





Griffin Park PE Curriculum

EYFS Autumn			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Ball Skills</p>	<ul style="list-style-type: none"> • To know how to control a ball in a range of ways. • To know how to develop the ability to throw accurately at a target. • To know how to use throwing skills in a small sided game. • To know how to be able to use a bat or racket to move and control an object. • To know how to develop the ability to catch and bounce a ball. • To know how to develop the ability to kick a ball. 	<p>Travel confidently in a range of ways.</p> <p>Can control a ball and move it round my body.</p> <p>Move a ball in a range of ways.</p> <p>Pat a large ball making it bounce.</p> <p>Catch a range of objects.</p> <p>Kick a range of objects towards a target.</p> <p>Kick a range of objects into a target.</p> <p>Control an object when it is coming towards me.</p> <p>Throw an object at a target.</p> <p>Throw an object into a target.</p> <p>Show good control when using equipment in a range of ways.</p> <p>Can co-ordinate my movements when using small equipment.</p>	<p>Ball, round, big, small, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points, same, different, stick, racket, team, high, drop, catch, harder, softer, further, direction, forwards, backwards, sideways.</p>
 <p>Gymnastics</p>	<ul style="list-style-type: none"> • To know how to develop the ability to jump in a range of ways from one space to another. • To know how to control my body when jumping and balancing. • To know how to create a sequence using a jump and a balance. • To know how to develop the ability to roll in a range of ways. • To know how to control my body when rolling in a range of ways. • To know how to perform a sequence with confidence and control. 	<p>Jump from one space to another.</p> <p>Hop from one space to another.</p> <p>Balance on one leg.</p> <p>Confidently balance on a range of different equipment.</p> <p>Confidently climb on a range of different equipment.</p> <p>Confidently jump off a range of equipment.</p> <p>Land safely and with confidence when jumping off of equipment.</p> <p>Confidently jump over a range of small equipment.</p> <p>Confidently join a range of movements to create a small sequence.</p> <p>Control my body when performing my sequence of movements.</p> <p>Make my body roll in different ways.</p> <p>Perform a range of different rolls.</p>	<p>Balance, jump, hop, step, leap, bounce, roll, one-point balance, two-point balance, three-point balance, sequence, join, strength, control, performance, equipment.</p>

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Learning links to enhance long term memory	Outdoor continuous provision e.g. balls, bats, bean bags, hoops, climbing equipment	Assessment	<ul style="list-style-type: none">• Assess children during each lesson through observation and questioning.• Children should be able to talk about the skills they are developing. For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance.• Assessment should take place during each lesson when the children are working independently.
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EYFS Spring				
Thread	Focus & Knowledge	Skills & Assessment		Vocabulary
 <p>Dance</p> <p>Copying and repeating.</p>	<ul style="list-style-type: none"> • To know how to develop the ability to adapt a known dance. • To know how to develop the ability to share my ideas about how to adapt a dance. • To know how to develop the ability to change movements and adapt a simple dance. • To know how to share opinions and give my own ideas about how to adapt and alter a simple dance. 	Change the speed of my dance moves. Change the style of my dance moves. Build a repertoire of dances. Share my ideas about a dance performance. Think about how to make a dance even better. Confidently join a wide range of different movements. Adapt and change my dance to suit a different style. Create a small dance which shows my own ideas and thoughts.		Dance, speed, fast, slow, sluggish, quick, rapid, mood, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, style, confident, dancers, perform, performers, performance, practise, audience, watch, discuss, coach, choreographer
 <p>Games</p> <p>Ball Skills</p>	<ul style="list-style-type: none"> • To know how to develop the ability to control a ball in a range of ways. • To know how to develop the ability to throw accurately at a target. • To know how to use throwing skills in a small sided game. • To know how to be able to use a bat or racket to move and control an object. • To know how to develop the ability catch and bounce a ball. • To know how to develop the ability to kick a ball. 	Travel confidently in a range of ways. Control a ball and move it round my body. Move a ball in a range of ways. Pat a large ball making it bounce. Catch a range of objects. Kick a range of objects towards a target. Kick a range of objects into a target. Control an object when it is coming towards me. I can throw an object at a target. Throw an object into a target. Good control when using equipment in a range of ways. Co-ordinate my movements when using small equipment.		Ball, round, big, small, travel, move, bounce, kick, target, control throw, equipment, racket, bat, game, win, points, same, different, stick, racket, team, high, drop, catch, harder, softer, further, direction, forwards, backwards, sideways.
Learning links to enhance long term memory	Outdoor continuous provision e.g. balls, bats, bean bags, hoops, climbing equipment , parachute Repeated actions for songs and rhymes Celebration dances e.g. Chinese New Year		Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment should take place during each lesson when the children



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			are working independently.
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EYFS Summer				
Thread	Focus & Knowledge	Skills & Assessment		Vocabulary
 <p>Dance</p> <p>Mirror and match with partner.</p>	<ul style="list-style-type: none"> • To know how to develop the ability to adapt a known dance. • To know how to develop the ability to share my ideas about how to adapt a dance. • To know how to develop the ability to change movements and adapt a simple dance. • To know how to share opinions and give my own ideas about how to adapt and alter a simple dance. 	Change the speed of my dance moves. Change the style of my dance moves. Build a repertoire of dances. Share my ideas about a dance performance. Think about how to make a dance even better. Confidently join a wide range of different movements. Adapt and change my dance to suit a different style. Create a small dance which shows my own ideas and thoughts.		Dance, speed, fast, slow, sluggish, quick, rapid, mood, happy, sad, miserable, cross, cheerful, jolly, movement, actions, create, ideas, thoughts, music, sing, songs, rhymes, style, shy, excited, confident, angry, silly, tired, dancers, perform, performers, performance, practise, audience, watch, discuss, coach, choreographer
 <p>Athletics</p>	<ul style="list-style-type: none"> • To know how to develop the ability to throw an object. • To know how to develop the ability to move at speed. • To know how to adapt the body when moving at speed. • To know how to learn how to jump safely. • To know how to develop the ability to jump in different ways. 	Push an object. (towards a target) Throw an object. (at/in a target) Travel confidently in a range of ways. (running) Safely play a chasing game with other children. Successfully move in and out of objects at speed. Change direction when travelling at speed. Avoid objects when travelling at speed. Travel confidently in a range of ways. (jumping) Jump in a range of ways. Bend my knees to make myself jump further. Land safely when jumping. Jump over an obstacle. Confidently negotiate a space		Run, jump, throw, move, agility, balance, coordination, speed, balls, target, distance, obstacle, Olympics, athletes, javelin, discus, shot-put, sprinting, long-distance, running, high jump, long jump, warm-up, cool-down.
Learning links to enhance long term	Outdoor continuous provision e.g. balls, bats, bean bags, hoops, climbing equipment , parachute Repeated actions for songs and rhymes Sports day		Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in

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memory			<p>which children will perform their own adapted gymnastics sequence.</p> <ul style="list-style-type: none"> • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt during a mini Olympics/sports day event.
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Year 1 Autumn			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Throwing & catching</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching • To know how to throw underarm • To know how to catch an object by myself • To know how to throw and catch an object with a partner • To know how to bounce a ball on the spot • To know how to throw, catch and bounce an object 	<p>Roll a ball forward, with some success.</p> <p>Stop a ball rolled over a short distance, using two hands.</p> <p>Throw a beanbag underarm.</p> <p>Use an underarm throw to throw a beanbag over a short distance.</p> <p>Use two hands when attempting to catch a beanbag or large ball.</p> <p>Sometimes successfully catch using two hands.</p> <p>Sometimes use techniques to help them with catching, e.g. tracking the object, hand placement and moving their feet.</p> <p>Using two hands, sometimes catch a beanbag or ball that someone has thrown.</p> <p>Sometimes throw an object accurately to someone so that they can catch it.</p> <p>Use two hands to bounce a large ball on the floor.</p> <p>Use two hands to sometimes catch a large ball as it bounces off the floor.</p>	<p>Ball, beanbag, control, throwing, catching, cool down, direction, objects, stopping, quoit, throw, catch, roll, track, receive, balance, warm-up, accuracy, grip, overarm throw, target, throwing, stopping, underarm throw, aim, catch, two handed, underarm, coordination, bounce, receive,</p>
 <p>Gymnastics</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To know how to travel safely in different 	<p>Follow instructions.</p> <p>Understand that we need to warm up and cool down our bodies before and after exercise.</p> <p>Bounce and jump.</p> <p>Describe their partner's movements.</p> <p>Move fast and slow.</p>	<p>Apparatus, equipment, mat, bench, , bounce, jump, agility, gallop, skip, tuck jump, straight jump, jumping jacks, sequence, log roll, egg roll, curled sideways roll, teddy bear roll,</p>


