



## Our 5 Strands

Within our PE Curriculum there are **5 distinct strands** that underpin the philosophy of Physical Education at Cromwell Academy.

<b>To develop...</b>	movement skills, communication, teamwork & physical literacy.
<b>To explore...</b>	ideas, concepts, movements & actions to become a competent performer.
<b>To link...</b>	knowledge & understanding of the PE Curriculum with other curriculum areas and beyond.
<b>To remember...</b>	what has been learnt & apply this in a meaningful way. 'Stickability'
<b>To experience...</b>	a wide range of activities, competition, groupings, equipment & partnerships within the physical domain to promote a healthy active lifestyle.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn A</b>	Gymnastics: Fun Gym Shapes CAS Book 1	Gymnastics: Jumping Jacks CAS Book 1	Gymnastics: Points of Contact CAS Book 1	Dance: Solar System CAS Book 1	Gymnastics: Principles of Balance CAS Book 1	Gymnastics: Press and Go CAS Book 1	Gymnastics: Body Symmetry CAS Book 1
		Fundamentals 1 CAS Book 1	Fundamentals 1 CAS Book 1	Swimming	Ball-Handling Invasion Games:	Healthy and Active Lifestyles HSSP Unit/Circuits Cards	Ball-on-Ground Invasion Games: Hockey
<b>Autumn B</b>	Gymnastics: Fun Gym Shapes CAS Book 1	Gymnastics: Jumping Jacks CAS Book 1	Gymnastics: Points of Contact CAS Book 1	Gymnastics: Patterns and Pathways CAS Book 1	Outdoor and Adventurous Activities CAS Part 2 OAA Cams SEP OAA	Dance: Dance Styles CAS Book 2	Dance: Football Dance CAS Book 1
	Fundamentals 1 CAS Book 1	Fundamentals 2 CAS Book 1	Fundamentals 2 CAS Book 1	Ball-Handling Invasion Games: CAS Book 1	Swimming	Ball-on-Ground Invasion Games: Hockey CAS Book 1 Y6	Healthy and Active Lifestyles
<b>Spring A</b>	Dance: Toys CAS Book 2	Dance: Weather CAS Book 2	Dance: Magical Friendships CAS Book 2	Gymnastics: Hand Apparatus CAS Book 2	Gymnastics: Rotation CAS Book 2	Dance: On The Beach CAS Book 1	Gymnastics: Group Work CAS Book 2
	Fundamentals 1 CAS Book 1	Outdoor and Adventurous Activities KS1 OAA - trio	Outdoor and Adventurous Activities CAS Part 2 OAA KS1 OAA - trio	Net Wall Games: Mini Tennis CAS Part 2 (Folder 3)	Net Wall Games: Mini Tennis CAS Book 1	Swimming	Ball-Handling Invasion Games: Netball
<b>Spring B</b>	Gymnastics: Move and Hold CAS Book 2	Gymnastics: Rock and Roll CAS Book 1	Gymnastics: Ball, Wall and Tall CAS Book 2	Dance: Fire of London CAS Book 1 (Y2)	Dance: Rugby and the Haka CAS Book 2	Gymnastics: Pair Composition CAS Book 2	Dance: Bullying CAS Book 2
		Fundamentals 2 CAS Book 1	Fundamentals 3 CAS Book 1	Outdoor and Adventurous Activities Cams SEP OAA KS1 OAA trio	Invasion Games: Ball on Ground CAS Book 1	Ball-Handling Invasion Games: Netball CAS Book 1 Y5	Striking and Fielding: Cricket Chance to Shine Plan KS3 Chance to Shine Cards
<b>Summer A</b>	Dance: On Parade CAS Book 1	Dance: Moving Words CAS Book 1	Dance: Machines CAS Book 2 (Y3)	Invasion Games: Ball on Ground	Dance: Cold Places CAS Book 1	Ball-Handling Invasion Games: Rugby/NFL CAS Book 1 Y6	Ball-Handling Invasion Games: Rugby/NFL
	Fundamentals 2 CAS Book 1	Infant Agility Athletics	Infant Agility Athletics	Athletics: Challenges CAS Book 2	Athletics: Pentathlon CAS Book 2	Athletics: Heptathlon CAS Book 2	Athletics: Decathlon CAS book 2
<b>Summer B</b>	Fundamentals 2 CAS Book 1	Striking and Fielding: Fundamentals CAS Book 2	Striking and Fielding: Games CAS Book 2	Striking and Fielding: Games – Cricket Chance to Shine Plan KS1 Chance to Shine Cards	Striking and Fielding: Cricket Chance to Shine Plan LKS2 Chance to Shine Cards	Striking and Fielding: Cricket Chance to Shine Plan UKS2 Chance to Shine Cards	Swimming
	Infant Agility Athletics	Infant Agility Athletics	Infant Agility Athletics	Athletics: Challenges CAS Book 2	Athletics: Pentathlon CAS Book 2	Athletics: Heptathlon CAS Book 2	Athletics: Decathlon CAS book 2

