

### Connor Downs Academy PE LTP Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	PE Outdoor Adventurous Activity (offsite)	Swimming	Extra Specialist Provision
EYFS	<p><b>Walking 1</b></p> <p>Locomotion</p> <p>1. The focus of learning is to explore walking.</p> <p>2. The focus of learning is for pupils to begin to walk efficiently.</p> <p>3. The focus of learning is to explore walking in different pathways and to explore relationships with others.</p> <p>Pupils will</p>	<p><b>Hands1</b></p> <p>Ball Skills</p> <p>1.The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>2. The focus of learning is to explore different ways of using our hands to move with a ball.</p> <p>3. The focus of learning is to explore different</p>	<p><b>High, Low, Over, Under</b></p> <p>Gymnastics</p> <p>1.The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</p> <p>2. The focus of learning is to apply, 'champion gymnastics' by moving in a low way and explore making low shapes.</p> <p>3. The focus of learning is</p>	<p><b>Nursery Rhymes</b></p> <p>Dance</p> <p>1.The focus of the learning is to explore different movements using different parts of the body.</p> <p>2. The focus of learning is to create their own movement ideas relating to specific words.</p> <p>3. The focus of learning is to create</p>	<p><b>Feet 1</b></p> <p>Ball Skills – feet</p> <p>1. The focus of learning is to explore different ways of using our feet to move with a ball.</p> <p>2. The focus of learning is to develop using our feet to move with a ball.</p> <p>3. The focus of learning is to develop dribbling using our feet to move with a ball.</p>	<p><b>Swimming at St Ives – introduction.</b></p> <p><b>Games for understanding.</b></p> <p>Attack Vs Defence</p> <p>1. The focus of the learning is to understand why it is important to take turns when playing a game</p> <p>2. The focus of the learning is to understand why we need to keep the score during a game.</p>	Tehidy Welly Walk	Summer Term	Balance Bike ability.

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	<p>develop walking at different levels and at different speeds.</p> <p>4. The focus of learning is to experience sustained walking following a route and instructions.</p> <p>5. The focus of learning is to apply pupils' learning about walking developing into marching.</p> <p>6. The focus of learning is for pupils to apply their understanding of walking,</p>	<p>ways of using our hands to move with a ball.</p> <p>4. The focus of learning is to continue to explore different ways of using our hands to move with a ball.</p> <p>5. The focus of learning is to continue to explore different ways of using our hands to move with a ball.</p> <p>6. The focus of learning is to continue to explore different</p>	<p>to apply, 'champion gymnastics' while exploring how to move safely using apparatus.</p> <p>4. The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</p> <p>5. The focus of learning is to apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways</p>	<p>simple movement sequences that relate to specific words.</p> <p>4. The focus of learning is to explore larger scale travelling movements, responding to words or music.</p> <p>5. The focus of learning is for pupils to respond to words and music using their bodies.</p> <p>6. The focus of learning is to explore character movements with a partner.</p>	<p>4. The focus of learning is to teach pupils to understand where to dribble and why.</p> <p>5. The focus of learning is to continue to explore moving with a ball.</p> <p>6. The focus of learning is to develop pupils' kicking and dribbling skills during competitions.</p>	<p>3. The focus of the learning is to understand why we need to follow the rules during a game.</p> <p>4. The focus of the learning is explore different ways of avoiding a defender.</p> <p>5. The focus of the learning is to explore different ways of preventing an attacker (fish) from scoring a point.</p> <p>6. The focus of the learning is to bring together the</p>			
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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			
Year 1	<p><b>Jumping</b></p> <p>Locomotion</p> <p>1. The focus of learning is to recap jumping, in different directions, at different</p>	<p><b>Wide, Narrow, Curled : Wide, Narrow, Curled</b></p> <p>Gymnastics</p> <p>1. The focus of learning is to apply 'champion gymnastics' to explore movements and</p>	<p><b>Hands 1</b></p> <p>Ball Skills</p> <p>1.Recap prior learning from EYFS, what do pupils remember?</p>	<p><b>Growing</b></p> <p>Dance</p> <p>1. The focus of learning is for pupils to respond to rhythm and patterns</p>	<p><b>Health and Wellbeing</b></p> <p>1.The focus of the learning is to introduce agility</p> <p>2. The focus of the learning is to explore ways of being</p>	<p><b>Swimming St Ives and Games for understanding.</b></p> <p>Attack Vs Defence</p> <p>1. The focus of the learning is to</p>	Gwithian Beach Walk and games on the sand.	Summer Term	