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	<p>ways.</p> <ul style="list-style-type: none"> • To know how to travel at different speeds and levels. • To know how to make and hold different shapes. • To know how to link two actions to make a sequence. • To know how to link two actions with a movement. 	<p>Make wide and thin shapes.</p> <p>Rock.</p> <p>Link two movements.</p> <p>Follow more complicated instructions.</p> <p>Lead their group in setting out and putting away apparatus.</p> <p>Suggest ways to warm up and cool down before and after exercise.</p> <p>Jump onto equipment.</p> <p>Suggest how they could improve their movements.</p> <p>Move at varying speeds.</p> <p>Move at high, low and medium levels.</p> <p>Make contrasting movements.</p> <p>Do a teddy bear roll.</p> <p>Remember and perform a movement sequence.</p> <p>Move with flow.</p>	
 <p>Games</p> <p>Invasion games</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of travelling in different ways. • To know how to travel with a ball in different ways. • To know how to travel with a ball in different directions. • To know how to pass the ball to another player. • To know how to use all the travelling and passing skills I have learnt in a game 	<p>Travel in at least two different ways.</p> <p>Stop travelling to change direction.</p> <p>Begin to travel with a ball.</p> <p>Pass a ball to another player over a short distance.</p> <p>Travel in different ways with control in order to get into a useful space.</p> <p>Select the most appropriate way of travelling for the game context.</p> <p>Keep good control of a ball while travelling with it.</p> <p>Pass a ball quickly and accurately to another player.</p> <p>Make quick decisions about which player to pass to.</p> <p>Travel forwards, backwards and sideways.</p> <p>Change direction while travelling.</p> <p>Travel with a ball using their feet and hands.</p> <p>Change direction while travelling with a ball.</p> <p>Use their feet to pass a ball to another player.</p> <p>Use their hands to pass a ball to another player.</p> <p>Pass a ball accurately to another player.</p> <p>Pass a ball quickly to another player while in a game situation.</p> <p>Travel with and pass a ball to another player to score points in a</p>	<p>Travel, forwards, backwards, sideways, sidestep, direction, push, bounce, gentle, path, control, throw, pass, kick, player, score, point, game, pressure, think, quick.</p>



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		game.	
Learning links to enhance long term memory	<ul style="list-style-type: none"> • Give the children opportunities to apply their new skills by playing games involving them, such as skittles or person in the middle. • Visit England Netball to find out about netball competitions and how you can arrange for a netball officer to help support your teaching through netball workshops. • Contact local football, hockey, netball or basketball teams to arrange to watch a match or have players come in to visit. • Children can link their PE skills to other curriculum areas, for example they might measure how far they can accurately pass using standard or non-standard units, or they could write a short set of instructions for passing a ball. • Practise some different types of jump. • Challenge children to create their own obstacle course while also practising their maths skills. • Watch gymnasts doing jumps, twists, turns, rolls and movement sequences. • Try out some trampolines if you have them available or visit a trampoline centre. 		Assessment <ul style="list-style-type: none"> • Assess children during each lesson through observation, questioning, video or picture evidence. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.


Year 1 Spring

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Dance</p> <p>Copying and repeating.</p>	<ul style="list-style-type: none"> • To know how to perform dances using simple movement patterns. • To know how to dance with an object. • To know how to use my body and an object to express an idea. • To know how to move in different ways. • To know how to make different shapes with my body. • To know how to make different shapes with others. • To know how to dance in different formations. 	<p>Move freely to music.</p> <p>Dance in the wider space.</p> <p>Move fast or slow.</p> <p>Move high or low.</p> <p>Follow a pathway.</p> <p>Jump.</p> <p>Copy movements.</p> <p>Work on their own.</p> <p>Use expressions to communicate feelings.</p> <p>Say how they or someone else moves.</p> <p>Say if they like some music or a dance.</p>	<p>Choreograph, float, hold, shape, imagination, unison, movement patterns.</p>

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 <p>Games</p> <p>Attacking and defending</p>	<ul style="list-style-type: none"> • To know how to participate in team games, developing simple tactics for attacking and defending. • To know how to use space to try to score points in a team game. • To know how to mark another player. • To know how to defend the space between players. • To know how to pass a ball to another player. • To know how to get past a defender. • To know how to use attacking and defending skills in a team game. 	<p>Move to a free space in a team game.</p> <p>Move away from a defender in a team game.</p> <p>Begin to stay near to an attacker.</p> <p>Begin to follow an attacker's movements.</p> <p>Begin to get between two attackers.</p> <p>Begin to get into a space to intercept a ball.</p> <p>Begin to pass a ball to another player.</p> <p>Begin to look for other players to pass to in useful spaces.</p> <p>Begin to lean away from a defender.</p> <p>Begin to look for a space to move into, to get past a defender.</p> <p>Begin to use simple attacking and defending skills in a team game.</p> <p>Begin to identify a skill I can improve on and use resources to work on this.</p>	<p>Attacking, attack, defending, defend, goal, score, space, mark, direction, defender, intercept, attack, attacker, pass, eye contact,</p>
 <p>Circuit Training</p>	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination when moving round or over an obstacle. • To know how to master basic movements and apply these in a range of activities. • To know how to move over or round an obstacle with control. • To know how to develop balance and co-ordination when jumping in different ways. • To know how to jump in different ways with control. • To know how to develop balance and co-ordination when balancing an object. • To know how to show control and balance when travelling along a pathway. • To know how to develop balance and co-ordination when rolling a ball. • To know how to show control when rolling 	<p>Begin to change the speed of travel to go round an obstacle.</p> <p>Perform a jump, landing on one foot.</p> <p>Hop and jump a short distance to complete a circuit activity.</p> <p>Talk about how they feel after exercise with support.</p> <p>Move a short distance while remaining balanced on a straight line.</p> <p>Balance a beanbag on a part of their body for a short period.</p> <p>Begin to show some control over the path of a ball when rolling it over the ground.</p> <p>Bounce and catch a ball, moving forwards in-between bounces.</p> <p>Complete activities modelled to them by a partner and record a score with help;</p> <p>Identify their highest and lowest scores.</p> <p>Tell a partner what they are doing well in their performance with support.</p> <p>Talk about their scorecard with support.</p>	<p>Circuit, training, obstacle, control, speed, leap, jump, hop, warm-up, breathing, cool-down, muscles, run, balance, weave, rolling, path, hop, travel, roll, bounce, control, improve, evaluate, watch, describe, skills.</p>

