledge,		
of the	Introduce	of the	4	to apply	understandin		
learning is to	treading	learning is to	4. The focus	pupils	g and ability		
develop	water and	understand	of the	knowledge	to sprint		
shooting,	diving.	the meaning	learning is to	and	setting their		
applying this	diving.	of strength	challenge	understanding	own personal		
into game	4. Review of	and how	pupils to	of fielding	best.		
situations.	strokes and	strength	orientate a	from			
	introduction	affects our	map and	suggested	4. The focus		
5. The focus	of dolphin	bodies.	locate	sequence of	of the		
of the	kick and		points on	learning part 2	learning is to		
learning is to	butterfly.	5. The focus	the map in a	and 3 to	consolidate		
refine	Bonomy.	of the	set order.	create and	running as		
attacking	5. Increase	learning is to	They must	apply tactics	part of a		
skills. Pupils	the distance	develop	follow the	to prevent the	team.		
should have	of each	pupils'	route they	batters from			
a clear	swim.	understandin	have been	scoring runs.	5. The focus		
understandin	Introduce	g of aerobic	given to		of the		
g of when,	some rescue	fitness and	reach as	5. The focus of	learning is to		
where and	skills and	how exercise	many points	the learning is	develop		
why they	make final	affects our	as possible	to refine	pupils'		
apply these	assessments	bodies.	in an	batting	understandin		
skills during a			allocated	creating and	g of throwing		
game.		6. The focus	time.	applying	for distance.		
g 5 5 .	Reserve	of the		batting tactics			
6. The focus	Counter	learning is to	5. The focus	into game	6. The focus		
of the	balance	take pupils	of the	scenarios	of the		
learning is to	and tension	through the 4	learning is to		learning is to		
bring		fitness	challenge	6.The focus of	explore and		
together the		assessments	pupils to	the learning is	develop an		
suggested		performed in	orientate a	to bring	understandin		
sequence of		week 1.	map and	together the	g of how to		
learning into		WOOK 1.	locate	suggested	hurdle safely,		
			locale	309963160	nordie salety,		

	a level 1 tournament.			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 orienteering topic	sequence of learning into a mini game	applying the correct technique.			
				topic together into a					
Yea r 6	Swimming at St Ives for 5 weeks.	Matching and mirroring	Health related fitness.	competition. Hockey	Cricket	Athletics	Camp on the field and Gwithian	Autumn Term 1	Tag Rugby
	1. Baseline assessment and front crawl (breaking the stroke down into the	Gymnastics 1. The focus of the learning is to	1. The focus of the learning is to take pupils	Games: Invasion 1. The focus of the learning is to	Games: Striking and fielding 1. The focus of the learning is	Athletics including throwing and jumping	Towans hike		