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<p>speeds and different levels.</p> <p>2. The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.</p> <p>3. The focus of learning is to explore how jumping affects our bodies.</p> <p>4. The focus of learning is to explore skipping.</p> <p>5. The focus of learning is to apply our understanding of jumping and skipping into a game.</p>	<p>balances in a wide way on the floor and on apparatus.</p> <p>2. The focus of learning is to apply 'champion gymnastics' to everything pupils do.</p> <p>3. The focus of learning is to apply 'champion gymnastics' to everything pupils do.</p> <p>4. The focus of learning is to allow pupils to continue to explore the three theme words: narrow,</p>	<p>2. The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.</p> <p>3. The focus of learning is to develop different ways of sending a ball using our hands.</p> <p>4. The focus of learning is to explore different ways of stopping a ball with our hands.</p> <p>5. The focus of learning is to develop different ways of</p>	<p>through their movement.</p> <p>2. The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>3. The focus of learning is for pupils to respond to rhythm and patterns through their movement.</p> <p>4. The focus of learning is for pupils to respond to rhythms and patterns through their movement</p> <p>5. The focus of learning is to use</p>	<p>balanced and to understand why we need to be balanced when playing sport.</p> <p>3. The focus of the learning is to introduce coordination (hand eye coordination).</p> <p>4. The focus of the learning is to understand the importance of being 'agile'.</p> <p>5. The focus of the learning is to understand the importance of being balanced.</p> <p>6. The focus of the learning is to understand</p>	<p>understand the basic principles of attack.</p> <p>2. The focus of the learning is to apply simple attacking principles into a game situation.</p> <p>3. The focus of the learning is to understand the basic principles of defence.</p> <p>4. The focus of the learning is to apply simple defending principles into a game situation.</p> <p>5. The focus of the learning is to</p>			
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	<p>6. The focus of learning is to bring together the suggested sequence of learning into a level 1 tournament.</p>	<p>wide and curled.</p> <p>5. The focus of learning is for pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'</p> <p>6. The focus of learning is to link two movements together.</p>	<p>stopping a ball with our hands, preventing pupils from passing the ball</p> <p>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.</p>	<p>improvisation to explore various dynamics and movement qualities.</p> <p>6. The focus of learning is to explore the relationship between two living things, creating movement patterns.</p>	<p>the importance of being coordinated.</p>	<p>consolidate pupils' knowledge of how, where and why to attack in a game.</p> <p>6. The focus of the learning is to consolidate pupils' knowledge of how, where and why to defend in a game.</p>			
Year 2	<p><b>Tennis with Hayle Tennis club</b></p> <p>1.Pupils will be challenged to work with a partner and then against their partner as they</p>	<p><b>Pathways</b></p> <p>Gymnastics 1.The focus of the learning is to apply 'champion gymnastics' exploring different</p>	<p><b>Dodging</b></p> <p>Locomotion</p> <p>1. The focus of the learning is to explore dodging and learn how to dodge effectively.</p>	<p><b>Hands 2</b></p> <p>Ball Skills</p> <p>1. Recap prior learning from year 1, what do pupils remember?</p>	<p><b>St Ives Swimming</b></p> <p>1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).</p>	<p><b>Team Building</b></p> <p>1. The focus of the learning is to introduce teamwork.</p> <p>2. The focus of the</p>	Tehidy Circuits	Summer Term	Tennis with Hayle Tennis Club

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<p>become opponents.</p> <p>2. The focus of the learning is for pupils to continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations.</p> <p>3. The focus of the learning is for pupils to apply their hitting (hitting (striking)) skills as they experience a different type of game.</p>	<p>pathways (zig-zag), creating movements that pupils can link together.</p> <p>2. The focus of the learning is to apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.</p> <p>3. The focus of the learning is to apply 'champion gymnastics' exploring different pathways (curved),</p>	<p>2. The focus of the learning is to develop pupils' dodging technique applying this into games.</p> <p>3. The focus of the learning is to apply pupils' knowledge of how, where and why to dodge, into game situations.</p> <p>4. The focus of the learning is to apply pupils' knowledge of how, where and why to dodge in game situations working as a team.</p>	<p>2. The focus of the learning is to consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.</p> <p>3. The focus of the learning is for pupils to work in a team, applying their understanding of underarm throwing and the basic principles of</p>	<p>2. Review of front crawl. Introduce, back stroke (breaking the stroke down into the individual elements). Introduce jumping in (pencil, star and tuck).</p> <p>3. Review of front crawl and back stroke. Build up stamina by swimming through increasing the distance of the swims. Introduce, breast stroke (breaking the stroke down into the individual elements). Introduce treading water and diving.</p> <p>4. Review of</p>	<p>learning is to develop the skills required to make an effective team.</p> <p>3. The focus of the learning is to understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>4. The focus of the learning is to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team</p>				
