



	<p>against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils will continue to develop communication and cooperation skills with partners and within small groups- beginning to discuss feelings, skills etc.</p> <p><b>Dance Fictional Characters (Julia Donaldson)</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using simple movement patterns- pupils will begin to develop a sense of character and emotion through simple movements and sequences</p>	<p>count, step, sequence, space, levels, rhythm, character, expression</p>	<p>following simple instructions.</p> <ul style="list-style-type: none"> <li>• Attempt to mirror partners movements and balances.</li> <li>• Enjoy moving in different ways and participating in different games.</li> <li>• Enjoy performing shapes in front of others</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Begin to explore different movements to music.</li> <li>• Develop understanding of directions and how to move the body.</li> <li>• Begin to show control over movements/poses.</li> <li>• Begin to develop relationships, working with a partner and working with music.</li> <li>• Begin to understand how to tell a story, through actions, to music.</li> <li>• Begin to create different movements to different sounds, beats and words.</li> <li>• Enjoy moving and dancing to music.</li> </ul> <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>• Begin to develop confidence using basic equipment.</li> <li>• Begin to explore different ways of striking an object.</li> <li>• Continue develop hand eye co-ordination skills.</li> <li>• Begin to explore distance by trying to aim past or towards a target.</li> <li>• Experience striking a stationary and moving ball.</li> <li>• Begin to develop agility and balancing skills when moving.</li> <li>• Enjoy using equipment to strike different objects.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Begin to develop control and fluency in movements.</li> <li>• Begin to explore different running, throwing, and jumping techniques.</li> <li>• Begin to explore acceleration and deceleration.</li> <li>• Begin to explore agility, balance and coordination in movements and activities.</li> <li>• Continue to combine fundamental movement skills in sequence.</li> <li>• Enjoy participating in running races.</li> </ul>
Term 3	<p><b>Fun with Quoits &amp; Cones (Athletics)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be introduced to fundamental movement skills associated to athletics- developing confidence in how to move and control their bodies</p> <p><b>Gym - jumping and balancing</b></p> <p>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.</p> <p>Pupils should be taught to develop balance, agility and coordination as well as explore jumping and begin to apply these in a range of activities.</p> <p>Pupils will be introduced to some specialist Gymnastics equipment- understanding safety and basic use of the equipment. Pupils will explore how to balance and move around/ on the equipment under control</p>	<p>Run, spring, fast, throw, jump, height</p> <p>balance, listen, control, still, support</p>	
Term 4	<p><b>Turn Taking on Holidays (strike and field)</b></p> <p>Pupils will be given the opportunity to 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.</p>	<p>teamwork, rules, fun, listen, space</p>	

	<p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p style="text-align: center;"><b>Gym - stretching shapes</b></p> <p>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.</p> <p>Pupils should be taught to develop balance, agility and coordination, begin to sequence as well as start to apply these skills in a range of activities.</p>	balance, listen, control, still, support	<ul style="list-style-type: none"> <li>• Enjoy throwing different equipment</li> </ul> <p><u>Outdoor Adventure Activities (OAA)</u></p> <ul style="list-style-type: none"> <li>• Begin to develop confidence working with a partner.</li> <li>• Begin to experience activities in outdoor settings.</li> <li>• Begin to enjoy participating in activities that provide challenge.</li> <li>• Begin to discuss simple ways of completing a task.</li> <li>• Experience a range of turn taking tasks with a partner/small group.</li> <li>• Enjoy trying to problem solve individually and with a partner.</li> </ul>
Term 5	<p style="text-align: center;"><b>Fun Games with friends (outdoor adventure)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be given the opportunity to be creative whilst working in pairs and in small groups in order to develop problem solving &amp; thinking skills.</p> <p style="text-align: center;"><b>Dance Animals-Jungle</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using simple movement patterns-introducing key techniques such as canon and relationships into their dances</p>	<p>teamwork, rules, fun, listen, space</p> <p>Canon, Relationship, Sequence, Levels, Tempo, Speed, Rhythm, Creative</p>	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Begin to develop confidence using basic equipment.</li> <li>• Begin to explore different ways of striking an object.</li> <li>• Develop hand eye coordination skills.</li> <li>• Begin to explore distance by trying to aim past or towards a target.</li> <li>• Begin to develop basic understanding of catching techniques</li> <li>• Begin to explore simple throwing techniques.</li> <li>• Enjoy handling equipment safely.</li> </ul>
Term 6	<p style="text-align: center;"><b>Bats and Balls at the Circus (net games)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils will be encouraged to explore different striking apparatus and attempt to hit a ball towards a given direction.</p> <p style="text-align: center;"><b>Creative Play (Outdoor Adventure)</b></p> <p>Pupils will be given the opportunity to 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</p>	<p>balance, throw, kick, catch, control, hit, strike, aim</p> <p>Create, Turn-taking, Communication, Co-operation, Rules, Teamwork, Decisions</p>	



			<p>(gross/fine).</p> <ul style="list-style-type: none"> <li>Continue to experience different forms of apparatus within balances and sequences.</li> <li>Explore different types of rolls and jumps.</li> <li>Enjoy moving in different ways/speed/heights.</li> <li>Enjoy performing shapes and rolls in front of others.</li> </ul>
Term 2	<p style="text-align: center;"><b>Gym - balance and agility</b></p> <p>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.</p> <p>Pupils should be taught to attempt different gymnastic rolls and to describe what others are doing as well as develop their knowledge of significant historical sporting events or figures throughout history- linking movements to particular sporting events</p> <p style="text-align: center;"><b>Introduction to Invasion</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be taught to: master basic movements including throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Balance, Agility, Movement, Stable, Creative, Space, Link, Sequence, Hold, Tension, Position, Direction, History</p> <p>Throw, Catch, Control, Distance, Accurate, Underarm, Aim, Kick, Speed, Direction, Dribble, Position</p>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>Continue to develop musicality, being able to work alongside music.</li> <li>Explore different dynamics when performing sequences.</li> <li>Begin to explore floor patterns and sequences to movements.</li> <li>Continue to develop co-operation skills with a partner performing small sequences and counterbalances.</li> <li>Continue to follow a theme when working to music and developing movements.</li> <li>Explore the idea of 'canon' when performing small partner/group sequences.</li> <li>Enjoy moving and dancing by creating different movements to music.</li> <li>Enjoy working independently and in small groups.</li> </ul> <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>Begin to aim and strike towards an object/set target.</li> <li>Develop confidence using a range of bats/racquets.</li> <li>Begin to attempt to strike a ball over/beyond a target.</li> <li>Experience striking a ball stationary, moving and whilst on the move.</li> <li>Develop confidence in the forearm technique.</li> <li>Continue to be aware of space and distancing when striking.</li> <li>Enjoy using equipment when striking objects at targets.</li> <li>Enjoy trying to beat their best score during activities.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>Continue to develop control over acceleration and deceleration when sprinting.</li> </ul>
Term 3	<p style="text-align: center;"><b>Ball Control (Games)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils will continue to develop control over movements and objects, whilst being provided with the opportunity to early introduction of invasion games. Pupils will also be introduced into basic techniques developing on fundamental movement skills to enhance understanding of a range of skills associated to different sports.</p> <p style="text-align: center;"><b>Dance Fictional Characters - Traditional Tales</b></p> <p>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</p>	<p>Run, Sprint, Accelerate, Speed, Jump, Height, Distance, Control</p>	