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	<p>and bouncing a ball.</p> <ul style="list-style-type: none"> •To know how to develop balance and co-ordination. •To know how to master basic movements and apply these in a range of activities by combining skills independently. •To know how to combine skills to complete circuit activities independently. •To know how to master basic movements and apply these in a range of activities, trying to improve upon previous performance. •To know how to watch and evaluate the performance of a partner. •To know how to complete activities independently and to try to improve my own performance. 		
 <p>Games</p> <p>Multi-skills. Bat and ball</p>	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination when holding a racket. • To know how to master basic movements and apply these in a range of activities. • To know how to hold a racket correctly and use it to control a beanbag in a variety of ways. •To know how to develop balance and co-ordination when hitting a ball or beanbag. • To know how to use a racket to hit a ball or beanbag with control. •To know how to develop balance and co-ordination when playing a small-sided game. • To know how to apply my racket skills to play a target game. •To know how to develop balance and co-ordination when using a cricket bat. • To know how to use a cricket bat to control a ball along the ground. •To know how to develop balance and co- 	<p>Copy the correct grip for a racket.</p> <p>Balance a beanbag on their racket.</p> <p>Hit a beanbag forwards towards a target.</p> <p>Show some control when hitting a ball in a modified activity.</p> <p>Watch a partner and give feedback with support.</p> <p>Cooperate with a partner to play a modified target game.</p> <p>Hold a cricket ball correctly when prompted and use it to control a ball along a drawn line.</p> <p>Use a cricket bat to hit a ball towards a target.</p> <p>Use a cricket ball to hit a ball along the ground.</p> <p>Follow instructions to take on different roles within a game.</p> <p>Use a cricket bat to hit a ball that has been rolled to them from a short distance.</p> <p>Roll a ball accurately over a short distance and stop a rolled ball.</p>	<p>Bat, beanbag, cricket, rounders, tennis, racket, wrap, handle, balance, hit, ball, target, control, cooperate, teamwork, game, rules, teamwork, feedback, cooperate, cricket bat, compare, handle, swing, goal, side-on, hit, roll, bowler, batter, fielder, push, hit, roll, fielder, batter, bowler, game, rules, runs, points.</p>

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	<p>ordination when hitting a ball.</p> <ul style="list-style-type: none"> • To know how to use a cricket bat to hit a ball with control. • To know how to apply my bat and ball skills to play a small-sided game 		
Learning links to enhance long term memory	<ul style="list-style-type: none"> • Watch gymnasts doing jumps, twists, turns, rolls and movement sequences. • Try out some trampolines if you have them available or visit a trampoline centre. 	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 1 Summer

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Athletics</p> <p>Running & Jumping</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of moving at different speeds/in the context of moving along different pathways/ in the context of jumping. • To know how to move at different speeds. • To know how to move along different pathways. • To know how to jump for height. • To know how to jump for distance. • To know how to jump in different ways. • To know how to perform a jumping sequence. 	<p>Begin to run at different speeds.</p> <p>Move along some basic pathways, for example move in a straight or curved line.</p> <p>Begin to use the correct technique for jumping as high and as far as they can.</p> <p>Explore different types of jumps.</p> <p>Land safely.</p> <p>Make a simple sequence of jumps.</p> <p>Run at different speeds, recognising the difference between walking, jogging and sprinting.</p> <p>Move along a wide range of different pathways.</p> <p>Jump as high and as far as possible using correct technique.</p> <p>Use different ways of jumping.</p> <p>Land safely with control.</p> <p>Create a sequence of jumps and show it to a partner.</p>	<p>Run, jog, walk, sprint, faster, slower, quicker, pathway, direction, straight, curved, zigzag, diagonal, run, jog, walk, sprint, jump for height, high jump, landing safely, jump for distance, long jump, triple jump, flight, hop, take off, jump, landing, spring, leap, safely, steady, sequence.</p>
 <p>Dance</p> <p>Movement patterns and timing</p>	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination. • To know how to perform dances using simple movement patterns by responding to a video stimulus/ by improvising individually and with a partner/ by showing awareness of others when working in a group/ by mirroring the actions of a partner/ of a traditional style of dance/ with changes of speed and shape to represent an object. • To know how to move in response to a video stimulus. • To know how to improvise and create movements with a partner • To know how to show awareness of others 	<p>Make different shapes with their bodies as they travel, jump and spin.</p> <p>Say what is good about a partner's performance.</p> <p>Perform a simple action in unison with a partner.</p> <p>Use ideas from previous learning independently.</p> <p>Show some awareness of others when working in a group.</p> <p>Perform given ideas independently.</p> <p>Copy and repeat actions with some prompting.</p> <p>Show some awareness of the beat when dancing.</p> <p>Change the speed of their movements in response to a percussion instrument.</p> <p>Respond to questions about their own performance</p>	<p>Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, improvise, canon, travel, height, actions, expressions, cooperate, independently, motif, perform, mirroring, beat, partner, group, gallop, steps, improve, evaluate, cooperate.</p>



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	<p>when working in a group.</p> <ul style="list-style-type: none"> • To know how to understand mirroring and use this with a partner. • To know how to keep in time with a steady beat to perform a traditional style of dance. • To know how to vary the shape and speed of my movements to represent an object. 		
 <p>Athletics</p> <p>Multi Skills – Sports Day</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of sprinting in a race/ in the context of competing in an egg and spoon race/ in the context of sprinting in a race/in the context of throwing towards a target/in the context of competing in an obstacle race. • To know how to use appropriate skills and technique to sprint in a race. • To know how to be able to balance an egg on a spoon while racing against others. • To know how to jump in a sack while racing against others. • To know how to throw overarm and underarm to reach a target. • To know how to travel using a range of movements across obstacles in a race 	<p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Balance an egg on a spoon.</p> <p>Adopt an effective hold and body position during the egg and spoon race.</p> <p>Jump from two feet to two feet.</p> <p>Jump a set distance, e.g. from hoop to hoop.</p> <p>Stay in the sack for most of the race.</p> <p>Demonstrate the correct underarm throwing technique.</p> <p>Demonstrate the correct overarm throwing technique.</p> <p>Throw in the general direction of a given target.</p> <p>Move a football using the feet.</p> <p>Stop a football with the feet and then decide where to move.</p> <p>Move equipment between hoops with some help/direction.</p> <p>Jump across an agility ladder from two feet to two feet.</p> <p>Jump over a series of hurdles without knocking them over.</p>	<p>Sprint, race, straight line, forwards, direction, balance, control, coordination, travel, jump, sack, race, take-off, landing, spring, throw, overarm, underarm, push, power, distance, target, move, direction, obstacle, control, agility ladder, hoop, beanbag, hurdles, jump, run.</p>
 <p>Yoga</p>	<ul style="list-style-type: none"> • To know how to develop balance, agility and coordination through yoga, by stretching up and forward bending/ through yoga, while on all fours/ through yoga, by coming in and out of the dog pose/ through yoga, by vary speed from fast to slow/ through yoga, by following my peers/ through yoga, by working with my 	<p>Stretch their body up.</p> <p>Follow a sequence of movements.</p> <p>Move between poses.</p> <p>Follow instructions to keep safe.</p> <p>Arch their back up and dip their back down.</p> <p>Adapt yoga poses, with guidance.</p> <p>Flow from one yoga pose to another.</p>	<p>Reach, steady, lift, release, coordination, all fours, arching, roots, dog pose, agility, speed, smooth, balance, standing, steady.</p>


