

PE Curriculum Overview



Walk time quickly underarm leap overarm further control	soft swing track underarm control ready position	Balance beat copy fast pathway level	distance overarm underarm swing balance further	action control direction level speed	cooperate share instructions lead listen plan challenge talk
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Links across the National Curriculum:

English:
 Listening to and following instructions
 Communicating with others
 Exploring Ideas

Maths:
 Counting
 Measuring
 Keeping Score

Science:
 Understanding how our body changes during exercise

PSHE:
 Understanding how to keep our mind and body healthy

PE Curriculum Overview



English:

Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Maths:

Counting

Estimating distances

Measuring how far they throw

Science:

Understanding the effect exercise has on the body

Understanding how the body reacts to different exercises

Understanding which part of the body is used in jumping for height

PE Curriculum Overview



Year 2					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
<p>Athletics To develop throwing for accuracy. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.</p>	<p>Ball Skills To develop rolling a ball to hit a target. To develop stopping a rolling ball. To develop dribbling a ball with your feet. To develop kicking a ball. To develop throwing and catching. To develop dribbling a ball with your hands.</p>	<p>Dance THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance. THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea. THEME: Secret Garden Use counts of 8 to help you stay in time with the music. THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters. THEME: The Circus To explore pathways and levels. THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p>	<p>Invasion Games To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. Apply simple tactics for attacking and defending.</p>	<p>Gymnastics To perform gymnastic shapes and link them together. To perform gymnastics shapes with control and link them together. To use shapes to create balances. To use shapes to create balances. To link travelling actions and balances using apparatus. To develop travelling actions and balances using apparatus.</p>	<p>Team Building OAA To Follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. Too use team work skills to solve problems as a group To work as a group to work and create a basic map</p>
<p>Key Vocabulary sprint height landing far aim take off</p>	<p>Key Vocabulary release receive prepare touch collect</p>	<p>Key Vocabulary Dynamics expression matching mirroring</p>	<p>Key Vocabulary goalkeeper defend possession tactic opponent send receive</p>	<p>Key Vocabulary Link pathway pin tuck sequence</p>	<p>Key Vocabulary successful support solve communicate include map</p>

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		perform speed unison create successful support solve communicate include			
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Links across the National Curriculum

English:

Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
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- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Maths:

Counting

Estimating distances

Measuring how far they throw

Science:

Understanding the effect exercise has on the body

Understanding how the body reacts to different exercises

Understanding which part of the body is used in jumping for height

PE Curriculum Overview



Year 3					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
<p>Net and Wall</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams</p> <p>Experiences: Simple competition in pairs and small teams use forehand and backhand shots increasingly well in the games they play; use the volley in games when the opportunity arises; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules</p>	<p>Invasion Games</p> <p>Invasion Games (Football / Hockey) Theme: Attacking and defending Coverage: Develop basic rules of these sports through attacking/defending based activities 3v1 4v2 5v3.</p> <p>Experiences: Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>	<p>Dance</p> <p>Theme: Linked to class/school theme Coverage: Perform a partner dance that includes a range of stimuli that allows performers to react to</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p>	<p>Gymnastics</p> <p>Theme: Shapes, jumping and landing Coverage: Create a sequence using gymnastic floor elements in pairs and/or small groups. Rolling, balancing, jumping and travelling. Vary direction and levels.</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new movements. Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines.</p>	<p>OAA</p> <p>Striking and Fielding Striking & Fielding Games Theme: Finding and closing down space. Coverage: Create small-sided and modified games of cricket and rounders. Introduce basic rules of these sports</p> <p>OAA: Theme: planning/ recording in different activities and problem solving. Coverage: Use maps and diagrams to orientate. Plan to overcome challenges to problems as a group. Identify success.</p>	<p>Athletics and dance</p> <p>Athletics and dance Theme: Linked to class/school theme Coverage: Perform a partner dance that includes a range of stimuli that allows performers to react to</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p>

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<p>consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices.</p>					<p>Athletics: Theme: Running/ jumping/throwing. Time and direction. Coverage: Competing against others, develop numeracy cross curricular links to focus on timing and direction to maximise performance in running, jumping and throwing events</p> <p>Experiences: Running – How long will it take you to finish?</p> <p>Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when passing the baton</p> <p>Jumping Vertical Jump -Jump as high as you can, reaching up to gain extra height Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p>
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PE Curriculum Overview