	<p>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.</p> <p>Pupils should be taught to perform dances using simple movement patterns- beginning to develop a sense of character and expression</p>	<p>Storytelling, Sequence, Levels, Tempo, Speed, Rhythm, Creative</p>	<ul style="list-style-type: none"> <li>• Begin to understand the importance of the hip to lip running technique.</li> <li>• Begin to understand how to utilise body parts to improve performance/quality of the skill.</li> <li>• Develop a range of skills for distance and accuracy when throwing and jumping.</li> <li>• Continue to develop agility, coordination, flexibility to perform skills associated to different disciplines.</li> <li>• Enjoy running and trying to become faster.</li> <li>• Enjoy throwing different equipment and learning different throwing techniques.</li> </ul>
Term 4	<p><b>Gym - position &amp; direction</b></p> <p>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.</p> <p>Pupils should be taught to develop balance whilst moving between positions as well as attempt to balance on small body parts (hands &amp; feet) on different levels.</p> <p><b>Dance the UK – celebrations</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using simple movement patterns- developing ideas surrounding heritage and culture within our country</p>	<p>Balance, Agility, Movement, Stable, Creative, Space, Link, Sequence, Hold, Tension, Position, Direction</p> <p>Celebration, Sequence, Levels, Tempo, Speed, Rhythm, Creative</p>	<p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Develop decision making skills individually and as part of a group.</li> <li>• Develop thinking and creativity in actions.</li> <li>• Develop more complex fundamental movement skills to overcome a challenge.</li> <li>• Continue to work independently and as part of a team/small group/partner.</li> <li>• Continue to develop communication skills when discussing how to overcome a challenge/how they overcame the challenge.</li> <li>• Enjoy trying to problem solve individually and in a small team.</li> <li>• Enjoy creating and finding in an outdoor environment.</li> </ul> <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Begin to aim and strike towards an object/ set target.</li> <li>• Develop confidence using a range of striking techniques with equipment.</li> <li>• Begin to attempt to strike a ball over/ beyond a target.</li> <li>• Experience striking a ball stationary, moving and whilst on the move.</li> <li>• Develop catching techniques and understand what technique/skill is best used when.</li> <li>• Develop throwing techniques and understanding of power and accuracy.</li> <li>• Continue to be aware of space and distancing when fielding/ striking.</li> <li>• Enjoy hitting objects with different pieces of equipment.</li> <li>• Enjoy trying to gain points.</li> </ul>
Term 5	<p><b>Athletics (Fundamentals)</b></p> <p>Pupils will begin to understand how their body works, and how they can use their limbs to propel, slow down, throw etc. Pupils will develop techniques in isolated practices, focusing on movements rather than achieving measured time and distances.</p> <p>Pupils will have the opportunity to cover foundation and fundamental skills linked to running, throwing, and jumping disciplines- through fun and creative activities.</p> <p><b>Running and Jumping (athletics)</b></p> <p>Pupils will be given the opportunity to 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</p>	<p>Run, Throw, Jump, Speed, Accelerate, Distance, Height, Accuracy, Technique</p> <p>Run, Sprint, Accelerate, Speed, Jump, Height, Distance, Control</p>	<ul style="list-style-type: none"> <li>• Begin to aim and strike towards an object/ set target.</li> <li>• Develop confidence using a range of striking techniques with equipment.</li> <li>• Begin to attempt to strike a ball over/ beyond a target.</li> <li>• Experience striking a ball stationary, moving and whilst on the move.</li> <li>• Develop catching techniques and understand what technique/skill is best used when.</li> <li>• Develop throwing techniques and understanding of power and accuracy.</li> <li>• Continue to be aware of space and distancing when fielding/ striking.</li> <li>• Enjoy hitting objects with different pieces of equipment.</li> <li>• Enjoy trying to gain points.</li> </ul>

	<p>against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils will be introduced to some more Athletics disciplines- continuing to develop both running and jumping techniques, which can be transferable across a number of sports and activities</p>		
Term 6	<p><b>Striking and Fielding</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination. Pupils should begin to understand the importance of working well within a pair and a small group in order to achieve targets.</p> <p><b>Tennis (Net and Wall)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be shown how to strike a ball or object using a racket using techniques encouraged to develop balance and control. Pupils will develop comfort striking a range of objects with different equipment developing control</p>	<p>Throw, Catch, Control, Distance, Accurate, Underarm, Aim, Strike, Field, Position, Communication, Co-operation</p> <p>Balance, Control, Strike, Follow Through, Target, Catch, Bowl/ Feed</p>	
<b>Year 2</b>			
	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
Term 1	<p><b>Group Games (Team Building)</b></p> <p>Pupils will be given the opportunity to 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.</p>	<p>Aim, Accuracy, Distance, Target, Catch, Follow Through, Technique, Space, Aware, Co-ordination, Communication, Group/ Teamwork</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>• Continue to develop accuracy in passing skills - being able to send and receive over different distances.</li> <li>• Further increase understanding of spatial awareness when attacking and defending.</li> <li>• Continue to explore different ways of sending and receiving a ball with different body parts.</li> </ul>