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	<p>peers.</p> <ul style="list-style-type: none"> • To know how to develop coordination while in basic yoga poses and moving between them. • To know how to increase coordination while on all fours. • To know how to develop agility by correctly coming into and out of the dog pose. • To know how to develop agility by varying the speed of movements and poses. • To know how to develop balance in standing positions. • To know how to develop balance when moving between yoga positions. 	<p>Balance, using support.</p> <p>Use and link yoga poses together.</p> <p>Demonstrate the correct form for a yoga pose.</p> <p>Breathe smoothly while standing still.</p>	
<p>Learning links to enhance long term memory</p>	<ul style="list-style-type: none"> • Find out about local athletics or sports clubs that children might like to join or look out for competitions and events in the local area. • Encourage the children to find out about some famous sportspeople from the world of athletics. • See The British Wheel of Yoga for further information and classes near you. If possible, a local yoga teacher could be invited to visit. <p>The British Wheel of Yoga For your life long yoga journey (bwy.org.uk)</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 2 Autumn			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Throwing & catching</p>	<ul style="list-style-type: none"> •To know how 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. •To know how to practise the skill of rolling and stopping a ball. •To know how to learn how to throw underarm. •To know how to learn how to throw overarm. •To know how to practise the skill of catching. •To know how to practise the skill of bouncing a ball and catching a bounced ball. •To know how to use and practise throwing and catching skills. 	<p>Roll a ball along a line, with some success.</p> <p>React and stop a rolling ball using two hands.</p> <p>Roll a ball towards a target.</p> <p>Throw underarm, using different objects, with some control.</p> <p>Throw underarm towards a target.</p> <p>Throw overarm, using different objects, with some control.</p> <p>Throw overarm for distance.</p> <p>Attempt to catch an object, using some of the correct techniques.</p> <p>Attempt to move and position themselves when trying to catch an object.</p> <p>Catch different objects with occasional success.</p> <p>Bounce a ball on a spot and occasionally catch it.</p> <p>Bounce a ball to a partner, changing the height of the bounce.</p> <p>Use different skills they have learnt in a range of games, with some success.</p> <p>Evaluate their performance, with support.</p>	<p>Ball, beanbag, bounce, control, throwing, catching, cool down, direction, line, overarm throw, roll, receive, target, track, stopping, accuracy, grip, quoit, roll, receive, throwing, track, underarm throw, distance, technique, throwing, stopping, evaluate.</p>
 <p>Gymnastics</p>	<ul style="list-style-type: none"> •To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • To know how to roll with coordination and control; • To know how to make long thin 	<p>Make a shape and hold it.</p> <p>Balance and support a partner.</p> <p>Step on a springboard.</p> <p>Jump.</p> <p>Take the weight on their hands and feet with their stomach pointing towards the ground and move on their hands and feet.</p> <p>Copy a movement sequence of two movements.</p> <p>Get into a plank position.</p> <p>Perform and describe movements.</p>	<p>Egg roll, log roll, teddy bear roll, finish, sequence, forward roll, yoga, pose, straight jump, springboard, hurdle step, crab walk, bridge, body tension, T Lever, scissor kick, handstand, lunge, bunny hop, cartwheel, vertebrae, compact, momentum, points of contact, unbalanced, body tension, levels, support, evaluate, perform, improve, finalists, control, coordination, flow.</p>

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	<p>shapes with my body;</p> <ul style="list-style-type: none"> • To know how to take my weight on my hands and feet; • To know how to take my weight on my hands. • To know how to perform and compete. 		
 <p>Games</p> <p>Invasion games</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of dribbling in football. • To know how to move with the ball in a game. • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of dodging to get free from a defender. • To know how to use space when passing and receiving in a game • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of throwing and catching the ball in 	<p>Begin to recognise how the body feels during and after physical activity.</p> <p>Begin to use the terms attacking and defending.</p> <p>Throw and catch a ball with a partner using different techniques.</p> <p>Kick a ball whilst moving.</p> <p>Pass a ball in different ways.</p> <p>Begin to use throwing, catching and kicking skills in a game with some success.</p> <p>Use at least one technique to attack, such as dodging to play a game with some success.</p> <p>Use at least one technique to defend, such as marking to play a game with some success.</p> <p>Begin to choose and use the best space in a game.</p> <p>Perform learnt skills with some control.</p> <p>Understand the importance of rules and follow them in simple games.</p> <p>Begin to work as part of a team.</p> <p>Increasingly choose and use the best space in a game, including passing to a player who is in space.</p> <p>Perform learnt skills with increasing control.</p> <p>Follow rules to play different games and understand the importance of having them.</p> <p>Show good teamwork in competitive situations.</p>	<p>Invasion game, invasion, teamwork, attacking, defending, dribbling, dodging, exercise, heart rate, oxygen, dodging, plant and go, space, passing, receiving, possession, intercepting, throw, throwing, catch, catching, pass, passing, underarm throw, overhead pass, overarm throw, intercept, defender, defend, release, follow through, target, attack, defend, intercepting, space, marking, dodging, swerving, technique, denying space, zone, position, opposition, attacking, attack, aim, score, goal, target, protect, possession, intercept, interceptor, intercepting, opposition, underarm, overarm, evaluate.</p>


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	<p>a game.</p> <ul style="list-style-type: none"> • To know how to use throwing and catching to pass and receive the ball in a game. • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of dodging and marking. • To know how to make or deny space when attacking and defending in a game. • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of shooting at and protecting a target. • To know how to use attacking and defending skills in a game. • To know how to participate in team games, developing simple tactics for attacking and defending. In the context of using teamwork in an invasion game. • To know how to apply specific skills to an invasion game. • To know how to follow rules to play a game. 		
Learning links to enhance long term memory	<ul style="list-style-type: none"> • Encourage children to find out about sports that involve throwing and catching skills. • Find out about junior cricket in schools by visiting www.ecb.co.uk, which promotes a variety of cricketing programs to get children involved in cricket across all age levels. • Visit www.englandnetball.co.uk to find out about netball competitions and how you can arrange for a netball officer to help support your teaching through netball workshops. 	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's


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	<ul style="list-style-type: none"> •Encourage children to get involved in invasion games outside of school by visiting a local football, hockey, rugby or basketball club. 		<p>performance in the final lesson, in which children will perform their own adapted gymnastics sequence.</p> <ul style="list-style-type: none"> •Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.
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Year 2 Spring

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Attacking and defending</p>	<ul style="list-style-type: none"> • To know how to master basic movements and apply these in a range of activities. • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of using space effectively. • To know how to use space well in a team game. • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of marking players. • To know how to understand how to mark players. • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of 	<p>Take on the role of an attacker and defender in a game.</p> <p>Move into a space when playing a game.</p> <p>Make use of space in a competitive game, with some prompting.</p> <p>Stay close to a player that they are marking.</p> <p>Mark a player during a game.</p> <p>Find and move into spaces, to get away from a defender, when prompted.</p> <p>Occupy the space between two opponents during a game, when prompted.</p> <p>Attempt to intercept a ball, when prompted.</p> <p>Answer some questions about how they feel after exercise.</p> <p>Move using the dodging action when trying to get past a defender.</p> <p>Try moving at different speeds to help dodge a defender.</p> <p>Make eye contact briefly before passing a ball to a teammate.</p> <p>Find open space to receive a pass when prompted.</p> <p>Look for players in open spaces to pass the ball to, when prompted.</p> <p>Look at their target to aim their throw but may not always throw accurately to reach the target.</p> <p>Attempt to score points in a game.</p> <p>Use a defending skill against the attacking team;</p> <p>Identify a skill that they are good at.</p>	<p>Attack, defend, space, goal, score, intercept, possession, tactic, opponent, control, player, skill, balance, marking, shadowing, player, attacker, defender, goal, score, accurate, aim, ball, defend, direction, marking, space, intercept, opponent, exercise, breathing, heart, temperature, dodge, space, speed, direction, pass, score, mark, defend, tactics, opponent, attacker, defender, direction, defend, overhead, bounce, accurate, eye-contact, aim, passing, transition, intercept, coordination, goal, score, referee, teammate, opponent.</p>


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	<p>defending a space between attacking players.</p> <ul style="list-style-type: none"> • To know how to defend in a game by intercepting. • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of getting past a player successfully. • To know how to use a range of tactics to get past a defender • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of passing a ball to another player. • To know how to pass the ball to another player. • To know how to participate in team games, developing simple tactics for attacking and defending, in the context of testing our skills. • To know how to use attacking and defending skills in a game. 		
 <p>Circuit Training</p>	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination by controlling changes of direction. • To know how to master basic movements and apply these in a range of activities. • To know how to change the direction of movements with control. 	<p>Change the direction of their movements.</p> <p>Identify an activity they are good at.</p> <p>Perform more than one type of jump correctly.</p> <p>Answer some questions about how they feel after exercise.</p> <p>Perform an underarm throw towards a target.</p> <p>Identify similarities between their own performance and that of someone else.</p> <p>Combine skills within an activity which has been slightly modified.</p> <p>Identify which skills are needed for a particular activity with</p>	<p>Travel, circuit, leap, pivot, direction, control, training, training, heart, breathing, jumping, exercise, control, accuracy, compare, watch, describe, grip, roll, throw, target, step-up, star jump, quoit, balance, combine, skills, independently, improve, evaluate, improve, watch, describe, training.</p>