Ball Handling						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fundamentals	Fundamentals & Multi-skills	Fundamentals & Multi-skills	Ball-Handling Invasion Games	Ball-Handling Invasion Games:	Ball-Handling Invasion Games: Rugby/NFL	Ball-Handling Invasion Games: Rugby/NFL
To develop an underarm throwing action	To develop throwing, bouncing and catching actions.	To develop throwing skills to be able to throw for distance and accuracy.	To develop spatial awareness to be able to receive and throw the ball in different situations.	To develop an awareness of space and how to create space	To develop a basic understanding of the rules of tag/flag.	To develop tactics and strategies to outwit an opponent.
To explore rolling equipment in different ways.	To explore travelling with a ball in different directions.	To explore throwing different types of equipment in different ways.	To explore creating space with teammates using ball handling skills.	To explore different ways of passing the ball in order to retain possession.	To explore different ways of passing and carrying a ball	To explore ways to slow down opposition players to help defend and "tag" an opponent
To link how to hold objects in class to holding objects in PE.	To link throwing, catching and bouncing actions in a variety of games.	To link movement actions and throwing actions.	To link movement actions and ball-handling skills in game situations.	To link and develop skills to use them in game situation.	To link movement skills to ensure elusiveness when carrying a ball.	To link balance and co-ordination skills to support passing and carrying the ball.
To remember to catch equipment using two hands.	To remember and use accurate and consistent throwing and catching skills.	To remember to vary the types of throw used depending on the circumstance.	To remember the different ways to throw, bounce and catch a ball.	To remember and use the different ways to throw, bounce and catch a ball accurately.	To remember how to create space to allow a teammate to pass to you.	To remember the rules of tag/flag when participating in a game.
To experience handling a variety of balls of different shapes and sizes.	To experience using bouncing, throwing and catching actions as part of a game.	To experience throwing, catching and bouncing balls with a partner and in non-sport specific games.	To experience ball handling as part of a variety of small-sided games.	To experience participating in Ball Handling games and using the ball in a variety of ways.	To experience working in a team using ball-handling skills	To experience playing in intra-class competition
					<b>Year 5</b>	<b>Year 6</b>
					<b>Ball-Handling Invasion Games: Netball (3x3)</b>	<b>Ball-Handling Invasion Games: Netball (5x5)</b>
					To develop how to shoot at a hoop with accuracy.	To develop a range of defending skills and understand how to mark an opponent.
					To explore a range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use.	To explore how to make space by moving away and coming back and by dodging.
					To link good hand/eye co-ordination to pass and receive a ball successfully	To link the idea of making space and "getting free" to receiving and giving a pass.
To remember the basic rules of footwork in netball.	To remember which positions are defending and attacking in a team.					
To experience playing netball using a variety of passes and shooting.	To experience playing high-five netball and understand the different positions.					