					<p>Howler/Javelin: - Overarm action used to throw as far as you can</p> <p>Throwing Chest Push - Hold a basketball or heavy ball in both hands against chest - Push the ball as hard as you can</p>
<p>Key Vocabulary React backhand court forehand rally track competition control cooperation face opponent tactic opposition</p>	<p>Key Vocabulary Onside intercept communicate invasion offside tackle opposition pitch court receiver referee teamwork tournament control umpire accurate</p>	<p>Key Vocabulary canon explore extend feedback formation interact</p>	<p>Key Vocabulary Pathways – forwards, backwards, sideways, and diagonally. Turn change direction: quarter, half, full Shape– movement of the body to create a shape (pike, straddle, star, straight, tuck). Leap – jump from one foot to another foot</p>	<p>Key Vocabulary compass discuss honest interrupt course route symbol tactics trust collaborate caught out grip no ball run out short barrier strike technique tournament umpire wicket</p>	<p>Key Vocabulary technique speed baton power relay accuracy strength event event technique canon explore extend feedback formation interact</p>

Links across the National Curriculum

Science:

identify that humans and some other animals have skeletons and muscles for support, protection and movement.

English:

Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
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- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

PE Curriculum Overview



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Year 4					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
<p>Net and Wall</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams</p> <p>Experiences: Attack – simplified versions of games (2v1, 3v3), hitting, game scenarios Varying speed and locomotion skills/agility to beat defender Create strategies and tactics to achieve desired result and outwit your opponents Understanding the importance of width and depth of playing area and positions/roles within a team – apply game principles Shooting</p>	<p>Invasion Games</p> <p>Invasion Games (Football / Hockey) Theme: Making choices and decisions Coverage: Develop sports specific skills for football & hockey. Provide opportunities for children to apply tactics and strategies using 3v2 4v3 5v4</p> <p>Experiences: Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>	<p>Dance</p> <p>Theme: Linked to class/school theme Coverage: Perform a partner dance that includes a range of stimuli that allows performers to react to</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p>	<p>Gymnastics</p> <p>Theme:Transferring weight</p> <p>Coverage: Create a small group apparatus based sequence that includes balancing, jumping rolling and travelling. Introduce more complex skills that focus on transferring weight</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new movements. Use terms and vocabulary from Science and Humanities subjects within Gymnastics routines</p>	<p>OAA</p> <p>Striking and Fielding</p> <p>Theme: Finding and closing down space. Coverage: Create small-sided and modified games of cricket and rounders. Introduce basic rules of these sports</p> <p>Theme: Responding to challenges in different environments Coverage: Attempt to adapt quickly to unfamiliar situations and recognise solutions. Understand what is needed in challenging situations and take a lead role in their group being successful with ideas.</p>	<p>Athletics and dance</p> <p>Theme: Linked to class/school theme Coverage: Perform a partner dance that includes a range of stimuli that allows performers to react to</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Use terms and vocabulary from Science and Humanities subjects within dance routines. Use music, characters, and ideas from West End stage shows to support choreography.</p> <p>Athletics:</p>

PE Curriculum Overview



<p>methods and importance of accuracy to increase chances of success Decision making on when to shoot/distance from net Defend - simplified versions of games (2v1, 3v3), game scenarios Create strategies and tactics to achieve desired result Understanding the importance of width and depth of playing area and positions/roles within a team Locomotion skills (Attack) - apply game principles/rules Run – identifying space to move into to receive the ball Avoid – monitoring opposition and moving accordingly to remain in space Locomotion skills (Defend) - apply game principles/rules</p>					<p>Theme: Running/jumping/throwing. Time and direction. Coverage: Competing against others, develop numeracy cross curricular links to focus on timing and direction to maximise performance in running, jumping and throwing events</p> <p>Experiences: Running – How long will it take you to finish?</p> <p>Relay Race: -Team race using a baton -Each runner takes turns to run, holding the same baton -Run as fast as you can, but be careful when passing the baton</p> <p>Jumping Vertical Jump -Jump as high as you can, reaching up to gain extra height Speed Bounce – how many can you do in 30 seconds? -2 footed side jumps over a shin high barrier</p>
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PE Curriculum Overview