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	<p>4. The focus of the learning is for pupils to begin to understand how they can use their hitting (striking) skills to send the ball to space in order to win a game.</p> <p>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.</p>	<p>creating movements that pupils can link together</p> <p>4.The focus of the learning is to apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus.</p> <p>5. The focus of the learning is to apply 'champion gymnastics' to create pupils own sequences.</p> <p>6.The focus of the</p>	<p>5. The focus of the learning is to consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams.</p> <p>6. The focus of the learning is to apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</p>	<p>attack vs defence to win a game.</p> <p>4. The focus of the learning is for pupils to apply their understanding of underarm throwing to beat their opponent.</p> <p>5. The focus of the learning is for pupils to introduce overarm throwing, applying their understanding of overarm throwing to win a game.</p> <p>6. The focus of the learning is to bring</p>	<p>strokes and introduction of dolphin kick and butterfly.</p> <p>5. Increase the distance of each swim. Introduce some rescue skills and make final assessments</p> <p><b>Reserve Games for understanding.</b></p>	<p>5. The focus of the learning is to explore simple strategies as a team.</p> <p>6. The focus of the learning is to explore simple strategies as a team to help us solve a problem.</p>			
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	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					
Year 3	<p><b>Netball</b></p> <p>Games: Invasion</p> <p>1. The focus of the learning is to introduce passing and receiving in order to keep possession of the ball.</p>	<p><b>Symmetry and asymmetry</b></p> <p>Gymnastics</p> <p>1.The focus of the learning is to respond to different stimuli being able to sustain characters to add drama and</p>	<p>Tag Rugby</p> <p>1The focus of the learning is to introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p> <p>2. The focus of the</p>	<p><b>Swimming ST Ives</b></p> <p>1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).</p> <p>2. Review of front crawl. Introduce, back stroke (breaking the stroke down into</p>	<p><b>Wild animals</b></p> <p>Dance</p> <p>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</p>	<p><b>Rounders</b></p> <p>Games: Striking and fielding</p> <p>1.The focus of learning is to develop the concept of batting and fielding to ensure that</p>	<p>Hayle Beach rounders.</p> <p>Camp on the field and Gwithian Towans hike</p>	<p>Spring Term</p>	<p>Dance</p>

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	<p>2. The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</p> <p>3. The focus of the learning is to develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence.</p> <p>4. The focus of the learning is to</p>	<p>emotion to the dance.</p> <p>2. The focus of the learning is to build on the character work adding drama and emotion to dance and to create motifs in pairs.</p> <p>3. The focus of the learning is to execute a wider variety of movements singly and in extended sequences, with a partner.</p> <p>4. The focus of the learning is to continue executing a</p>	<p>learning is for pupils to continue to apply their developing accuracy skills when hitting a ball in a variety of competitive situations.</p> <p>3. The focus of the learning is for pupils to apply their hitting (hitting (striking)) skills as they experience a different type of game.</p> <p>4. The focus of the learning is for pupils to begin to understand</p>	<p>the individual elements). Introduce jumping in (pencil, star and tuck).</p> <p>3. Review of front crawl and back stroke. Build up stamina by swimming through increasing the distance of the swims. Introduce, breast stroke (breaking the stroke down into the individual elements). Introduce treading water and diving.</p> <p>4. Review of strokes and introduction of dolphin kick and butterfly.</p>	<p>success criteria depicting performance level. In KS2 we will refer to this as 'excellent' gymnastics.</p> <p>2.The focus of the learning is to apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way</p> <p>3. The focus of the learning is to re-create pupils symmetrical balances on apparatus and look at how they can</p>	<p>pupils have a clear understanding of each role.</p> <p>2.The focus of the learning is to develop fielding skills.</p> <p>3. The focus of the learning is to introduce batting.</p> <p>4. The focus of the learning is to develop batting skills and think about where we should hit the ball and why.</p> <p>5. The focus of the learning is to develop an understanding of basic</p>			