Ball on Ground						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Fundamentals and Multi-skills</b>	<b>Fundamentals and Multi-skills</b>	<b>Fundamentals and Multi-skills</b>	<b>Ball on Ground Invasion Games</b>	<b>Ball on Ground Invasion Games</b>	<b>Ball on Ground Invasion Games: Hockey</b>	<b>Ball on Ground Invasion Games: Hockey</b>
To develop an understanding how to stop a moving ball.	To develop how to aim and strike a ball both when the ball is static and moving.	To develop running skills and skills for changing direction on the move.	To develop passing skills to ensure that a teammate receives the ball.	To develop dribbling skills and ways of maintaining possession.	To develop a clear understanding of positional roles during a game.	To develop an understanding of how to maintain possession, pass and shoot.
To explore how to strike a ball when the ball is static.	To explore how to stop or intercept the path of a ball.	To explore a range of striking and dribbling skills.	To explore different tactics that are appropriate situations.	To explore ways of moving the ball towards an opponent's goal.	To explore different techniques related to passing and controlling a ball.	To explore different tactics to overcome certain game situations.
To link previously learned skills to ensure that children participate and take turn in activities.	To link striking skills with different movement skills.	To link movement skills with dribbling and striking skills.	To link previously learnt striking and kicking skills to non-sports-specific games.	To link ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.	To link the basic principles of teamwork to keep possession.	To link previously learned skills to specific game situations.
To remember to follow the rules and instructions.	To remember practise ABC (agility, balance and coordination) at circuit stations.	To remember how to move safely and to safely negotiate space.	To remember the concepts of attack and defence.	To remember how to strike a ball with a stick or their feet.	To remember the aim of the game and how to achieve it.	To remember the basic rules of games and how to win.
To experience working as part of a group or class.	To experience participating in new activities where they take turns and work collaboratively.	To experience participating in small-sided non-sport-specific games.	To experience striking a ball with a stick or feet.	To experience playing an overloaded games.	To experience participating in a small-sided game.	To experience participating and officiating games.

Striking and Fielding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To develop basic striking, sending and receiving.	To develop a variety of throwing and catching skills.	To develop accuracy and know where to bowl a ball.	To develop an effective and consistent striking action for hitting a ball.	To develop and apply tactics to beat opposition.	To develop batting skills to hit the ball in a variety of directions.
	To explore striking with different types of equipment.	To explore different ways of throwing a ball.	To explore different throwing and catching techniques with a variety of objects.	To explore different throwing techniques linked to bowling.	To explore different throwing and catching techniques with a variety of stationary objects, whilst moving and with pressure.	To explore different ways of throwing the ball to hot the wickets.
	To link accurate throwing and catching skills.	To link good body position and accurate striking to hit a ball into space.	To link accuracy and placement for hitting a ball.	To link effective and efficient batting technique combined with running action.	To link key skills to play games effectively.	To link a basic run up or step to improve power when bowling from a standing position.
	To remember basic fielding skills to collect the ball.	To remember the different ways to strike, send and receive the ball.	To remember to demonstrate fair play when competing with others on the cricket field.	To remember different throwing and catching techniques	To remember throwing, catching and movement & speed with and without a ball.	To remember batting and bowling technique when using a variety of shots.
	To experience participating in non-game specific striking and fielding games.	To experience participating in cricket-based games.	To experience taking part in competitive situations to apply running, throwing and stopping skills.	To experience participating in competitive situations and demonstrate sporting behaviour.	To experience combining key skills of fielding, batting and bowling (underarm) and applying them in a game.	To experience participating in a cricket game involving bowling and batting.

Dance (1)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Toys	Weather (Science)	Magical Friendships (Habitats)	Fire of London (Stuarts)	Cold Places	On the Beach	Bullying
To develop control of the body whilst moving & stationary.	To develop control of movements whilst travelling using different speeds & directions.	To develop movements to show changes in size, levels & speed.	To develop skills of travelling, jumping, turning, stillness & gesture.	To develop & increase the range of body actions used with control & fluency.	To develop the use of dance terminology when speaking about dance.	To develop a movement phrase by applying specific choreographic devices.
To explore moving at different speeds & directions.	To explore jumping & stepping patterns.	To explore using gestures to show ideas of 'friendship'.	To explore & improvise freely to translate ideas from a stimulus into movement.	To explore the use of canon, unison, action & reaction in movement phrases.	To explore more complex movement phrases applying choreographic devices.	To explore the use of freeze frames & transitions to link movement phrases.
To link ideas from stories into actions.	To link simple actions to create a movement phrase.	To link characters & themes from a story to a dance idea.	To link historical knowledge into ideas that link to the dance theme.	To link knowledge & understanding of other curriculum areas that link with the dance idea.	To link movement phrase together to create a final composition.	To link the dance idea to other curriculum areas such as PSHE, English, Anti Bullying Week.
To remember & repeat simple movement patterns.	To remember what has been observed whilst watching others perform & begin to speak about this.	To remember & identify partner work of meet & part, lead & follow when observing dances.	To remember & repeat more complex movement phrases.	To remember several movement phrases & link them together.	To remember dance specific terminology used previously & apply this to movement phrases.	To remember a range of choreographic devices learnt & apply these to a small group composition.
To experience working individually & with a partner.	To experience different stimuli & musical accompaniment.	To experience working cooperatively with a partner to show meet & part, lead & follow.	To experience using props & a wider range of different stimuli to promote movement ideas.	To experience working individually, with a partner & in small groups.	To experience professional dance companies' performances, either live or recorded.	To experience a wide range, of stimuli to promote movement material. Pictures, poems, professional dances, stories, music.