	<p>Pupils should be taught to: master basic movements including passing and receiving, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p style="text-align: center;"><b>Sending and Receiving (Games)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be taught to: master basic movements including passing and receiving, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Aim, Accuracy, Distance, Target, Catch, Follow Through, Technique, Space, Aware</p>	<ul style="list-style-type: none"> <li>• Continue to work effectively within a group and as part of a team.</li> <li>• Explore scoring systems and how to score and prevent opponents from scoring.</li> <li>• Maintain possession when appropriate.</li> <li>• Continue to understand how to best utilise positions in a playing area.</li> <li>• Continue to develop basic techniques with dominant side/hand/foot etc.</li> <li>• Practice basic techniques with weaker side/hand/foot etc.</li> <li>• Continue to enjoy PE lessons and learning new games, skills and scoring points.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Continue to explore travelling, demonstrating change of speed and direction.</li> <li>• Continue to explore and experience a range of different rolls and transition movements as part of a routine/sequence.</li> <li>• Create, remember and perform simple movement sequences.</li> <li>• Explore different methods of turning and twisting when jumping.</li> <li>• Explore 'climbing' on apparatus, holding a range of shapes in the process.</li> <li>• Confidently demonstrate setting up and putting away apparatus.</li> <li>• Enjoy moving in different patterns/speeds/heights.</li> <li>• Enjoy performing shapes, rolls and jumps in front of others.</li> <li>• Enjoy working as a team to create simple sequences.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Continue to explore dynamics and character when performing to music/creating sequences.</li> <li>• Explore formations when dancing in a small group.</li> <li>• Continue to develop and understand spatial awareness when composing a sequence.</li> <li>• Continue to develop relationships with partners/groups.</li> <li>• Explore 'contact' work by linking movements with other pupils.</li> <li>• Explore different levels when performing sequences.</li> </ul>
Term 2	<p style="text-align: center;"><b>Kicking &amp; Dribbling (Invasion - Hockey and Football)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be taught to: master basic movements including kicking and dribbling, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p style="text-align: center;"><b>Dodgeball</b></p> <p>This unit focuses on developing essential skills in dodgeball, including throwing with power and accuracy, catching from varying distances and speeds, and enhancing agility in dodging. Pupils will also improve their teamwork and tactical awareness, enabling them to optimise their gameplay.</p>	<p>Kicking, Accuracy, Striking, Sidefoot, Control, Space, Dribble</p> <p>Dodge, throw, catch, agility, teamwork, strategy, positioning.</p>	
Term 3	<p style="text-align: center;"><b>Striking for Accuracy (net and wall)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be shown how to strike a ball or object using a racket, using techniques encouraged to develop balance, control &amp; accuracy.</p>	<p>Striking, Space, Accuracy, Follow Through, Target, Stroke, Power, Flight, Position, Space, Forearm/ Bump</p>	

	<p style="text-align: center;"><b>Dance Fictional Characters - Pirates</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using simple movement patterns- developing their thoughts and ideas surrounding Pirate and the sea</p>	<p>Celebration, Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Character</p>	<ul style="list-style-type: none"> <li>Remember and repeat sequences with confidence.</li> <li>Being to analyse and evaluate sequence.</li> <li>Enjoy working in small groups to create simple sequences.</li> <li>Enjoy performing in front of others.</li> </ul> <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>Explore; aiming, striking and follow through when striking a ball towards a target.</li> <li>Demonstrate varying power when striking a ball/object.</li> <li>Demonstrate accuracy when striking a ball/object towards a partner.</li> <li>Continue to explore different types of bats and racquets when striking a ball/object.</li> <li>Continue to explore space and awareness of space when striking a ball/object.</li> <li>Continue to develop the forearm technique and introduce the backhand technique into games.</li> <li>Understand when to use different techniques and when they should be utilised.</li> <li>Enjoy working with and against partners.</li> <li>Enjoy gaining points and working hard to belter themselves.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>Demonstrate control, co-ordination, and fluency when running (including navigating obstacles).</li> <li>Develop running techniques such as the hip to lip technique, and what to do with their head, eyes and legs.</li> <li>Develop awareness and distance, weight, and height when throwing and jumping.</li> <li>Continue to develop fundamental movement skills and consolidate sequencing movements together.</li> <li>Explore goal/target setting when running, throwing, and jumping.</li> <li>Develop the overarm throwing technique to allow greater distance and height.</li> <li>Enjoy participating in activities to score point and try to win against others.</li> <li>Enjoy trying to belter their score.</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>Continue to work effectively within a small group/ part of a team.</li> </ul>
Term 4	<p style="text-align: center;"><b>Gym - 2D and 3D shapes</b></p> <p>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.</p> <p>Pupils should be taught to develop balance, agility and coordination- continuing to work with a partner/ small group to develop small sequences, building on knowledge of balances and transitions</p> <p style="text-align: center;"><b>Gym - Balance and Coordination</b></p> <p>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.</p> <p>Pupils should be taught to develop balance, agility and coordination, and begin to apply these in a range of activities- building on a range of balances, transitions and understanding to create sequences</p>	<p>Balance, Co-ordination, Control, Tension, Rolls, Speed, Direction, Level, Sequence, Support, Flight</p> <p>Balance, Co-ordination, Control, Tension, Rolls, Speed, Direction, Level, Sequence</p>	
Term 5	<p style="text-align: center;"><b>Movements (Athletics)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils will continue to develop basic Athletics-based skills and techniques- developed through previous years, in order to explore distance/ weight/ height in different disciplines</p>	<p>Accuracy, Distance, Height, Weight, Throw, Jump, Follow Through</p>	

