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| **Reception**  Image result for bramingham primary | **Autumn 1**  **Rhyme time** | **Autumn 2**  **Celebrations** | **Spring 1**  **Journeys** | **Spring 2**  **Up in the air** | **Summer 1**  **Minibeasts** | **Summer 2**  **Farming** |
| Indoor -  Spatial awareness and Basic Motor skills (multiskills planning)  Monday session: Nursery Rhyme Parachute Games | Indoor –  Co-ordination & control and Aiming/ Predicting/ Estimating  (multiskills planning)  Monday session:  Little acorns take it outside autumn activities | Indoor –  Dance: Dinosaurs (twinkl)  Monday session:  Counting songs Parachute games | Indoor –  Jumping Jacks & Rock n roll (twinkl)  Monday session:  Co-operation Parachute Games | Indoor –  Bouncing/ Throwing/ Striking (Multiskills Planning)  Monday session: Sports Day | Outdoor –  Games: Best of Balls (twinkl)  Monday session:  Olympics (twinkl) |
| ***Physical development***  *Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.*  *Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.* | | | | | | |

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| **Year 1**  Image result for bramingham primary | **Autumn 1**  **Ourselves** | **Autumn 2**  **Toys** | **Spring 1**  **People who help us** | **Spring 2**  **Where do I live?** | **Summer 1**  **Animals** | **Summer 2**  **Opposites** |
| Indoor –  Gym LCP 1-6  Outdoor –  Games (LCP 1-6) | Indoor –  Toys Dance (LCP scheme)  Outdoor –  Playground Games (twinkl teaching ideas) | Indoor –  Gym LCP 7-12 (developing skills from LCP onto KS1 wall bars or schoolsnet unit1)  Outdoor –  Attacking and defending (twinkl) | Indoor –  Gym Animals (Twinkl scheme)  Outdoor –  Invasion Games (Twinkl) | Indoor –  Animals Dance (LCP scheme)  Outdoor –  Athletics: running & jumping (twinkl) | Outdoor –  Bat & ball skills/ Striking Games  Outdoor –  Athletics: throwing & catching (twink) |
| ***National Curriculum:***    *Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.*  *Pupils should be taught to:*   * *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities* * *participate in team games, developing simple tactics for attacking and defending* * *perform dances using simple movement patterns.* | | | | | | |

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| **Year 2**  Image result for bramingham primary | **Autumn 1**  **Treasure Island** | **Autumn 2**  **Fire! Fire!** | **Spring 1**  **Islands** | **Spring 2**  **Everythings changing** | **Summer 1**  **Superheros** | **Summer 2**  **Passport to the world** |
| Indoor –  Gym: Under the sea (twinkl)  Outdoor –  Games (LCP 1-6) | Indoor –  Dance: the Gunpowder Plot (twinkl)  Outdoor –  Games (LCP 7-12 or schoolsnet) | Indoor –  Gym (LCP 1-6)  Outdoor –  Circuit Training (twinkl) | Indoor –  Dance LCP Life Cycles  Outdoor –  Invasion Games (twinkl) | Indoor –  Boccia & Kurling or Gym (LCP 7-12 including KS1 wall bars or schoolsnet)  Outdoor –  Athletics: throwing & catching (twinkl) | Outdoor –  Rounders or Golf  Outdoor –  Playground Games/ Parachute (twinkl ideas) |
| ***National Curriculum:***    *Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.*  *They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:*   * *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities* * *participate in team games, developing simple tactics for attacking and defending* * *perform dances using simple movement patterns.* | | | | | | |

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| **Year 3**  Image result for bramingham primary | **Autumn 1**  **Houses and Homes** | **Autumn 2**  **Time Detectives** | **Spring 1**  **Mighty Metal** | **Spring 2**  **Dr Who** | **Summer 1**  **Carribean** | **Summer 2**  **Wonder of Nature** |
| Outdoor –  Multiskills  Outdoor –  3 x OAA  3 X Swimming | Indoor –  Dance (twinkl Extreme Earth or stone age)  Outdoor –  3 x OAA  3 x swimming | Indoor –  GYM (twinkl shape) Incl. wall bars  Outdoor –  3 x Invasion Games  3 x swimming | Indoor –  GYM (twinkl movement) Incl. wall bars  Outdoor –  3 x Invasion Games  3 x swimming | Indoor –  Dance Carribean Scheme  Outdoor –  3 x Athletics  3 x Swimming | Outdoor –  Striking & Fielding: cricket (twinkl)  Outdoor –  3 x Athletics  3 x Swimming |
| ***National curriculum:***  *Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.*  *Pupils should be taught to:*   * *use running, jumping, throwing and catching in isolation and in combination* * *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* * *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* * *perform dances using a range of movement patterns* * *take part in outdoor and adventurous activity challenges both individually and within a team* * *compare their performances with previous ones and demonstrate improvement to achieve their personal best.* | | | | | | |
| ***Swimming and water safety*** *(Every other week):*  *In particular, pupils should be taught to:*   * *swim competently, confidently and proficiently over a distance of at least 25 metres* * *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* * *perform safe self-rescue in different water-based situations* | | | | | | |