Dance (2)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
On Parade	Moving Words	Machines	Solar System	Rugby and the Haka	Dance Styles	Football Dance
To develop steps and actions with some control and co-ordination	To develop basic body patterns and movements.	To develop a motif/phrase using a variety of dynamics, levels, speed and direction.	To develop types of movement to extend ideas.	To develop types of movement with precision and skills	To develop precision, control, and fluency in response to stimuli.	To develop performances by using a sound knowledge and understanding of dance styles.
To explore how to move in space.	To explore different body patterns, movements, and dance steps.	To explore a variety of movements including a variety of dynamics, levels, speed and direction.	To explore ways to translate ideas from a variety of stimuli into movement.	To explore a range of ways to respond to a variety stimulus into movement.	To explore ways of modifying performances with rhythm and spatial awareness.	To explore a variety of dance styles and use them accuracy and consistency.
To link individual and whole-body movements	To link selected actions with sounds and music.	To link a variety of movements while responding to a variety of stimuli imaginatively.	To link and adapt movement motifs to create longer dances.	To link ideas by comparing, developing and adapting motifs to create longer dances	To link phrases and motifs to create a wide performance.	To link a wide variety of compositional skills to demonstrate ideas.
To remember ways to keep healthy.	To remember simple dance steps and perform them in a controlled manner.	To remember the need to warm-up and cool down.	To remember why PE is good for my health.	To remember why PE is healthy and how to work safely.	To remember how to organise myself to warm up safely.	To remember and lead my own and others warm up safely.
To experience watching others' actions and choose actions.	To experience performing teacher-led warm-ups and discuss others works	To experience performing with control and co-ordination.	To experience improvising alone.	To experience improvising with a partner.	To experience using a variety of dynamics with a partner or as part of a group.	To experience creating and performing motifs in a variety of dance styles.

Gymnastics (1)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fun Gym Shapes	Jumping Jacks	Points of Contact	Patterns and Pathways	Principles of Balance	Press and Go	Body Symmetry
To develop an understanding of what a gym shape is.	To develop fundamental movement skills through agility, balance and co-ordination.	To develop fundamental movement skills further using agility, balance and co-ordination.	To develop a variety travel and balance actions in addition to actions used in previous years	To develop a variety of balance actions using apparatus in addition to actions used in previous years.	To develop a variety of press and go actions in addition to actions used in previous years.	To develop a variety of symmetrical and asymmetrical actions in addition to actions used in previous years.
To explore how to make different gymnastic shapes.	To explore basic jumping actions.	To explore a range of points of actions using positions of stillness	To explore arm patterns, whole body patterns and clear pathways.	To explore types and combinations balances and movement actions	To explore how to use apparatus in conjunction with press and go actions.	To explore how to combine symmetrical, asymmetrical and other action using apparatus and the floor.
To link 3 different gymnastic shapes to make a movement phrase.	To link jumping and movement into a movement phrase.	To link two positions of stillness with two other actions to create a movement phrase	To link movements, arm patterns, whole body patterns and clear pathways into a movement phrase	To link a combination of balances and other actions into a movement phrase.	To link press and go actions with other actions to create a movement phrase.	To link symmetrical, asymmetrical and other actions with accuracy and consistency
To remember to hold each shape before moving onto the next shape	To remember and repeat a movement phrase of at least 2 different jumping actions.	To remember and repeat a movement phrase with 4 different actions.	To remember and perform a movement phrase using 6 actions including movements, arm patterns, whole body patterns and clear pathways.	To remember and perform a movement phrase using 8 actions with control showing an understanding of the principles of balance.	To remember and perform a movement phrase using 10 actions with fluency, clear shapes and variety in the way apparatus is used.	To remember, refine and perform a movement phrase using 12 actions with consistency in accuracy and quality of movement
To experience creating a movement phrase.	To experience and use both floor and apparatus safely.	To experience and participate in co-operative physical activities.	To experience using low-level apparatus.	To experience using large apparatus.	To experience using a range of apparatus in unique and creative ways.	To experience using a range of apparatus in unique and creative ways.