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	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination in the context of jumping. • To know how to use and combine different types of jumps. • To know how to develop balance and co-ordination. • To know how to master basic movements showing control and accuracy and apply these in a range of activities. • To know how to perform movements with control and accuracy. • To know how to master basic movements and apply these in a range of activities by combining more than one skill. • To know how to combine more than one skill to complete an activity. • To know how to master basic movements and apply these in a range of activities, trying to improve upon own performance. know how to • To master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others. • To know how to watch others and use this to improve own performance. 	<p>support.</p> <p>Complete activities modelled to them by a partner.</p> <p>Identify their highest and lowest scores.</p> <p>Tell a partner what they are doing well in their performance.</p>	
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 <p>Multi-skills. Bat & Ball</p>	<ul style="list-style-type: none"> • To know how to develop balance and coordination when holding a racket to hit a ball. • To know how to master basic movements and apply these in a range of activities. • To know how to hold a racket correctly to hit a ball. • To know how to develop balance and coordination when hitting a ball back to a partner. • To know how to hit a ball that has been thrown underarm. • To know how to master basic movements and apply these in a range of activities, making use of a practised tactic. • To know how to practise and use a simple tactic. • To know how to develop balance and coordination when using a cricket bat. • To know how to hold a cricket bat correctly and use it to hit a ball. • To know how to master basic movements and apply these in a range of activities using a variety of cricket skills. • To know how to practise a range of cricket skills. • To know how to develop balance and coordination when applying bat and ball skills. 	<p>Hold a tennis racket with some support and show some control when hitting a ball.</p> <p>Hit a ball forwards towards a target.</p> <p>Throw a ball underarm over a short distance.</p> <p>Show some consistency when hitting a ball that has been thrown to them.</p> <p>Combine their skills to play a modified version of a competitive game against a partner.</p> <p>Understand the tactic that they have practised and try to apply it in a competitive game.</p> <p>Hold a cricket bat correctly and use it to control a ball and begin to hit it towards a target.</p> <p>Use the correct technique to roll a ball, beginning to show some control of its direction.</p> <p>Use a cricket bat to hit a ball that has been rolled to them from a short distance.</p> <p>Throw a ball overarm using a modified technique.</p> <p>Watch a partner and answer some questions about their performance.</p> <p>Cooperate with others to play a team game, taking on different roles with support.</p> <p>Hold a racket correctly and use it to hit a ball with control.</p> <p>Hit a ball to a target with increasing accuracy.</p> <p>Throw a ball underarm showing some accuracy when aiming for a partner's racket.</p> <p>Hit a ball that has been thrown to them, showing some control of the direction.</p> <p>Combine their skills to play a competitive game against a partner.</p> <p>Apply a practised tactic to help them to win a competitive game.</p> <p>Hold a cricket bat correctly and use it to control and hit a ball to a target.</p> <p>Use the correct technique to roll a ball accurately to a partner.</p> <p>Use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit.</p>	<p>Racket, ball, bat, cricket, tennis, balance, target, points, score, cooperate, underarm throw, catch, hit, ball, successful, skills, hit, tactic, opponent, spaces, roll, handle, grip, wrap, hit, relay, cricket, rolling, bowler, batter, fielder, evaluate, overarm, cooperate, competitive.</p>



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	<ul style="list-style-type: none"> • To know how to combine my skills to play a competitive team game. 	<p>Use the correct overarm technique to throw a ball forwards. Watch a partner, describe what they are doing well and identify an area for improvement. Cooperate with others to play a team game, taking on different roles within the game.</p>	
 <p>Dance Expressing ideas themes and emotions</p>	<ul style="list-style-type: none"> • To know how to develop balance and co-ordination. • To know how to perform dances using simple movement patterns with a partner. • To know how to create and perform a dance motif inspired by a stimulus. • To know how to use different movements and body shapes. • To know how to perform dances using simple movements patterns as part of a group. • To know how to perform dances using simple movements patterns created with a partner. 	<p>Copy and repeat movements to form a simple motif. Perform some actions in unison. Answer simple questions about the performance of others with support. Copy the movements of other members of their group. Move their body showing some control. Create some appropriate body shapes and make some movements that show awareness of the music. Copy the movements of others. Answer questions about their performance with some support. Copy the movements of others and perform them in unison with a partner. Perform a whole dance with some prompting.</p>	<p>Unison, canon, long, short, expression, partner, freeze-frame, equipment, determination, evaluate, improve, movements, travelling, speed, direction, spinning, teamwork, respect, unison, timing, movements, levels, speed, perform, practise, combine, determined, fast, slow, movements, evaluate, discuss, performance, improve, proud.</p>
<p>Learning links to enhance long term memory</p>	<ul style="list-style-type: none"> • This BBC clip introduces children to a hybrid game of netball. This interactive video allows children to watch and discuss any attacking and defending skills they see. Physical Education KS1 / KS2: Hybrid Sports - Attacking and Defending - BBC Teach • Incorporate activities which include changes of direction into playtimes. Can children line up as a class and then travel in different directions, as guided by the teacher, as they make their way back to the classroom? Jumping: Can children find out about different types of jumps included in athletic activities? 	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.


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Year 2 Summer


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Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Multi-skills. Target games.</p>	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To know how to use a range of ball rolling skills. • To know how to aim for a stationary target using an underarm throw. • To know how to play a game that involves aiming at moving targets. • To know how to use different types of throws in a target throwing game. • To know how to know how to participate in team games, developing simple tactics for attacking and defending. • To know how to use my skills in different target games. 	<p>Change the speed of the ball they are rolling. Sometimes hit the target with a rolling ball. Take part in games that involve rolling, including team games. Know how to carry out an underarm throw and can do this with some accuracy. Aim for a stationary target using an underarm throw with some accuracy and success. Work with others to design a game that involves throwing underarm. Know how to carry out an underarm throw, aiming for a moving target, and can do this with some success and accuracy. Avoid being hit by a ball by using different techniques, including dodging, swerving and jumping, with some success. Know how to play a game that involves aiming at moving targets and can take part, with some success at hitting a target. Know how to carry out an underarm throw, aiming for a target, and can do this with some success and accuracy. Know how to carry out an overarm throw, for distance, and can do this with some success. Sometimes choose the most appropriate throw to use based on the situation. Know how to kick a football for accuracy, aiming for a target, and can do this with some success. Know how to play a game that involves kicking at targets and can take part with some success. Use the different skills they have learnt in a range of different target games, with some success and proficiency. Know what a tactic is and, with support, can use them in a game. Begin to display elements of teamwork in a game. Evaluate their performance, with support.</p>	<p>Target games, sending, target, aim, aiming, rolling, accuracy, speed, pace, distance, release, travel, team games, relay, bullseye, stationary target, throw, throwing, underarm throw, accuracy, distance, release, swing, moving target, throw, underarm, track, accuracy, release, swing, dodge, swerve, jump, dodgeball, technique, overarm throw, underarm throw, distance, aiming, follow through, kick, kicking, stopping, control, technique, evaluate.</p>
 <p>Dance</p> <p>Developing</p>	<ul style="list-style-type: none"> • To know how to perform dances using simple movement patterns. • To know how to can change the speed, weight and size of my movements. 	<p>Move freely to music. Move in the wider space. Move in their personal space. Move fast and slow. Move high and low. Move with light and heavy movements.</p>	<p>Transition, shape, formation, rhythm, prop, stimuli, motif, dynamic, reaction, expression, duet, tempo, pulse, accelerando, rallentando, synchronised, unison.</p>