	<p style="text-align: center;"><b>Athletics - Track and Field</b></p> <p>Pupils will be able to develop and practice activities and skills associated to Athletics and the Olympics. This unit will introduce pupils to different games, skills, techniques and equipment used in track and field events at the Olympics and allow them to develop already practised skills. Pupils will have the opportunity to practise and develop their running, throwing and jumping techniques, along with working on their fundamental movement skills such as agility, balance and co-ordination. Children will mainly work independently, working on their individual skills and techniques, but they will get the chance to work in small teams.</p> <p>Pupils should be encouraged to explore different ways completing each task before learning the technique.</p>	<p>Throw, Jump, Run, Sprint, Control, Distance, Height, Aim, Communication, Score, Direction, Teamwork, Technique, Push, Power, Land, Safety, Effort, Generate &amp; Leap.</p>	<ul style="list-style-type: none"> <li>• Explore different ways of setting up competitive activities.</li> <li>• Effectively negotiate space in group activities/challenges.</li> <li>• Continue to develop thinking and creativity in activities.</li> <li>• Explore rulemaking in games/activities/challenges- and modify when and where appropriate.</li> <li>• Continue to develop confidence when communicating ideas and participating in different roles within a small team.</li> <li>• Enjoy working as a team to problem solve.</li> <li>• Enjoy creating rules/games and participating in activities with others.</li> </ul>
Term 6	<p style="text-align: center;"><b>Striking and Fielding</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be taught to: master basic movements including passing and receiving, as well as developing balance, agility and coordination, and begin to understand the importance of working well within a pair and a small group in order to achieve targets</p> <p style="text-align: center;"><b>Kinetics – Tag Rugby – KS1</b></p> <p>Pupils will be introduced to Tag Rugby, and early positional understanding in invasion based games. Activities will cover; passing, ball handling, confidence in moving with the ball in possession, defending, evasion and some adapted game play.</p> <p>Pupils will build up all the above skills before putting them into practice through a mini Tag Rugby festival on the final week of the module.</p>	<p>Throw, Catch, Control, Distance, Accurate, Underarm, Aim, Strike, Field, Position, Communication, Co-operation</p> <p>Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Pass, Receive</p>	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Develop aiming, striking and follow through when striking a ball towards a target.</li> <li>• Demonstrate varying power when striking a ball/object.</li> <li>• Demonstrate accuracy when striking a ball/object towards a partner.</li> <li>• Continue to explore different types of bats and racquets when striking a ball.</li> <li>• Continue to explore space and awareness of space when striking a ball/object.</li> <li>• Develop throwing techniques further, demonstrating and understanding an underarm and overarm throw.</li> <li>• Develop catching techniques further and demonstrate the ‘W’ catch and the underarm catch.</li> <li>• Enjoy trying to gain points individually and as a team.</li> <li>• Enjoy hitting and catching balls/objects individually and with a partner/team.</li> </ul>
<b>Year 3</b>			
	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
Term 1	<p style="text-align: center;"><b>Passing for possession (invasion - basketball and football)</b></p> <p>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</p>	<p>kicking, accuracy, striking, side foot, control, space,, drive, bounce, movement, possession, pressing, overload</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>• Demonstrate accuracy and speed when passing a ball to a partner/teammate.</li> <li>• Consolidate a range of dribbling skills.</li> <li>• Demonstrate greater understanding of technique when throwing/rolling/kicking a ball.</li> </ul>

	<p>physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate.</p> <p style="text-align: center;"><b>Gym - symmetrical shapes</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will continue to build on previous years themes surrounding symmetry and link previous knowledge and skills to advanced sequences and balances in this topic</p>	<p style="text-align: center;">Symmetry, Identical, Strength, Power, Control, Tension, Counterbalance, Direction, Shape, Enter, Exit, Apparatus, Transition, Fluid</p>	<ul style="list-style-type: none"> <li>• Consistently demonstrate catching/control. Continue to work collaboratively in a small group/team.</li> <li>• Begin to describe what is successful in their own and other pupils/teams play/performance.</li> <li>• Continue to develop confidence and consolidate passing skills in activities focusing on maintaining possession.</li> <li>• Enjoy working in a team to win points.</li> <li>• Enjoy participating in new games and communicating with partners and teammates to improve individually and as a team.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Continue to explore a range of jumping techniques and shapes- paying closer attention to take off and landing.</li> <li>• Continue to explore changing shapes and direction during flight.</li> <li>• Explore a range of shapes, across different levels, and different ways of entering and exiting shapes.</li> <li>• Continue to explore apparatus, and find different ways of entering and exiting shapes.</li> <li>• Continue to explore 'canon', 'unison' and 'mirroring' techniques.</li> <li>• Consolidate a range of rolling techniques, and travelling in creative ways.</li> <li>• Enjoy working with a partner/group, to demonstrate various tasks.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Explore relationships, in particular unison and canon with a partner and in a group.</li> <li>• Demonstrate a range of patterns/movements associated to a range of themes.</li> <li>• Explore creating illusions and creative shapes within a group.</li> <li>• Continue to explore tension and fluidity within movements to demonstrate a particular theme.</li> <li>• Improvise and begin to create sequences individually, with a partner,</li> </ul>
<p style="text-align: center;">Term 2</p>	<p style="text-align: center;"><b>Dribbling to invade (Invasion - hockey and football)</b></p> <p>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.</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils should also be taught the concept behind team invasion and how dribbling correctly can aid a team's success.</p> <p style="text-align: center;"><b>Gym – travelling Romans</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics- continuing to develop strength in order to maintain counterbalances with a partner.</p>	<p style="text-align: center;">attack, defence,, dribble, close, control, space, inside/outside, deceive, press, shadow, possession, movement, space, man-marking</p> <p style="text-align: center;">Creative, Travel, Bridges, Counterbalance, Levels, Mirror, Roll, Momentum, Shape, Tension, Control, Still, Contrast, Levels</p>	

