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| bridgelea letterhead logo **Bridgelea Primary School Curriculum Overview** |

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| **Communication** | **Inclusivity** | **Nurture** | **Resilience** | **Aspiration** |

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|  | **End of**  **Mile Post 1** | **End of**  **Mile Post 2** | **End of**  **Mile Post 3** |
| Warm up | |  | | --- | | * Recognise and describe how the body feels   during and after physical activities.   * Carry and place equipment safely. * Explain how to stay healthy. | | |  | | --- | | * Recognise and describe the effects of exercise on the body. * Explain why it is important to warm up and cool down. * Explain why exercise is good for your health. | | |  | | --- | | * Carry out warm-ups and cool-downs safely and effectively. * Understand why exercise is good for health, fitness and wellbeing. | |
| Athletics | | | |
| Running | |  | | --- | | * Run at different speeds, directions and paces. | | |  | | --- | | * Begin to combine running with jumping. * Understand the importance of adjusting running pace to suit   distance.   * Demonstrate a sprinting technique. * Perform a relay, focusing on the baton changeover. | | |  | | --- | | * Refine sprinting technique, including reaction time and finish. * Run over hurdles. * Demonstrate endurance over long distances to maintain a sustained run. | |
| Jumping | |  | | --- | | * Perform and compare different types of jumps. * Jump for distance. | | * Learn how to combine a hop, step and jump to perform the standing triple jump. * Measure the distance jumped. | * Develop the technique for the standing vertical jump. * Develop and improve their techniques for jumping for height and length. |
| Throwing | |  | | --- | | * Throw different types of equipment in different   ways.   * Throw with accuracy at targets of different   heights. | | * Perform and push pull throw. * Measure the distance of their throws. | * Continue to develop techniques to throw for increased distance and support others in improving their personal best. * Perform a running throw. |
| Games | | | |
| Striking and hitting | |  | | --- | | * Strike and/or hit a ball with control. * Learn skills for striking and fielding games. | | |  | | --- | | * Use a bat, racquet or stick (hockey) to hit an object with   accuracy and control.   * Accurately serve underarm. * Build a rally with a partner. * Use at least two different shots in a game situation. | | |  | | --- | | * Use different techniques to hit a ball and direct it. * Practise techniques for all strokes. * Hit a bowled ball over longer distances. | |
| Throwing, passing and catching | |  | | --- | | * Roll equipment. * Throw different types of equipment in different   Ways.   * Know how to pass (with feet and hands)   in different ways individually and with a partner.   * Use throwing, passing and catching skills in a   Game. | | |  |  | | --- | --- | | * Throw and catch with greater control and accuracy. * Develop different ways of throwing and catching. * Pass (with feet and hands) the ball with increasing speed,   accuracy and success in a game situation. | | |  | | | |  | | --- | | * Consolidate different ways of throwing and catching, and know when   each is appropriate in a game.   * Choose and make the best pass (with feet and hands) in a game   Situation.   * Throw and catch accurately and successfully under pressure in a game. | |
| Using space, attacking and defending | * Use different ways of travelling at different speeds and following different pathways. * Change speed and direction whilst running. * Begin to use and understand the terms attacking and defending. | * Make the best use of space in a game. * Use a range of attacking and defending skills and techniques   in a game. | * Demonstrate a good awareness of space. * Apply knowledge of skills for attacking and defending (creating a plan). * Work as a team to develop fielding strategies to prevent the opposition from scoring. |
| Travelling with the ball and possession | * Travel with a ball in different ways. * Bounce, dribble and kick a ball whilst moving. * Use skills in a game. | * Move with the ball using a range of techniques showing control and fluency. * Know how to keep and win back possession of the ball in a   team game. | * Show confidence in using ball skills in various ways in a game situation,   and link these together effectively.   * Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| Rules and compete/perform | * Understand the importance of rules in games. | * Adapt rules to alter games. | * Follow and create complicated rules to play a game successfully. * Communicate plans to others during a game. |
| Dance and Gymnastics | | | |
| Sequencing | |  | | --- | | * Create and perform a movement sequence. * Travel in different ways, changing direction   and speed.   * Move around, under, over, and through   different objects and equipment.   * Begin to move with control and care. | | |  | | --- | | * Create a sequence of actions that fit a theme. * Begin to show flexibility in movement. * Link combinations of actions with confidence. | | |  | | --- | | * Create their own complex sequences involving the full range of actions   and movements.   * Demonstrate precise and controlled placement of body parts. * Confidently use equipment to vault and incorporate this into sequences. | |
| Dance skills | * Move in time to music.  |  | | --- | | * Copy remember and repeat actions. * Create a short motif inspired by a stimulus. | | |  |  | | --- | --- | | * Compose a dance that reflects the chosen dance style. * Begin to vary dynamics and develop actions and motifs in   response to stimuli.   |  | | --- | | * Demonstrate rhythm and spatial awareness. * Compare and improve work | | | |  | | --- | | * Perform with confidence, using a range of movement patterns. * Move appropriately and with the required style in relation to the   stimulus, e.g. using various levels, ways of travelling and motifs.   * Demonstrate consistent precision when performing dance sequences * Modify some elements of a sequence as a result of self and peer   evaluation | |
| Rolls | * Log roll (controlled). * Curled side roll (egg roll) (controlled) * Rocking for forward roll. | * Forward roll from standing. * Tucked backward roll. * Backward roll to straddle. | * Dive forward roll * Rolling on and over equipment. |
| Jumps | * Straight jump. * Tuck jump. * Jumping jack. * Star jump. * Half turn jump. | * Pike jump * full-turn jump * Cat leap * Hurdle step onto springboard * Squat on vault | * Squat through vault * Straddle over vault |
| Balances | |  | | --- | | * Standing balances * Large body part balances * Pike, tuck, star, straight, straddle shapes * Front and back support | | * 1, 2, 3 and 4- point balances * Balances on apparatus * Balances with and against a partner | * Full body weight partner balances * Travelling in and out of balances |
| Compete, perform and evaluate | * Perform sequences of their own composition. * Watch a performance and give points about what they like. * Talk about the differences between their work and others. | * Perform and create sequences with fluency and expression. * Perform skills and techniques with control and accuracy. * Watch, describe and evaluate a performance, giving ideas for improvements. | * Link actions to create a complex sequence using a full range of movement. * Evaluate their own and others’ work, suggesting thoughtful   and appropriate improvements. |
| Outdoor adventurous activities | | | |
| Trials |  | |  | | --- | | * Orientate themselves around a short trail. * Start to recognise features of an orienteering course. | | |  | | --- | | * Orientate themselves with accuracy around an orienteering course * Design an orienteering course that is clear to follow and offers   challenge.   * Use navigation equipment (maps, compasses). | |
| Communication and problem solving |  | |  | | --- | | * Communicate clearly with other people in a team. * Have experience of a range of roles within a team. * Communicate with others. | | |  | | --- | | * Compete in orienteering activities both as part of a team and   independently.   * Work effectively as part of a team, demonstrating teamwork. | |