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ideas with a partner.	<ul style="list-style-type: none"> • To know how to can dance in different formations. • To know how to can move in response to stimuli. • To know how to can move to a rhythm. • To know how to can dance a duet. • To know how to can synchronise movement in different formations. 	Pretend to move with an object. Pretend to be an object. Copy and repeat movements. Change movements when prompted. Make a shape. Work on their own. Use expressions to communicate feelings. Describe movements. Roll. Say if they like some music or a movement.	
 Athletics Sports day prep.	<ul style="list-style-type: none"> • To know how to master basic movements including running, jumping, throwing and catching in the context of the Olympic Values and Olympic-style events. • To know how to show the Olympic values of friendship and respect in a jumping for height activity. • To know how to show the Olympic value of excellence in a throwing for accuracy activity. • To know how to show the Olympic value of determination in a running activity. • To know how to show the Olympic value of courage in a running activity. • To know how to show the Olympic value of equality in a jumping for distance activity. • To know how to show the Olympic value of inspiration in athletics activities. 	Bend their knees before jumping. Give praise to their partner when they are successful. Bring their arm backwards before throwing forwards. Keep practising to achieve greater accuracy. Run at different paces. Finish the course, even if they feel tired and need to slow down their pace. Turn their bodies to face the new direction in which they will run. Bend their knees to take off. Show equality through taking turns, as suggested by an adult. Follow instructions to take part in athletics activities.	Olympics, values, friendship, respect, jump, height, determination, equality, inspiration, excellence, underarm, throw, accuracy, target, running, speed, distance, courage, direction, equality, inspiration, jumping, distance, speed.

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 Yoga	<ul style="list-style-type: none"> • To know how to develop balance, agility and coordination through yoga, by stretching up and forward bending/ through yoga, while on all fours/ through yoga, by coming in and out of the dog pose/ through yoga, by vary speed from fast to slow/ through yoga, by following my peers/ through yoga, by working with my peers. • To know how to develop coordination while in basic yoga poses and moving between them. • To know how to increase coordination while on all fours. • To know how to develop agility by correctly coming into and out of the dog pose. • To know how to develop agility by varying the speed of movements and poses. • To know how to develop balance in standing positions. • To know how to develop balance when moving between yoga positions. 	<p>Stretch their body up. Follow a sequence of movements. Move between poses. Follow instructions to keep safe. Arch their back up and dip their back down. Adapt yoga poses, with guidance. Flow from one yoga pose to another. Balance, using support. Use and link yoga poses together. Demonstrate the correct form for a yoga pose. Breathe smoothly while standing still.</p>	<p>Reach, steady, lift, release, coordination, all fours, arching, roots, dog pose, agility, speed, smooth, balance, standing, steady.</p>
Learning links to enhance long term memory	<ul style="list-style-type: none"> • Visit The Golf Foundation, which promotes the delivery of golf for children in primary and junior schools and how their school programs can support curriculum learning. Primary - Golf Foundation (golf-foundation.org) • Visit Boccia England to find out about Boccia competitions and how you can set up your own school club. 	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's

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	Schools and Education Boccia England Limited <ul style="list-style-type: none"> British Dodgeball also has a 'Schools' section which provides teachers, school sports coaches, students and leaders with the necessary tools to deliver dodgeball. Schools – British Dodgeball <ul style="list-style-type: none"> Watch some of the Olympic athletic events together. 		<p>performance in the final lesson, in which children will perform their own adapted gymnastics sequence.</p> <ul style="list-style-type: none"> Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.
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Year 3 Autumn			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 Swimming	<ul style="list-style-type: none"> To know how to develop water confidence and swimming strokes through regular practice. To know how to understand basic water safety rules and demonstrate water competence. To know how to apply safe and effective floating and self-rescue techniques. 	<p>Swim competently (aiming for without armbands and assistance)</p> <p>Demonstrates an understanding of pool rules</p> <p>Knows where to find the lifeguard (or relevant first aid trained practitioner)</p> <p>Enters the water safely and knows where the shallow end is.</p> <p>Climbs onto a floating object with no support</p> <p>Climbs out of the poolside within depth (in water that they can stand in)</p> <p>Understands importance of a streamlined position</p> <p>Understands importance of finding buoyancy</p> <p>Understands how breathing and strokes are linked</p> <p>Blows bubbles with face in the water</p> <p>Holds breath with face in the water</p>	<p>Strokes, metres, kick, push, breathe, front crawl, backstroke and breaststroke, lifeguard, first aider, shallow, deep, pool edge, pool rail, balance, danger flag, bathing flag, surfing flag, beach lifeguard, jump, submerged, body temperature, cold water shock, stability, slippery.</p>

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- To know how to take part in outdoor and adventurous activity challenges both individually and within a team.
 - To know how to work effectively with others to complete a task.
 - To know how to communicate effectively.
- To know how to follow multi-step instructions.
- To know how to solve a range of problems when working with others.
 - To know how to follow a set of directions correctly.
 - To know how to give clear and precise directions for someone else to follow.
 - To know how to follow simple maps.
 - To know how to know what orienteering is.
 - To know how to know and understand a range of map symbols.

All children should be able to:

Explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal.

Understand what effective communication involves and demonstrate verbal and non-verbal methods of communication with some success during team activities.

Follow multi-step instructions with support when necessary.

With guidance, identify the problem and possible solutions to solve it.

Mostly cooperate with others to solve the problem, demonstrating some effective teamwork skills.

Understand and sometimes use directional language to navigate others with some success.

Follow the directions given to them, with support.

With support, can give directions using appropriate terminology.

Understand the concept of a map and use a key and symbols on a simple map, with support if necessary.

Orientate a map, with support if necessary.

Know the meaning of some common map symbols.

Understand what orienteering involves and know some of the basic orienteering symbols.

Most children will be able to:

Identify and demonstrate a range of effective teamwork skills to achieve the goals.

Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities.

Follow multi-step instructions, using strategies to aid them.


Identify the problem and come up with possible solutions and a plan of action to solve it.

Demonstrate a range of effective teamwork skills to solve a range of problems.



Understand and use directional language to effectively navigate others.

Outdoor adventurous activities, teamwork, orienteering, problem-solving, cooperation, communication, following instructions, listening skills, active listening, non-verbal communication, empathy, process, step by step, listening skills, strategy, visualise, solution, plan of action, thinking logically, teamwork, step-by-step, verbal instructions, non-verbal instructions, directions, directional language, terminology, navigate, left, right, forwards, backwards, clockwise, anti-clockwise, full/half/whole turn, 90° turn, paces, verbal, non-verbal, instructions, precise, communication, teamwork, collaboration, unsighted, trust, orienteering, orienteer, orientating a map, map reading, key, symbols, grid, course, terrain, landscape, features, compass, teamwork, collaboration.

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 <p>Games Invasion Games. Netball</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • To know how to apply the basic principles of invasion games. • To know how to develop flexibility, strength, technique, control and balance. • To know how to move with the ball. • To know how to use a range of techniques to pass the ball. • To know how to understand the basic principles of defending in invasion games. • To know how to understand the basic principles of attacking in invasion games • To know how to apply the basic principles of invasion games. 	<p>All children should be able to:</p> <p>Know the difference between attack and defence. Pass, receive and travel with a ball with some control and accuracy. With guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting. Know what they and their team needs to do to keep possession and contribute to this occasionally. Follow rules in simple invasion games.</p> <p>Most children will be able to:</p> <p>Know some of the basic principles of invasion games. Recognise and begin to apply basic attacking skills such as dodging, with some success. Recognise and begin to apply basic defending skills such as marking and intercepting, with some success. Pass, receive and travel with a ball in a variety of ways with increasing control and accuracy. Identify and use tactics to help themselves and their team keep possession of the ball. Use space well to pass and receive a ball.</p>	<p>Invasion game, invasion, possession, teamwork, communication, attacking, attacker, defending, defender, position, dodging, weaving, marking, intercepting, opponent, anticipate, travelling, speed, pace, direction, attack, defend, accuracy, pass, passing, chest pass, bounce pass, overhead pass, thrower, receiver, defender, interceptor, intercept.</p>
<p>Learning links to enhance long term memory</p>	<p>Encourage children to join their local football club. <u>Home Page - Find Football (englandfootball.com)</u> Find out about Weetabix Wildcats, which is an England Football initiative offering non-competitive football for girls who want to give it a go for the very first time or want to play with other girls their own age. <u>Football for girls aged 5-11 - Weetabix Wildcats England Football</u> Visit the youth section of the LTA website to find out more about tennis, which includes information on Youth Programmes, Youth Schools, Youth Compete and a Home Activities Hub. <u>Tennis Lessons for Kids & Youth Youth Programme LTA</u></p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.