<p>Term 3</p>	<p style="text-align: center;"><b>Striking and Fielding</b></p> <p>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.</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will develop consistency and accuracy when striking a ball, understanding the importance of attacking space, and reducing space in the field.</p> <p style="text-align: center;"><b>Quicksticks Hockey</b></p> <p>Pupils will be given the opportunity to develop fundamental movement skills associated with Hockey (Quicksticks).</p> <ul style="list-style-type: none"> <li>- Pupils will develop teamwork and communication skills, which can be included in day-to-day learning inside and outside of the classroom</li> <li>- Pupils will explore skills through a variety of fun and engaging games, before building up to introducing Quicksticks Hockey rules.</li> </ul>	<p>Accuracy, Striking, Control, Space, Power, Technique, Direction, Aim, Fielding, Trapping, Direction</p>	<p>and within a group.</p> <ul style="list-style-type: none"> <li>• Enjoy working with others to perform in front of others.</li> </ul> <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>• Begin to identify rules and scoring when it comes to a range of net games.</li> <li>• Consolidate basic serving and return techniques.</li> <li>• Explore forehand and backhand striking.</li> <li>• Begin to move towards a ball or object before striking it (isolated and competitive scenarios).</li> <li>• Explore different shots/strikes understanding how and when to use them.</li> <li>• Continue to consolidate spatial awareness and tactics in striking and fielding activities.</li> <li>• Enjoy working with and against partners to try to gain points.</li> <li>• Enjoy working hard to belter themselves</li> </ul>
<p>Term 4</p>	<p style="text-align: center;"><b>Gym – Jumping Splashing Rivers</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics- developing techniques from previous years and developing a greater understanding of travel to link movements and balances.</p> <p style="text-align: center;"><b>Dance History (Ancient Egypt)</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using a range of movement patterns as well as comparing their performances with previous ones and demonstrate improvement and understanding the importance of evaluation (self and peer)</p>	<p>Flight, Shape, Tension, Tuck, Straddle, Pike, Take-off, Landing, Direction, Rotation, Control, Fluid</p> <p>Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Isolation, Gestures, Counterbalance, Mirror</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Begin to explore developed techniques when performing throwing disciplines (javelin, shot put and discus).</li> <li>• Begin to explore acceleration and deceleration when performing in a relay.</li> <li>• Begin to recognise key components of individual skills such as running, jumping and throwing techniques.</li> <li>• Begin to discuss strengths and areas of improvement in own and others technique.</li> <li>• Begin to discuss the changes in their body as a result of exercising/performing.</li> <li>• Continue to work against a target/goal setting to improve performance.</li> <li>• Enjoy participating in different athletics events to improve self-development.</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Continue to consolidate teamwork and communication skills, beginning to place trust in other's abilities.</li> <li>• Continue to develop problem solving skills in a range of scenarios.</li> </ul>

<p>Term 5</p>	<p style="text-align: center;"><b>Being an Athlete (athletics)</b></p> <p>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.</p> <p>Pupils should be taught to: use running (long &amp; short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will continue to develop technique across all athletics disciplines in an attempt to achieve personal best scores/ times/ distances.</p> <p style="text-align: center;"><b>Athletics – Track and Field</b></p> <p>Pupils will be able to develop and explore activities and skills associated to Athletics and the Olympics. This unit will allow pupils to develop different games, skills, techniques and equipment used in track and field events at the Olympics and allow them to develop already practiced skills. Pupils will have the opportunity to develop their running, throwing and jumping techniques, along with working on competition specific activities. Pupils will mainly work independently, working on their individual skills and techniques, but they will get the chance to work in small teams.</p> <p>Pupils should be encouraged to explore different ways completing each task before learning the technique.</p>	<p>Power, "Clean Palm, Dirty Neck", "Toe-Knee-Chin", Accuracy, Momentum, Distance, Javelin, Grip, Baton, Accelerate, Decelerate, Change-over, Fluency, Strength, Speed</p> <p>Throw, Jump, Run, Sprint, Control, Distance, Height, Aim, Communication, Score, Direction, Teamwork, Technique, Push, Power, Land, Safety, Effort, Generate, Leap, Accelerate &amp; Weight.</p>	<ul style="list-style-type: none"> <li>• Begin to explore map reading, symbols, and basic orienteering skills through fun activities.</li> <li>• Recognise and describe other pupils abilities and how they contributed to the group/team's success.</li> <li>• Develop creativity when setting up and developing new games and strategies.</li> <li>• Enjoy working with and collaborating with teammates.</li> </ul> <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Consolidate aiming, striking and follow through when striking a ball towards a target.</li> <li>• Understand how much power to use when striking a ball/object.</li> <li>• Continue to develop striking technique when using different types of bats and racquet.</li> <li>• Continue to develop knowledge of space and awareness of space when striking a ball/object.</li> <li>• Develop throwing techniques and understanding of what technique should be used.</li> <li>• Develop catching techniques understating of what technique to use when.</li> <li>• Enjoy striking equipment with power and accuracy.</li> <li>• Enjoy catching a ball/object with good technique.</li> </ul>
<p>Term 6</p>	<p style="text-align: center;"><b>Quidditch</b></p> <p>Pupils will develop skills associated with Quidditch, introducing them to the different rules, equipment and positions used. Pupils will have the opportunity to work on their attacking and defending techniques, plus practise different throwing and catching techniques to improve their teamwork.</p> <p>Pupils should be encouraged to explore different ways of scoring points, along with using communication skills to improve team play and leadership.</p> <p style="text-align: center;"><b>Thinking aloud (Outdoor adventure)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be given the opportunity to develop some basic map reading skills as well as problem solve and work cooperatively during paired and team challenges.</p>	<p>throw, Catch, Control, Distance, Accurate, Aim, Block, Position, Communication, Co-operation, Mark, Score, Sprint, Direction, Pass, Teamwork, Goal, Beater, Chaser, Bludger, Quaffle.</p> <p>Trust, Communication, Co-operation, Listening, Problem Solving, Trial and Error, Map, Symbols, Key, Pathways, Routes</p>	