					<p>Howler/Javelin: - Overarm action used to throw as far as you can</p> <p>Throwing Chest Push - Hold a basketball or heavy ball in both hands against chest - Push the ball as hard as you can</p>
<p>Key Vocabulary extend receiver continuous co-operative deny reflect swing compete</p>	<p>Key Vocabulary Decision, pressure, momentum, react, cushion</p>	<p>Key Vocabulary order performance phrase relationship represent rhythm structure action reaction</p>	<p>Key Vocabulary Action reaction phrase rhythm relationship structure represent Rotation shoulder stand wrist grip bridge fluidly inverted momentum perform</p>	<p>Key Vocabulary key leader reflect role orientate momentum pressure limit retrieve compete cushion</p>	<p>Key Vocabulary pace stride measure transfer of weight heave launch official officiate record stamina order performance phrase relationship represent rhythm structure action reaction</p>

Links across the National Curriculum

English:

Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

PE Curriculum Overview



Year 5					
Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
<p>Net and Wall</p> <p>Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams</p> <p>Experiences: Use forehand and backhand shots increasingly well in the games they play Use the volley in games when the opportunity arises; Use the skills they prefer with competence and consistency Simple competition in pairs and small teams Understand the need for tactics start to choose and use some tactics effectively</p>	<p>Invasion Games</p> <p>Invasion Games (Tag Rugby/Basketball) Theme: Attacking play Coverage: Focus on developing attacking principles and goal scoring skills. Further develop sport specific skills and rules. Matches of 3v3 4v4</p> <p>Experiences: Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>	<p>Dance</p> <p>Dance: Theme: Linked to class/school theme Coverage: Use a cross curricular link to the classes current topic. Perform a whole class dance with small groups each creating a part of the dance, which they teach to their peers.</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique</p>	<p>Gymnastics</p> <p>Theme: Sequences, effective combinations Coverage: Develop fluency of elements within a complex sequence. Work in small groups to include contrasting actions</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to design new sequences. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance</p>	<p>OAA Striking and Fielding</p> <p>Theme: OAA in familiar/ unfamiliar environments; working Individual /small groups Coverage: Adapt quickly to unfamiliar situations and recognise solutions. Implement changes needed in challenging situations and take a lead role in their group being successful with ideas..</p> <p>Theme: Batting and fielding tactics and strategies Coverage: Develop rules of cricket and play competitive modified versions of this game. Introduce sport specific techniques and tactics for fielding and batting.</p>	<p>Athletics and dance</p> <p>Dance: Theme: Linked to class/school theme Coverage: Use a cross curricular link to the classes current topic. Perform a whole class dance with small groups each creating a part of the dance, which they teach to their peers.</p> <p>Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to</p>

PE Curriculum Overview



		<p>own and others performance.</p>			<p>capture and critique own and others performance.</p> <p>Athletics: Experiences: Hurdles: - Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm Relay Race: -The changeover is vital to completing this race. As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker</p> <p>Outdoor Field Events: Throwing – Refining technique, Qualifying heats & Placing for medals</p> <p>Howler/Javelin: -A straight or bent arm action can be used. - Follow through the throw by continuing</p>
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					<p>arm pull and hip rotation</p> <p>Jumping – Refining technique, Qualifying heats & Placing for medals</p> <p>Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off -Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor.</p> <p>Events Running - Refining technique, Qualifying heats & Placing for medals Lap</p> <p>Running -Runners start in the middle of 2 reversaboard or cones, distanced accordingly. -Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing - Refining technique, Qualifying</p>
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					heats & Placing for medals
Key Vocabulary pextend receiver continuous co-operative deny reflect swing compete groundstroke serve situation adjust baseline readjust release option technique grip sportsmanship create cushion communicate	Key Vocabulary Sportsmanship rebound stance ball carrier barrier create dominant close down drive maintain support	Key Vocabulary choreograph choreography collaboratively genre motif posture quality transition	Key Vocabulary choreography collaboratively genre motif posture quality transition Extension identify quality performance stable symmetrical synchronisation transition decide mirroring asymmetrical	Key Vocabulary compromise concise critical thinking landmark negotiate strategy verbal visual cardinal points deep catch situation long barrier backing up	Key Vocabulary Drive field catch consistent force javelin approach momentum dominant shot put track changeover choreograph choreography collaboratively genre motif posture quality transition

Links across the National Curriculum

English:

Speaking:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
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- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Year 6

Harvest Term	Christmas Term	Winter Term	Spring Term	Whitsun Term	Summer Term
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PE Curriculum Overview