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Year 3 Spring			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 Swimming	<ul style="list-style-type: none"> To know how to develop water confidence and swimming strokes through regular practice. To know how to understand basic water safety rules and demonstrate water competence. To know how to apply safe and effective floating and self-rescue techniques. 	<p>Swim competently (aiming for without armbands and assistance).</p> <p>Can travel 10 metres on the front with kicking legs and with flotation.</p> <p>Can travel 10 metres on the back with kicking legs and with flotation.</p> <p>Uses kicking and sculling hands while on the back and with flotation.</p> <p>Treads water with flotation (if required).</p> <p>Shows frog kicks with flotation (if required).</p> <p>Uses kicking and straight backstroke arms while on the back and with flotation (if required).</p> <p>Uses kicking and long, straight scooping arms while on the front and with flotation (if required).</p>	<p>Strokes, metres, kick, push, breathe, front crawl, backstroke and breaststroke, lifeguard, first aider, shallow, deep, pool edge, pool rail, balance, danger flag, bathing flag, surfing flag, beach lifeguard, jump, submerged, body temperature, cold water shock, stability, slippery.</p>
 Gymnastics	<ul style="list-style-type: none"> To know how to develop flexibility, strength, technique, control and balance. To know how to perform static body shapes. To know how to use running, jumping, throwing and catching in isolation and in combination. To know how to make body shapes in the air. To know how to carry out gymnastics moves. To know how to perform a gymnastics routine. To know how to create symmetrical shapes. To know how to apply the gymnastics skills I have learnt. 	<p>All children should be able to:</p> <p>Show some control and coordination when making simple static shapes/positions.</p> <p>Make basic shapes/positions in the air when taking off from low-level apparatus.</p> <p>Create short and simple sequences and remember these actions with some accuracy and consistency.</p> <p>Perform safely, using the apparatus with some confidence.</p> <p>Copy simple actions with some accuracy.</p> <p>Know what symmetry means and make symmetrical shapes.</p> <p>Use the correct words for some of the body shapes/positions and begin to know what must be done to make them.</p> <p>Begin to analyse the work of others.</p> <p>Most children should be able to:</p> <p>Show good control and coordination when making simple static</p>	<p>Pike, straddle, tuck, wide, narrow, stretched, extend, tall, curled, squat, star, leap, controlled, wide, narrow, straight, twist, turn, impact, absorb, soften, mount, dismount, balance, take-off, landing, apparatus, manipulate, tuck, control, balance, turn, release, continuous, sequence, routine, front support, symmetry, mirrored, dish, arc, pike, star, jump, turn, symmetrical, perform, evaluate.</p>


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Year 3 Summer				
Thread	Focus & Knowledge	Skills & Assessment		Vocabulary
		<p>from the floor and some more complex shapes when taking off from low-level apparatus.</p> <p>Create longer and more complex sequences with a partner and remember these actions with accuracy and consistency.</p> <p>Perform with an awareness of others and use the apparatus confidently and safely.</p> <p>Copy a variety of actions with accuracy and clarity.</p> <p>Know what symmetry means; identify and make symmetrical shapes.</p> <p>Use the correct words for the body shapes/ positions and explain what must be done to make them.</p> <p>Observe, describe and analyse the movements of others using appropriate language</p>		
Learning links to enhance long term memory	<p>Go to British Gymnastics for information and news on British Gymnastics as well as how to get started and where to find your local club.</p> <p>English Gymnastics (british-gymnastics.org)</p>		Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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 <p>Swimming</p>	<ul style="list-style-type: none"> • To know how to develop water confidence and swimming strokes through regular practice. • To know how to understand basic water safety rules and demonstrate water competence. • To know how to apply safe and effective floating and self-rescue techniques. 	<p>Swim competently (aiming for without armbands and assistance).</p> <p>Can travel 10 metres on the front with kicking legs and with flotation.</p> <p>Can travel 10 metres on the back with kicking legs and with flotation.</p> <p>Uses kicking and sculling hands while on the back and with flotation.</p> <p>Treads water with flotation (if required).</p> <p>Shows frog kicks with flotation (if required).</p> <p>Uses kicking and straight backstroke arms while on the back and with flotation (if required).</p> <p>Uses kicking and long, straight scooping arms while on the front and with flotation (if required).</p> <p>Performs star float with supporting flotation (if required).</p> <p>Performs tuck float with supporting flotation (if required).</p> <p>Performs push and glide on the front with flotation (if required).</p>	<p>Strokes, metres, kick, push, breathe, front crawl, backstroke and breaststroke, lifeguard, first aider, shallow, deep, pool edge, pool rail, balance, danger flag, bathing flag, surfing flag, beach lifeguard, jump, submerged, body temperature, cold water shock, stability, slippery, streamlined, drag, buoyancy, strokes, hips, core, sculling, treading water, breaststroke, frog kick, backstroke, front crawl (also known as freestyle), submerge, surface (verb), surface (noun), rhythmic breathing, star float, tuck float, push and glide, rotate, plunge, submerge.</p>
 <p>Games</p> <p>Striking and fielding. Cricket.</p>	<p>To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • To know how to catch with accuracy. • To know how to use an overarm throw to hit a target with accuracy. • To know how to strike a ball in an intended direction. • To know how to work cooperatively to field a ball. • To know how to use striking and fielding skills in a game. • To know how to design and play games that use striking and fielding skills. 	<p>All children should be able to:</p> <p>Catch a ball accurately.</p> <p>Accurately throw or roll a ball at a target.</p> <p>Strike a stationary ball in an intended direction.</p> <p>Begin to understand the importance of warming up.</p> <p>Begin to identify strengths and areas in which they could improve.</p> <p>Strike a bowled ball in an intended direction.</p> <p>Stop a ball using a range of techniques.</p> <p>Play cooperatively with teammates, making decisions about when to run for points and when to not.</p> <p>Choose and use a range of simple tactics and strategies when striking and fielding.</p> <p>Most children should be able to:</p> <p>Strike a bowled ball in an intended direction.</p> <p>Stop a ball using a range of techniques.</p>	<p>Striking, fielding, hand-eye coordination, cooperation, accuracy, target, overarm, underarm, opposition, runs, long-barrier stop, two-handed pick-up, fielder, cooperation, teamwork.</p>