	Pupils should be encouraged to explore the outdoors (when available), maximising the space available on school grounds to establish a sense of challenge.		
<b>Year 4</b>			
	<b>Knowledge</b>	<b>Vocabulary</b>	<b>Skills</b>
<b>Term 1</b>	<p style="text-align: center;"><b>Dribbling, movement and teamwork (Invasion - hockey and football)</b></p> <p>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.</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils should also review the skill of dribbling as well as the concept of movement and teamwork in order to achieve an overall goal.</p>	<p>movement, space, attack, defend, positioning, communication, direction, speed, agility, man-mark, overload, precision, pass, receive, teamwork, dribble, control, acceleration</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>• Develop confidence moving within a game, as well as developing consistency when scoring.</li> <li>• Continue to understand and develop tactical knowledge improving attacking and defending.</li> <li>• Understand and follow simple rules in gameplay.</li> <li>• Continue to consolidate techniques, increasing comfort attempting with dominant and weaker side/foot.</li> <li>• Evaluate and appreciate performance and begin to understand strengths and weaknesses.</li> <li>• Begin to discuss how to improve performance.</li> <li>• Enjoy working in a team to try to win a game and win points for their team.</li> <li>• Continue to enjoy participating in new games and communicating with partners and teammates to improve individually and as a team.</li> </ul>
<b>Term 2</b>	<p style="text-align: center;"><b>Gym- Perfecting sequencing 'The Water Cycle'</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will be able to link thoughts and feelings surrounding the theme into creating fluid and flowing sequences</p>	<p>Balance, Routine, Control, Canon, Unison, Fluid, Flowing, Flexibility, Transition, Shape, Link, Analyse, Strength, Weakness, Improvement</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Develop and demonstrate balance, control, tension and fluidity within an individual/partner/group routine</li> <li>• Effectively plan and implement 'canon' and 'unison' in gymnastic routines with a partner/group.</li> <li>• Begin to identify what makes a performance effective and discuss strengths using correct terminology.</li> <li>• Begin to reflect and suggest improvements in their own performance.</li> <li>• Begin to implement and include equipment/apparatus within performance/sequence.</li> <li>• Consistently jump with good height,</li> </ul>
<b>Term 3</b>	<p style="text-align: center;"><b>Dance Science - Electricity</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using a range of movement patterns, continuing to follow a theme, applying previous knowledge to developed techniques covered throughout this module.</p>	<p>Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Relationships, Canon, Space, Action and Reaction, Counts</p>	

			<p>perform turns and land safely and securely.</p> <ul style="list-style-type: none"> <li>• Enjoy working individually and with a partner/team to perform activities</li> <li>• Enjoy working hard to develop their own ability.</li> </ul>
Term 4	<p style="text-align: center;"><b>Quicksticks Hockey</b></p> <p>Pupils will be given the opportunity to develop fundamental movement skills associated to Hockey (QuickSticks).</p> <ul style="list-style-type: none"> <li>- Pupils will develop teamwork and communication skills, which can be included in day-to-day learning inside and outside of the classroom</li> <li>- Pupils will explore skills through a variety of fun and engaging games, before building up to introducing QuickSticks Hockey rules.</li> </ul>		<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Explore themes, ideas, and characterisation in sequences/routines, acting on a given stimulus.</li> <li>• Describe, interpret, evaluate own and others' performance, using correct terminology.</li> <li>• Continue to develop a sense of musicality and begin to take ownership of routines.</li> <li>• Develop understanding of the importance of facial expressions to develop a story/characterisation in movements.</li> <li>• Demonstrate contrasting levels with partners/groups to create a developed routine.</li> <li>• Enjoy being creative when creating a performance/routine, and demonstrating this in front of others.</li> </ul>
Term 5	<p style="text-align: center;"><b>Record Breaking (Athletics)</b></p> <p>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.</p> <p>Pupils should be taught to: use running (long &amp; short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate.</p>	Accelerate, Speed, Power, Take-Off, Flight, Position, Hang, Follow Through, Technique, Landing, Fluency	
Term 6	<p style="text-align: center;"><b>Decisions (outdoor adventure)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be given the opportunity to apply different strategies to solve problems as well as develop their map reading skills and comprehension. Pupils will continue to develop understanding and application surrounding map reading, orientation and understanding directions</p>	Orienteering, Map Reading, Direction, Points of a Compass, Pathway, Route, Key, Symbols, Communication, Teamwork, Course, Obstacles	<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>• Continue to develop tactical awareness in striking and net based games, attacking space and understanding where gaps are.</li> <li>• Continue to develop techniques when performing a range of shots and understand their purposes.</li> <li>• Continue to develop positional and spatial awareness on the court.</li> <li>• Maintain competitive rallying with a partner.</li> <li>• Develop the forehand and backhand striking techniques using a racket.</li> <li>• Explore the overhead smash and lob technique.</li> <li>• Enjoy learning and developing striking techniques.</li> <li>• Enjoy working as a team and individually to striking equipment over a net to win a point.</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Consolidate a range of basic running, throwing, and jumping techniques.</li> </ul>

			<ul style="list-style-type: none"> <li>• Begin to experience and explore specialised equipment associated to throwing disciplines.</li> <li>• Continue to combine basic actions, performing movement sequences associated to correct techniques.</li> <li>• Begin to understand pacing, acceleration and deceleration over different distances.</li> <li>• Highlight and discuss strengths, and areas of improvement in individual and other performances/techniques.</li> <li>• Enjoy improving running, throwing and jumping techniques to improve scores/points/results.</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of orienteering, showing greater understanding of map and compass reading skills.</li> <li>• Create and participate in a range of simple courses, working; individually, with a partner, and within a group.</li> <li>• Choose and apply suitable strategies to overcome problems/challenges.</li> <li>• Continue to develop effective verbal and non-verbal communication in challenging situations within a group task.</li> <li>• Enjoy creating and completing problem solving tasks.</li> </ul> <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of striking techniques.</li> <li>• Consolidate handing skills for the use of different rackets/bats.</li> <li>• Develop the use of space to create an advantage when fielding.</li> <li>• Consolidate a number of throwing techniques and understanding of what technique should be used.</li> <li>• Consolidate catching techniques and understand what technique to use when.</li> <li>• Enjoy working independently and with teammates to strike and field.</li> </ul>
Year 5			