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	<p>ensure pupils understand not just how we shoot but 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 tournament.</p>	<p>wide variety 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 choreography from the suggested sequence of learning to create a final performance.</p>	<p>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</p>	<p>5. Increase the distance of each swim. Introduce some rescue skills and make final assessments</p>	<p>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</p>	<p>tactics used when fielding                      6. The focus of the learning is to bring together the suggested sequence of learning into small sided games.</p>			
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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	<p><b>Tennis</b></p> <p>Games: Net and Wall</p> <p>1.The focus of the learning is to develop our understanding of how we can win a game of tennis.</p> <p>2.The focus of the learning is to develop</p>	<p><b>Bridges</b></p> <p>Gymnastics</p> <p>1.The focus of the learning is to explore movements and balances creating bridges.</p> <p>2. The focus of the learning is to re-create bridge</p>	<p><b>Swimming</b></p> <p>1. Baseline assessment and front crawl (breaking the stroke down into the individual elements).</p> <p>2. Review of front crawl. Introduce, back stroke (breaking the stroke down into the individual elements). Introduce jumping in</p>	<p><b>Tag Rugby</b></p> <p>Games: Invasion</p> <p>1.Recap prior learning from year 3, what do pupils remember?</p> <p>2. The focus of the learning is to extend pupils' understanding</p>	<p><b>OAA Problem Solving</b></p> <p>OAA</p> <p>1. The focus of the learning is to look at what makes an effective team with the focus on cooperation and responsibility.</p> <p>2. The focus of the learning is to look at what makes an effective</p>	<p><b>Athletics</b></p> <p>Athletics including throwing and jumping</p> <p>1. The focus of the learning is for pupils to develop their own sprinting technique.</p> <p>2. The focus of the learning is to develop</p>	Camp on the field and Gwithian Towans hike	Autumn Term	Gym

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	<p>racket control.</p> <p>3. The focus of learning is to introduce the backhand shot.</p> <p>4. The focus of learning is to develop the use of forehand and backhand shots applying these in game situations.</p> <p>5. The focus of learning is to develop pupil's ability to use a racket by considering tactical play (creating space) to win a point.</p> <p>6. The focus of the</p>	<p>balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</p> <p>3. The focus of the learning is to move over and under individual bridges on apparatus. These ideas will be used for sequences.</p> <p>4. The focus of the learning is to apply an understanding of excellent gymnastics by starting to</p>	<p>(pencil, star and tuck).</p> <p>3. Review of front crawl and back stroke. Build up stamina by swimming through increasing the distance of the swims. Introduce, breast stroke (breaking the stroke down into the individual elements). Introduce treading water and diving.</p> <p>4. Review of strokes and introduction of dolphin kick and butterfly.</p> <p>5. Increase the distance of each swim. Introduce</p>	<p>ng and knowledge of passing and moving applying this into 3v3 mini games.</p> <p>3. The focus of the learning is to develop tagging and to explore different ways the defending team can prevent the attackers from scoring.</p> <p>4. The focus of the learning is for pupils to apply their understanding and knowledge from suggested sequence of</p>	<p>team with the focus on communication.</p> <p>3. The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.</p> <p>4. The focus of the learning is to look at what makes an effective team with the focus on collaboration and communication.</p> <p>5. The focus of the learning is to look at what makes an effective</p>	<p>pupils application of stride length during the middle third of a race.</p> <p>3. The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p> <p>4. The focus of the learning is to continue to explore pacing and running for distance.</p> <p>5. The focus of the learning is to develop</p>			
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	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.	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 collaboration and communication.	pupils' understanding 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.			