individual	ava ia li i	Howa orla 4	ماده ما: المعادم	المالة المالية المالية	1 The free		
	apply	through 4	consolidate	to consolidate	1. The focus		
elements).	"excellent	health	pupils' ability	pupils'	of the		
٠	gymnastics"	related	to use	understanding	learning is to		
2. Review of	to	fitness	passing and	of batting.	bring		
front crawl.	everything	assessments.	moving to		together the		
Introduce,	pupils do		create	2. The focus of	previous		
back stroke	and explore	2.The focus	attacking	the learning is	suggested		
(breaking the	the concept	of the	opportunitie	to consolidate	sequences of		
stroke down	of matching.	learning is to	s to score a	pupils'	learning		
into the		understand	try.	knowledge,	related to		
individual	2. The focus	the functions		understanding	running for		
elements). Introduce	of the	of the	2. The focus	and ability to	speed and		
	learning is to	cardiovascul	of the	effectively	culminate this		
jumping in (pencil, star	transfer the	ar system	learning is to	apply a range	into a		
and tuck).	matching	and how	consolidate	of fielding skills	competition.		
and lock).	sequences	aerobic	defending.	and tactics			
3. Review of	pupils	fitness affects	Pupils will	into mini	2. The focus		
front crawl	created in	our bodies.	refine their	games.	of the		
and back	sequence of	001 200103.	knowledge	garrios.	learning is to		
stroke. Build	learning part	3. The focus	of tagging	3. The focus of	bring		
up stamina	1, onto	of the	and	the learning is	together the		
by swimming	apparatus.	learning is to	defensive	to consolidate	previous		
through	аррагатоз.	understand	formations,	pupils	suggested		
increasing the	3. The focus		which can	knowledge,	sequences of		
distance of	of the	the meaning	be used to	•	learning		
the swims.		of flexibility	prevent an	understanding	related to		
Introduce,	learning is to	and how	attack.	and ability to	running for		
breast stroke	apply	flexibility	undek.	effectively	distance and		
(breaking the	"excellent	affects our	O The Common	apply a range	culminate this		
stroke down	gymnastics"	bodies.	3. The focus	of bowling	into a		
into the	to		of the	skills and			
individual	everything	4. The focus	learning is to	tactics into	competition.		
elements).	pupils do,	of the	consolidate	mini games.	2 The faces		
Introduce	whilst	learning is to	the pupils		3. The focus		
treading	exploring	understand	understandi		of the		

	11		(4 TI 6	1		
water and	the concept	the meaning	ng of	4. The focus of	learning is to		
diving.	of mirroring.	of strength	attacking	the learning is	bring		
	4. The focus	and how	tactics,	to bring	together the		
4. Review of	of the	strength	applying	together	suggested		
strokes and	learning is to	affects our	them into	learning from	sequence of		
introduction	transfer the	bodies.	game	suggested	learning for		
of dolphin	mirroring		situations.	sequence of	throwing into		
kick and	sequences	5. The focus		learning part	а		
butterfly.	pupils	of the	4. The focus	1, 2 and 3 to	competition.		
E la oro ses	created in	learning is to	of the	create,			
5. Increase	sequence of	develop	learning is to	understand	4. The focus		
the distance of each swim.	learning part	pupils'	consolidate	and apply	of the		
Introduce	3, onto	understandin	the pupils'	attacking	learning is to		
some rescue	apparatus.	g of aerobic	understandi	tactics to the	bring		
skills and		fitness and	ng	mini games.	together the		
make final	5. The focus	how exercise	of defensive		suggested		
assessments.	of the	affects our	tactics,	5 .The focus of	sequence of		
	learning is to	bodies.	applying	the learning is	learning for		
	apply		them into	to bring	jumping, into		
Games:	"excellent	6. The focus	game	together	a a		
Invasion	gymnastics"	of the	situations.	learning from	competition.		
	bringing	learning is to		suggested			
Basketball	together	take pupils	5. The focus	sequence of	5. The focus		
(reserve)	their	through the 4	of the	learning part	of the		
•	matching	fitness	learning is to	1, 2 and 3 to	learning is to		
	and	assessments	consolidate	create,	bring		
	mirroring	performed in	attacking	understand	together the		
	movements,	week 1	and	and apply	suggested		
	to create a	WEEKI	defending in	defensive	sequence of		
	final		games of	tactics to the	learning for		
	sequence		•	mini games.	jumping,		
	3640611C6		tag rugby.	mini games.	throwing and		
	/ The facus		/ The factor	/ The feet of	running into a		
	6. The focus		6. The focus	6. The focus of	1011111119111101		
	of the		of the	the learning is			

learni	ning is	learning is to	to bring	mini athletics		
for pu	upils to	bring	together the	competition.		
perfo	orm their	together the	suggested			
comp	pleted	suggested	sequence of	6. The focus		
seque	ences.	sequence of	learning into a	of the		
		learning into	mini game	learning is to		
		a level 1		bring		
		tournament.		together the		
				suggested		
				sequence of		
				learning for		
				jumping,		
				throwing and		
				running into a		
				mini athletics		
				competition.		