	Knowledge	Vocabulary	Skills
Term 1	<p><b>Rules and concepts (invasion - football and netball)</b></p> <p>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.</p> <p>Pupils should be taught the importance of having rules within a game and how these rules are supposed to facilitate a game's flow. Pupils will be shown what it means to 'invade' from an individual and team-based context.</p>		<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>Recognise the importance and follow rules and regulations in a variety of games/competitive scenarios.</li> <li>Develop understanding of marking and a range of defensive strategies.</li> <li>Begin to implement creative attacking strategies and formations.</li> <li>Continue to explore space- in particular passing into space for teammates to fluidly move onto the ball.</li> <li>Begin to understand the element of competition and the understanding of winning and losing.</li> <li>Continue to enhance developed communication and cooperation skills within a team.</li> <li>Continue to enjoy participating in attacking and defending scenarios.</li> <li>Enjoy working hard to better their performance and win games.</li> </ul>
Term 2	<p><b>Leadership (outdoor adventure)</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be given the opportunity to learn about the countryside code in terms of respect for people &amp; the environment as well as problem solve, record information and further develop their knowledge of orienteering.</p>		<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>Perform a range of actions, shapes and balances clearly, consistently and fluently.</li> <li>Demonstrate clear differences between levels, speeds and directions of movement.</li> <li>Demonstrate developed body tension and extension in balances/movements/poses.</li> <li>Adapt sequences to include a partner or small group.</li> <li>Perform developed balances such as handstand and headstand.</li> <li>Link movements into sequences.</li> <li>Continue to evaluate and analyse performance individually and with a partner/team.</li> <li>Enjoy performing in front of others, displaying confidence.</li> <li>Enjoy developing individual and others ability by supporting them.</li> </ul>
Term 3	<p><b>Gym – travelling and turning ‘Earthquakes’</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will continue to develop techniques, linking movements and balances through turns, levels and dynamics movements associated with the theme.</p>		<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>Continue to develop a sense of musicality, characterisation, personality in movements.</li> </ul>

<p>Term 4</p>	<p style="text-align: center;"><b>Gym – ‘Viking’ balance</b></p> <p>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.</p> <p>Pupils should be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will continue to develop techniques, linking movements and balances through turns, levels and dynamics movements associated to the theme.</p>	<p>Balance, Routine, Control, Canon, Unison, Fluid, Flowing, Flexibility, Transition, Shape, Link, Analyse, Strength, Weakness, Improvement, Powerful</p>	<ul style="list-style-type: none"> <li>• Demonstrate a range of developed techniques associated to theme.</li> <li>• Begin to implement simple lifts and partner balances/counterbalances in routine to music.</li> <li>• Continue to develop understanding of the use of space and travelling throughout sequences and routines.</li> <li>• Continue to implement key techniques such as canon and unison with a partner/small groups.</li> <li>• Enjoy working individually and in a team to create and display a performance/routine with confidence.</li> </ul> <p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>• Continue to develop range, direction, and consistency of skills when striking a ball.</li> <li>• Continue to explore the theme of space when attacking and defending (shots/strokes/striking).</li> <li>• Vary the shot selection when maintaining a rally with a partner or in pairs.</li> <li>• Consolidate agility and movement to help positional play.</li> <li>• Consolidate forehand/backhand/smash/lob techniques in game play.</li> <li>• Develop competitive actions/movements/shots during gameplay.</li> <li>• Enjoy developing striking techniques to allow you to put pressure onto an opponent.</li> </ul>
<p>Term 5</p>	<p style="text-align: center;"><b>Olympic training (Athletics)</b></p> <p>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.</p> <p>Pupils should be taught to: use running (long &amp; short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils will also focus on developing individual fitness levels in order to achieve personal bests in all disciplines.</p>	<p>Technique, Acceleration, Fluidity, Bounding, Power, Sprint Start, Explode, Momentum, Release, Training, Effort, Aerobic, Anaerobic</p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Consolidate combination movements and link to disciplines, for example, the triple jump.</li> <li>• Begin to explore starting positions/stances for a range of disciplines (for example the sprint start).</li> <li>• Continue to explore acceleration in take-off/starting/sprint finish etc.</li> <li>• Continue to develop knowledge of how to develop and maintain different aspects of fitness through training for athletics disciplines.</li> <li>• Understand how to develop simple throwing, jumping and running techniques and be able to support others with their journey.</li> <li>• Enjoy consolidating techniques to allow self and peer feedback.</li> </ul>
<p>Term 6</p>	<p style="text-align: center;"><b>Exploring, striking and fielding</b></p> <p>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.</p> <p>Pupils should be taught the fundamental skills of exploring space, striking and fielding during mini-games with an emphasis on throwing technique in order to improve control, accuracy and power. Pupils will establish greater understanding and practical application of spatial awareness when striking and fielding in game-scenarios.</p>	<p>Space, Strike, Technique, Follow Through, Aim, Cover, Back-Up, Long Barrier, Deep, Tactic, Front Foot, Back Foot, Precision</p>	

			<p><u>OAA</u></p> <ul style="list-style-type: none"> <li>• Develop communication through speaking and listening when working within a group.</li> <li>• Introduction to a range of problem-solving activities (knots/orienteering/camping etc).</li> <li>• Participate in competitive orienteering activities, designed to consolidate basic skills.</li> <li>• Continue to develop create short loop orienteering courses for partners.</li> <li>• Enjoy working with others to collaboratively solve problems.</li> </ul> <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> <li>• Develop communication through speaking and listening when working within a group.</li> <li>• Introduction to a range of tactics such as positional play when fielding and communication from base to base.</li> <li>• Participate in competitive striking and fielding games.</li> <li>• Consolidate striking balls/objects using different bats.</li> <li>• Increase understanding and knowledge of different catching techniques for different size balls/objects.</li> <li>• Enjoy creating simple tactics when fielding.</li> <li>• Enjoy playing striking and fielding games competitively.</li> </ul>
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Year 6