Year 5	<b>Football</b>	<b>Swimming at St Ives for 5 weeks.</b>  1. Baseline assessment	<b>Health Related exercise</b>	<b>Orienteering</b>  OAA	<b>Cricket</b>	<b>Athletics</b>	Camp on the field and Gwithian Towans hike	Autumn Term	Tag Rugby  Bikeability

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	<p>Games: Invasion</p> <p>1. The focus of the learning is to refine dribbling and passing skills, combining these skills together to maintain possession.</p> <p>2. The focus of the learning is for pupils to learn how to defend when they are not in possession.</p> <p>3. The focus of the learning is to develop defending skills; tackling, pressuring and marking.</p>	<p>and front crawl (breaking the stroke down into the individual elements).</p> <p>2. Review of front crawl. Introduce, back stroke (breaking the stroke down into the individual elements). Introduce jumping in (pencil, star and tuck).</p> <p>3. Review of front crawl and back stroke. Build up stamina by swimming through increasing the distance of the swims. Introduce, breast stroke (breaking the stroke</p>	<p>1.The focus of the learning is to take pupils through 4 health related fitness assessments.</p> <p>2. The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p>3. The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies.</p>	<p>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.</p> <p>2. The focus of the learning is to introduce the concept of orienteering.</p> <p>3. The focus of the learning is to challenge pupils to orientate a map, locate points on the map, then travel to them and</p>	<p>Games: Striking and fielding</p> <p>1. The focus of the learning is to refine pupils' understanding of batting, applying simple batting tactics into mini games.</p> <p>2. The focus of the learning is to refine pupils understanding of bowling, applying simple bowling tactics into mini games.</p> <p>3. The focus of the learning is to refine pupils fielding skills; catching, stopping and throwing.</p>	<p>Athletics including throwing and jumping</p> <p>1. The focus of the learning is to develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</p> <p>2. The focus of the learning is to consolidate pupils' knowledge, understanding and ability to sprint effectively.</p> <p>3. The focus of the learning is to consolidate</p>			
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	<p>4. The focus of the learning is to develop shooting, applying this into game situations.</p> <p>5. The focus of the learning is to refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game.</p> <p>6. The focus of the learning is to bring together the suggested sequence of learning into</p>	<p>down into the individual elements). Introduce treading water and diving.</p> <p>4. Review of strokes and introduction of dolphin kick and butterfly.</p> <p>5. Increase the distance of each swim. Introduce some rescue skills and make final assessments</p> <p><b>Reserve Counter balance and tension</b></p>	<p>4. The focus of the learning is to understand the meaning of strength and how strength affects our bodies.</p> <p>5. The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies.</p> <p>6. The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1.</p>	<p>record what they find.</p> <p>4. The focus of the learning is to challenge pupils to 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.</p> <p>5. The focus of the learning is to challenge pupils to orientate a map and locate</p>	<p>4. The focus of the learning is to apply pupils knowledge and understanding of fielding from suggested sequence of learning part 2 and 3 to create and apply tactics to prevent the batters from scoring runs.</p> <p>5. The focus of the learning is to refine batting creating and applying batting tactics into game scenarios</p> <p>6. The focus of the learning is to bring together the suggested</p>	<p>pupils' knowledge, understanding and ability to sprint setting their own personal best.</p> <p>4. The focus of the learning is to consolidate running as part of a team.</p> <p>5. The focus of the learning is to develop pupils' understanding of throwing for distance.</p> <p>6. The focus of the learning is to explore and develop an understanding of how to hurdle safely,</p>			
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	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 together into a competition.	sequence of learning into a mini game	applying the correct technique.			