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| **Year 4**  Image result for bramingham primary | **Autumn 1**  **Where Does it Come From?** | **Year Autumn 2**  **Ancient Egypt** | **Spring 1**  **Lets get wet** | **Spring 2**  **We’ve got the power** | **Summer 1**  **Our active planet** | | **Summer 2**  **By the Sea** |
| Indoor –  Sportshall Athletics    Outdoor –  Hockey (twinkl) | Indoor –  Dance: Walk like an Eqyptian (Dance notes scheme: pyramids)    Outdoor –  Tag Rugby (twinkl) | Indoor –  Dance: Water (twinkl)    Outdoor –  OAA (twinkl) | Indoor –  Gym LCP 4  Outdoor –  Tennis | Indoor –  Gym: Movement (twinkl)    Outdoor –  Athletics (twinkl) | Outdoor –  Stoolball  Striking & fielding (schoolsnet)  Outdoor –  Golf | |
| ***National curriculum:***  *Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.*  *Pupils should be taught to:*   * *use running, jumping, throwing and catching in isolation and in combination* * *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* * *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* * *perform dances using a range of movement patterns* * *take part in outdoor and adventurous activity challenges both individually and within a team* * *compare their performances with previous ones and demonstrate improvement to achieve their personal best.* | | | | | | | |

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| **Year 5**  Image result for bramingham primary | **Autumn 1**  **Out of this world** | **Year Autumn 2**  **Victorians** | **Spring 1**  **Anglo saxons** | **Spring 2**  **Communication** | **Summer 1**  **Is it fair** | **Summer 2**  **Changes** |
| Indoor –  Dance: space  Outdoor –  Invasion games (twinkl) | Indoor – Dance: Victorians (dancenotes scheme needs purchase)  Outdoor - Basketball (twinkl) | Indoor –  Gym: Movement (twinkl)  Outdoor - OAA | Indoor –  Dance: Haka  Outdoor – Tennis | Indoor –  Gym: Sequences (schoolsnet)  Outdoor –  Athletics (twinkl) | Outdoor –  Rounders (twinkl)  Outdoor –  Cricket (twinkl) |
| ***National curriculum***  *Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.*  *Pupils should be taught to:*   * *use running, jumping, throwing and catching in isolation and in combination* * *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* * *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* * *perform dances using a range of movement patterns* * *take part in outdoor and adventurous activity challenges both individually and within a team* * *compare their performances with previous ones and demonstrate improvement to achieve their personal best.* | | | | | | |

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| **Year 6**  Image result for bramingham primary | **Autumn 1**  **The Greek Influence** | **Year Autumn 2**  **Shakespearean England** | **Spring 1**  **World War 2** | **Spring 2**  **Vikings** | **Summer 1** | **Summer 2** |
| Indoor – Sportshall athletics??  or dance notes scheme: ancient greeks needs purchase    Outdoor –  Rugby & 2 weeks sports hall athletics | Indoor – Gym: Floorwork, Counter Balancing & wall bars (LCP 6) or Badminton    Outdoor –  Handball or Invasion games (twinkl) | Indoor –  Dance: WW2 (twinkl)  Outdoor –  OAA (LCP) | Indoor –  Fitness using circuit routines    Outdoor –  Tennis | Indoor –  Gym: Movement (twinkl)    Outdoor –  Athletics (twinkl) | Indoor –  Dance LCP & Production      Outdoor –  Ultimate Frisbee Rounders |
| ***National curriculum***  *Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.*  *Pupils should be taught to:*   * *use running, jumping, throwing and catching in isolation and in combination* * *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending* * *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* * *perform dances using a range of movement patterns* * *take part in outdoor and adventurous activity challenges both individually and within a team* * *compare their performances with previous ones and demonstrate improvement to achieve their personal best.* | | | | | | |