Gymnastics (2)						
Move and Hold	Rock and Roll	Ball, Wall and Tall	Hand Apparatus	Rotation	Pair Composition	Group Work
To develop an understanding of what a body movement is	To develop basic rocking and rolling actions.	To develop basic ball skills, use of equipment and different heights.	To develop skills when using hand apparatus in addition to actions used in previous years.	To develop rotation actions in addition to actions used in previous years.	To develop floor actions and how to use them collaboratively.	To develop collaboration skills when using apparatus and the floor.
To explore positions of stillness and ways of travelling	To explore a extend and develop movement skills through agility, balance and co-ordination.	To explore using a range of balls of different sizes, apparatus and floor movements.	To explore use of body movement and hand apparatus	To explore how to combine rotation actions and other actions together using different levels, speed and directions	To explore how to develop a composition of actions in a variety of ways.	To explore how to use a variety of compositional ideas in a variety of contexts.
To link a position of stillness, a body movement and a way of travelling in a movement phrase	To link rocking and rolling actions using movement skills to link them.	To link at least 4 actions of various heights using wall equipment and balls.	To link actions and hand apparatus to create a movement phrase.	To link rotation actions and other actions to create a movement ph	To link floor actions with a partner with fluency and accuracy to create a movement phrase.	To link actions both on apparatus and the floor with increasingly smooth transitions
To remember and repeat a movement phrase in a specific order.	To remember and repeat a movement phrase of at least 4 rocking and rolling actions.	To remember and repeat a movement phrase using both floor and apparatus	To remember and repeat a movement phrase using different movement and piece of hand apparatus	To remember and perform a movement phrase using 8 actions with control, quality and clarity.	To remember and perform a movement phrase using 10 actions whilst developing the sequence in a variety of ways.	To remember and refine a movement phrase using 12 actions on both apparatus and the floor with smooth transitions and consistency.
To experience performing a movement phrase.	To experience and use a variety of both floor and apparatus safely.	To experience using a range of apparatus of varying sizes	To experience different types of hand apparatus.	To experience using both apparatus and the floor as part of a movement phrase.	To experience performing as part of a pair.	To experience performing as part of a group

Athletics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To develop arm mobility to improve athletic performances.	To develop the best jumping techniques for distance.	To develop throwing and jumping techniques.	To develop throwing with power and accuracy.	To develop the ability to run for distance.	To develop javelin throwing technique to throw for distance
	To explore different method for throwing.	To explore throwing different objects in a variety of ways.	To explore running in different directions and at different speeds, using a good technique.	To explore different footwork patterns.	To explore how to improve the distance of a javelin throw.	To explore running styles and changes of speed.
	To link varying speeds when running.	To link effective running styles whilst hurdling an obstacle.	To link running techniques to passing the baton during relay races.	To link appropriate running pace for different distances.	To link correct technique to run at speed.	To link the appropriate technique when jumping for a purpose.
	To remember footwork patterns whilst doing athletic activities.	To remember to run with agility and confidence.	To remember and select appropriate running techniques.	To remember which technique is most effective when jumping for distance	To remember which technique is most effective when jumping for distance.	To remember good running technique in a competitive situation.
	To experience running short distances.	To experience completing an obstacle course with control and agility.	To experience competing in a mini competition, recording scores.	To experience utilising all the skills learned in a competitive situation.	To experience utilising all the skills learned in a competitive situation.	To experience utilising all the skills learned in a competitive situation.