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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 |

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| * Recognise and describe how the body feels

during and after physical activities.* Carry and place equipment safely.
* Explain how to stay healthy.
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| * 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.
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| * Carry out warm-ups and cool-downs safely and effectively.
* Understand why exercise is good for health, fitness and wellbeing.
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| Athletics |
| Running |

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| * Run at different speeds, directions and paces.
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| * 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.
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| * Refine sprinting technique, including reaction time and finish.
* Run over hurdles.
* Demonstrate endurance over long distances to maintain a sustained run.
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| Jumping |

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| * Perform and compare different types of jumps.
* Jump for distance.
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 | * 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.
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| Throwing |

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| * 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.
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| Games |
| Striking and hitting |

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| * Strike and/or hit a ball with control.
* Learn skills for striking and fielding games.
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| * 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.

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| * Use different techniques to hit a ball and direct it.
* Practise techniques for all strokes.
* Hit a bowled ball over longer distances.
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| Throwing, passing and catching |

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| * 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. |

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| * 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. |
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| * 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.
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| 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.
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| 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.
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| 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.
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| Dance and Gymnastics |
| Sequencing |

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| * 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.
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| * Create a sequence of actions that fit a theme.
* Begin to show flexibility in movement.
* Link combinations of actions with confidence.
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| * 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.
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| Dance skills | * Move in time to music.

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| * Copy remember and repeat actions.
* Create a short motif inspired by a stimulus.

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| * Compose a dance that reflects the chosen dance style.
* Begin to vary dynamics and develop actions and motifs in

response to stimuli.

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| * Demonstrate rhythm and spatial awareness.
* Compare and improve work
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| * 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 |

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| 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.
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| 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
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| Balances  |

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| * Standing balances
* Large body part balances
* Pike, tuck, star, straight, straddle shapes
* Front and back support
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 | * 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

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| 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  |  |

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| * Orientate themselves around a short trail.
* Start to recognise features of an orienteering course.
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| * 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).
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| Communication and problem solving |  |

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| * Communicate clearly with other people in a team.
* Have experience of a range of roles within a team.
* Communicate with others.
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| * Compete in orienteering activities both as part of a team and

independently. * Work effectively as part of a team, demonstrating teamwork.
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