<p>Net and Wall Net & Wall based activities with an emphasis on space. A variety of activities including themes of Badminton and Volleyball. A variety of equipment including balls, nets and rackets Working in small teams Sequence: Use forehand and backhand shots increasingly well in the games they play Use the volley in games when the opportunity arises; Use the skills they prefer with competence and consistency Simple competition in pairs and small teams Understand the need for tactics start to choose and use some tactics effectively</p>	<p>Invasion Games Invasion Games (Tag Rugby/Basketball) Theme: Teamwork and tactics Coverage: Consolidate FSS and compete in matches using clear tactics and sport specific technique Experiences: Competition in different games Scenario activities, smallsided matches Scenario cards Apply game principles/rules</p>	<p>Dance: Theme: Linked to class/school theme Coverage: Use a cross curricular link to the classes current topic. Perform a whole class dance with small groups each creating a part of the dance, which they teach to their peers. Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance.</p>	<p>Gymnastics Theme: Sequencing, matching and mirroring Coverage: To create a sequence in pairs using mirror and matching elements using complex apparatus and skills. Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to design new sequences. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance.</p>	<p>OAA Striking and Fielding Striking & Fielding – Cricket & Rounder’s Theme: Teamwork and tactics Coverage: Pupils to organise and compete in full cricket and rounder’s games as well as developing skills as captains, coaches Theme: Planning, recording, navigation and evaluation in different activities, problem solving Coverage: Assess weakness and discuss ways of improving performance.</p>	<p>Athletics and dance Dance: Theme: Linked to class/school theme Coverage: Use a cross curricular link to the classes current topic. Perform a whole class dance with small groups each creating a part of the dance, which they teach to their peers. Experiences: Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire dance sequences to small groups and to the class. Using creative ideas to build on sequences and create brand new choreography. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance. Athletics: Experiences: Hurdles: -</p>
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PE Curriculum Overview



					<p>Keeping a consistent stride will help in jumping over the hurdles without disrupting your rhythm</p> <p>Relay Race: -The changeover is vital to completing this race. As runner 1 is approaching runner 2, runner 2 needs to begin to run so the baton is exchanged whilst both runners are on the move. This allows runner 2 to get to top speed quicker</p> <p>Outdoor Field Events:</p> <p>Throwing – Refining technique, Qualifying heats & Placing for medals</p> <p>Howler/Javelin: -A straight or bent arm action can be used. - Follow through the throw by continuing arm pull and hip rotation</p> <p>Jumping – Refining technique, Qualifying heats & Placing for medals</p>
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PE Curriculum Overview



					<p>Long Jump: -Usually done in a sand pit, athletes will have a run up before take-off - Leading foot must not cross the take-off board (line) -When landing, allow a landing on 1 leg (will appear as a leap) for safety purposes and measure from first contact with the floor.</p> <p>Events Running - Refining technique, Qualifying heats & Placing for medals Lap</p> <p>Running -Runners start in the middle of 2 reversaboard or cones, distanced accordingly. - Runner will run to first board, to the other end to the 2nd board and return to the middle when 1 lap is counted.</p> <p>Throwing - Refining technique, Qualifying heats & Placing for medals</p>
<p>Key Vocabulary</p>	<p>Key Vocabulary Ball side consecutive turnover dictate transition contest draw abide appropriate assess</p>	<p>Key Vocabulary aesthetic express freeze frame inspiration mood refine rehearse stimulus</p>	<p>Key Vocabulary aesthetic express freeze style refine rehearse stimulus counter balance counter tension aesthetics engage execution flight</p>	<p>Key Vocabulary consistently turnover dictate transition contest draw abide appropriate assess consecutive appropriate consistently collaborate</p>	<p>Key Vocabulary aesthetic express freeze frame inspiration mood refine rehearse stimulus rhythm pattern phase grip fling stance release meet explosive discus</p>

PE Curriculum Overview



			formation handstand progression refine structure vault		
<p>Links across the National Curriculum</p> <p>English: Speaking: Pupils should be taught to:</p> <ul style="list-style-type: none"> · listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge · articulate and justify answers, arguments and opinions · give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings · maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments · use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas <p>Science: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>					
<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>English: Speaking: Pupils should be taught to:</p> <ul style="list-style-type: none"> · listen and respond appropriately to adults and their peers ask relevant questions to extend their 	<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>

PE Curriculum Overview



			<p>understanding and knowledge</p> <ul style="list-style-type: none">· articulate and justify answers, arguments and opinions· give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings· maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments· use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		
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