	Knowledge	Vocabulary	Skills
Term 1	<p><b>Invasion to score – (hockey and football)</b></p> <p>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.</p> <p>Pupils should be taught to: use running, jumping, throwing, catching and passing in isolation and in combination as well as play competitive games, modified where appropriate. Pupils should be given the opportunities to demonstrate their</p>	<p>Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive, Press, Intercept, Reading the game, Body language, Sportsmanship, Respect</p>	<p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>• Continue to explore a range of attacking and defending tactics and strategies and develop ideas surrounding working as a team.</li> <li>• Continue to develop effective communication within a team in different roles.</li> <li>• Develop understanding of sportsmanship and implement into competitive play.</li> <li>• Continue to explore interceptions and passing movements as a team.</li> </ul>

	understanding of invasion with the end product being to succeed through scoring goals or gaining points.		<ul style="list-style-type: none"> <li>• Demonstrate developed dribbling ability using hands/feet/sticks</li> <li>• Demonstrate developed shooting/striking ability towards a goal with control and accuracy.</li> <li>• Enjoy creating tactics and positions when participating in attacking v defending games.</li> <li>• Enjoy trying their best to push themselves to be even better.</li> </ul>
Term 2	<p style="text-align: center;"><b>OAA - Finding success</b></p> <p>Pupils will be given the opportunity to 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.</p> <p>Pupils should be given the opportunity to continue to develop communication when working in a group, take part in competitive orienteering as well as learn some basic safety skills.</p>	Communication, Teamwork, Speaking, Listening, Adopt, Adapt, Challenge, Trial and Error, Problem Solving, Orienteering, Map Reading, Compass, Direction, Route, Pathways, Perseverance	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Continue to demonstrate control and tension when supporting own/partner's bodyweight.</li> <li>• Demonstrate control and fluidity in movements/ transitions when linking balances/poses.</li> <li>• Perfect holding a range of shapes during flight by showing tension.</li> <li>• identify different elements of gymnastics routines.</li> <li>• Review complex gymnastics routines and provide feedback.</li> <li>• Demonstrate excellent knowledge and understanding of safe use of equipment and apparatus.</li> <li>• Consistently show confidence when performing individually and in front of others.</li> <li>• Enjoy participating in all gymnastics activities and being able to display a wide range of movements and tasks.</li> </ul>
Term 3	<p style="text-align: center;"><b>Invasion - Competitive (netball and basketball)</b></p> <p>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.</p> <p>Pupils should be taught the importance of having rules within a game and how these rules are supposed to facilitate a game's flow. Pupils should be shown what it means to 'invade' from a competitive perspective.</p>	Movement, Space, Attack, Defend, Positioning, Communication, Direction, Speed, Agility, Man-mark, Overload, Precision, Pass, Receive, Press, Intercept, Reading the game, Body language, Sportsmanship, Respect	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Consolidate musicality, characterisation and expression when performing routines to a particular theme.</li> <li>• Continue to consolidate a range of techniques in pairs/small groups using direction, formation and the use of space.</li> <li>• Demonstrate a variety of dynamics, levels, tempos, within a routine.</li> <li>• Begin to sequence developed routines with minimal support -individual/pair/group.</li> <li>• Analyse, appreciate and evaluate individual/group routines, discussing strengths, areas of improvement and how to improve.</li> </ul>
Term 4	<p style="text-align: center;"><b>Striking and fielding - teamwork</b></p> <p>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.</p>	Space, Strike, Technique, Follow Through, Aim, Cover, Back-Up, Long Barrier, Deep, Tactic, Front Foot, Back Foot, Precision, Overarm, Wicketkeeper, Teamwork, Communication	

	Pupils should be taught and consolidate the fundamental skills of striking and fielding during mini-games with an emphasis on working as a team in order to achieve success.		<ul style="list-style-type: none"> <li>Enjoy leading a team to perform confidently in front of others, displaying creative movements/actions to link with the current theme.</li> </ul>
Term 5	<p style="text-align: center;"><b>Athletics</b></p> <p>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.</p> <p>Pupils should continue to develop fundamental Athletics skills across all disciplines- refining techniques and beginning to achieve and challenge personal bests. Pupils will then transfer developed skills into a culminating mini-Olympics style festival attempting all disciplines.</p>		<p><u>Net and Wall</u></p> <ul style="list-style-type: none"> <li>Continue to develop communication and collaboration as a team.</li> <li>Demonstrate control and techniques when striking a ball/shuttlecock cleanly.</li> <li>Continue to explore developed technique using dominant and weaker sides.</li> <li>Understand and implement scoring systems and rules into competitive play.</li> <li>Demonstrate effective, controlled and accurate serve and return techniques.</li> <li>Demonstrate competitive play and evaluate performance and technique.</li> <li>Enjoy and understand what striking technique is best suited to different situations.</li> </ul> <p><u>Athletics</u></p>
Term 6	<p style="text-align: center;"><b>Dance style – Street Dance</b></p> <p>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.</p> <p>Pupils should be taught to perform dances using a range of movement patterns as well as comparing their performances with previous ones and demonstrate improvement to achieve their personal best- developing early appreciation and analysis skills.</p>	<p style="text-align: center;">Sequence, Levels, Tempo, Speed, Rhythm, Creative, Dynamics, Expression, Action and Reaction, Counterbalance, Control, Character, Attitude, Top Rock, Slide, Helicopter, Momentum, Direction, Formation</p>	<ul style="list-style-type: none"> <li>Develop a range of techniques and understanding of more complex disciplines, for example, race walking.</li> <li>Learn to measure, set goals and record performances in outdoor and indoor athletics.</li> <li>Learn how to train the body to cope with the demands of various disciplines.</li> <li>Sustain pace over longer distances.</li> <li>Select and demonstrate appropriate techniques for specific events.</li> <li>Evaluate and analyse individual and others techniques/performance and providing self/peer feedback.</li> <li>Enjoy participating in athletics competitions.</li> <li>Enjoy working individually and in teams to participate in athletics events.</li> </ul> <p><u>OAA</u></p> <ul style="list-style-type: none"> <li>Achieve increased success in problem solving activities as an individual and as part of a team.</li> <li>Continue competitive orienteering activities, attempting developed challenges, demonstrating a range of skills- map reading, compass orientation, problem solving etc.</li> </ul>

			<ul style="list-style-type: none"><li>• Continue to demonstrate developed communication and cooperation whilst in the outdoors and challenging environments.</li><li>• Review, analyse and evaluate individual roles/performance in problem solving activities.</li><li>• Enjoy taking a leadership role when solving problems, but to also be able to take on other people's opinions.</li></ul> <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"><li>• Achieve increased success in striking different ball with different bats.</li><li>• Achieve increased success when catching and receiving different balls consistently.</li><li>• Continue competitive striking and fielding techniques when in a competitive environment.</li><li>• Continue to demonstrate developed communication and cooperation whilst in game situations.</li><li>• Review, analyse and evaluate individual roles/performance in striking and fielding activities.</li><li>• Enjoy taking a leadership role when creating tactics but to also be able to listen to other views</li></ul>