Year 6	<b>Swimming at St Ives for 5 weeks.</b>  1. Baseline assessment and front crawl (breaking the stroke down into the	<b>Matching and mirroring</b>  Gymnastics  1. The focus of the learning is to	<b>Health related fitness.</b>  1. The focus of the learning is to take pupils	<b>Hockey</b>  Games: Invasion  1. The focus of the learning is to	<b>Cricket</b>  Games: Striking and fielding  1. The focus of the learning is	<b>Athletics</b>  Athletics including throwing and jumping	Camp on the field and Gwithian Towans hike	Autumn Term 1	Tag Rugby

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<p>individual elements).</p> <p>2. Review of front crawl. Introduce, back stroke (breaking the stroke down into the individual elements). Introduce jumping in (pencil, star and tuck).</p> <p>3. Review of front crawl and back stroke. Build up stamina by swimming through increasing the distance of the swims. Introduce, breast stroke (breaking the stroke down into the individual elements). Introduce treading</p>	<p>apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</p> <p>2. The focus of the learning is to transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.</p> <p>3. The focus of the learning is to apply "excellent gymnastics" to everything pupils do, whilst exploring</p>	<p>through 4 health related fitness assessments.</p> <p><b>2.</b>The focus of the learning is to understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.</p> <p><b>3.</b> The focus of the learning is to understand the meaning of flexibility and how flexibility affects our bodies.</p> <p><b>4.</b> The focus of the learning is to understand</p>	<p>consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p> <p>2. The focus of the learning is to consolidate defending. Pupils will refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.</p> <p>3. The focus of the learning is to consolidate the pupils understanding</p>	<p>to consolidate pupils' understanding of batting.</p> <p><b>2.</b> The focus of the learning is to consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</p> <p><b>3.</b> The focus of the learning is to consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</p>	<p><b>1.</b> The focus of the learning is to bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.</p> <p>2. The focus of the learning is to bring together the previous suggested sequences of learning related to running for distance and culminate this into a competition.</p> <p>3. The focus of the</p>				
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	<p>water and diving.</p> <p>4. Review of strokes and introduction of dolphin kick and butterfly.</p> <p>5. Increase the distance of each swim. Introduce some rescue skills and make final assessments.</p> <p>Games: Invasion</p> <p>Basketball (reserve)</p>	<p>the concept of mirroring.</p> <p>4. The focus of the learning is to transfer the mirroring sequences pupils created in sequence of learning part 3, onto apparatus.</p> <p>5. The focus of the learning is to apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence</p> <p>6. The focus of the</p>	<p>the meaning of strength and how strength affects our bodies.</p> <p>5. The focus of the learning is to develop pupils' understanding of aerobic fitness and how exercise affects our bodies.</p> <p>6. The focus of the learning is to take pupils through the 4 fitness assessments performed in week 1</p>	<p>ng of attacking tactics, applying them into game situations.</p> <p>4. The focus of the learning is to consolidate the pupils' understanding of defensive tactics, applying them into game situations.</p> <p>5. The focus of the learning is to consolidate attacking and defending in games of tag rugby.</p> <p>6. The focus of the</p>	<p>4. The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games.</p> <p>5. The focus of the learning is to bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games.</p> <p>6. The focus of the learning is</p>	<p>learning is to bring together the suggested sequence of learning for throwing into a competition.</p> <p>4. The focus of the learning is to bring together the suggested sequence of learning for jumping, into a competition.</p> <p>5. The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a</p>			
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		learning is for pupils to perform their completed sequences.		learning is to bring together the suggested sequence of learning into a level 1 tournament.	to bring together the suggested sequence of learning into a mini game	mini athletics competition. 6. The focus of the learning is to bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.			
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