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		<p>Slay cooperatively with teammates, making decisions about when to run for points and when to not.</p> <p>Choose and use a range of simple tactics and strategies when striking and fielding.</p> <p>Invent rules for striking and fielding games.</p>	
	<ul style="list-style-type: none"> • To know how to use running, jumping, throwing and catching in isolation and in combination. • To know how to practise and refine existing running, jumping and throwing skills. • To know how to develop flexibility, strength, technique, control and balance. • To know how to compare performances with previous ones and demonstrate improvement to achieve a personal best. • To know how to sprint effectively. • To know how to run over hurdles. • To know how to jump for distance. • To know how to develop and refine different throwing techniques. • To know how to learn different push throw techniques. 	<p>All children should be able to:</p> <p>Practise existing basic running, throwing and jumping skills.</p> <p>Carry out up to two different jumps, with a safe landing.</p> <p>Use elements of the correct technique for underarm throwing with some control and accuracy.</p> <p>Understand the importance of having a good arm and leg action for sprinting.</p> <p>Use elements of the correct technique for sprinting with some control and efficiency.</p> <p>Identify and give feedback on one or two elements of the best running technique for sprinting.</p> <p>Understand the terms lead leg and trail leg and practise using each one in isolation with elements of the correct technique.</p> <p>Practise maintaining an even stride pattern and length in specific drills and activities.</p> <p>Run with some coordination and rhythm over obstacles.</p> <p>Use elements of the correct technique for the standing long jump with some control.</p> <p>Jump a reasonable distance using a learnt technique.</p> <p>Compare their jumping abilities to at least three animals.</p> <p>Execute an underarm throw with some control and accuracy.</p> <p>Execute an overarm throw with some control and distance.</p> <p>With support, choose the best throw to use, depending on the situation.</p> <p>Identify and execute a two-handed push throw, with some control, accuracy and distance.</p> <p>Identify and execute a one-handed push throw, with some control, accuracy and distance.</p> <p>Show some improvement in their ability to throw for accuracy and distance.</p>	<p>Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, pace, safe landing, take-off, technique, underarm throw, overarm throw; running, event, track, sprinting, technique, speed, arm action, leg action, heel-toe action, reaction, 100m, 200m, 400m, relay, hurdles, Olympics, track, hurdles, hurdling, hurdler, obstacles, lead leg, trail leg, stride pattern, stride length, rhythm, fluency, coordination, technique, field event, jumping, jump, long jump, high jump, triple jump, pole vault, standing long jump, technique, take-off, flight, landing, safe landing, measure, coach, athlete, metres, throw, underarm throw, overarm throw, grip, distance, control, accuracy, coach, athlete, hammer, discus, shot-put, javelin.</p>

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		<p>Most children should be able to:</p> <p>Apply and try to improve existing running, throwing and jumping skills.</p> <p>Carry out up to three or more different jumps, with a safe landing.</p> <p>Use the correct technique for underarm throwing with control and success.</p> <p>Understand the importance of having a good arm and leg action for sprinting and, with prompts, describe how this is done.</p> <p>Use an increasingly efficient technique for sprinting.</p> <p>Identify and give feedback on three or more elements of the best running techniques for sprinting.</p> <p>Understand the terms lead leg and trail leg and demonstrate elements of the correct technique when running over hurdles.</p> <p>Demonstrate an increasingly even stride pattern and length when running at speed over hurdles.</p> <p>Run with increasing coordination and rhythm over obstacles.</p> <p>Use the correct technique for the standing long jump with control and success.</p> <p>Jump a good distance using a learnt technique.</p> <p>Compare their jumping abilities to at least five animals.</p> <p>Execute an underarm throw with good control and accuracy.</p> <p>Execute an overarm throw with good control and distance.</p> <p>Choose the best throw to use, depending on the situation.</p> <p>Identify, describe and execute a two-handed push throw, with good control, accuracy and distance.</p> <p>Identify, describe and execute a one-handed push throw, with good control, accuracy and distance.</p> <p>Show a marked improvement in their ability to throw for accuracy and distance.</p>	
<p>Learning links to enhance long term memory</p>	<p>Talk to the local cricket team, arrange to watch a game, or have some of the players visit your class.</p> <p>Chance to Shine has many different resources from coaching cards to posters to use in the classroom.</p> <p>Chance to Shine</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's


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	<p>Contact a local gym and invite a trainer in to run a circuit training session.</p> <p>Children could develop their own mini-circuits and share them with other groups.</p> <p>Go to britishathletics.org.uk for information and news on British Athletics, as well as how to get started and where to find your local club.</p> <p>British Athletics</p> <p>Arrange for some local athletes or coaches to visit your class.</p> <p>Arrange a visit to local dance studio to watch some rehearsals, or have some of the dancers visit your class.</p>		<p>performance in the final lesson, in which children will perform their own adapted gymnastics sequence.</p> <ul style="list-style-type: none"> • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.
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Year 4 Autumn

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
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	<ul style="list-style-type: none"> • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team. • To know how to work together with others on different scavenger hunt activities. • To know how to work with others, developing problem-solving skills. • To know how to communicate effectively with others to complete blindfolded challenges. • To know how to read, follow and understand maps. • To know how to take part in an orienteering exercise. • To demonstrate different sporting values and qualities. • To know how to set up a simple orienteering course for others to follow. • To know how to navigate around space with growing confidence. 	<p>All children should be able to:</p> <p>Answer simple questions about what OAA involves.</p> <p>Demonstrate elements of effective teamwork, sometimes working well as part of a team.</p> <p>Demonstrate elements of effective teamwork to complete a scavenger hunt.</p> <p>Demonstrate elements of effective teamwork to create a scavenger hunt.</p> <p>Demonstrate elements of effective communication and can sometimes work well as part of a team.</p> <p>Sometimes solve problems by working well as part of a team.</p> <p>Demonstrate elements of effective teamwork to create an obstacle course that tests agility, coordination and balance.</p> <p>Give simple directions to guide a partner or teammates, with some success.</p> <p>Sometimes demonstrate elements of good listening and following of directions during team activities.</p> <p>Sometimes complete challenges successfully as part of a team.</p> <p>Understand at least one feature of a map.</p> <p>With support, orientate a map.</p> <p>With guidance, follow a simple map.</p> <p>Identify a control marker, control point and control card.</p> <p>Work with others to take part in an orienteering exercise.</p> <p>Name and demonstrate at least two different sporting qualities.</p> <p>With guidance, draw a simple mini orienteering map.</p> <p>With guidance, set up at least two control markers and add them to a map.</p> <p>Most children should be able to:</p> <p>Talk about what OAA involves.</p> <p>Demonstrate a range of elements of effective teamwork, generally working well as part of a team.</p> <p>Demonstrate effective teamwork to complete a scavenger hunt.</p> <p>Demonstrate effective teamwork to create a scavenger hunt.</p> <p>Communicate effectively and generally work well as part of a team.</p> <p>Usually solve problems by working well as part of a team.</p> <p>Demonstrate effective teamwork to create an obstacle course that</p>	<p>OAA, outdoor adventurous activities, scavenger hunt, teamwork, communication, problem-solving, challenge, following instructions, verbal, non-verbal, cooperation, agility, balance, coordination, , following directions, left, right, clockwise, anticlockwise, forward, backward, teamwork, listening skills, map reading, map features, route, orientate, thumbing, map symbols, key, position, map walk, sporting values and qualities.</p>
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		<p>tests agility, coordination and balance.</p> <p>Give a range of different, easy-to-follow directions to guide a partner or teammates successfully.</p> <p>Demonstrate effective listening and following of directions during team activities.</p> <p>Usually complete challenges successfully as part of a team.</p> <p>Understand and talk about at least two different features of a map.</p> <p>Orienteer a map.</p> <p>Follow a simple map.</p> <p>Identify a control marker, control point and control card and explain what they are.</p> <p>Work with others to complete an orienteering exercise.</p> <p>Name and demonstrate at least three different sporting qualities.</p> <p>Draw a simple mini orienteering map.</p> <p>Set up four control markers and add them to a map.</p>	
 <p style="text-align: center;">Dance</p> <p>Contemporary dance and use of dynamics</p>	<ul style="list-style-type: none"> • To know how to perform dances using a range of movement patterns. • To know how to combine and perform movement phrases. • To know how to compose and perform movement sequences with expression. • To know how to link and combine movement phrases. • To know how to work as part of a group to develop a longer dance that tells a story. • To know how to perform a dance with precision and control. • To know how to compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work. 	<p>All children should be able to:</p> <p>Follow instructions to perform actions.</p> <p>Perform actions to communicate ideas.</p> <p>Copy an action and explain how it communicates an idea.</p> <p>Put actions together to tell a story.</p> <p>Perform suggested movement phrases to communicate ideas.</p> <p>Perform a number of movement phrases in a longer dance.</p> <p>Perform suggested movement phrases with their group.</p> <p>Perform a number of movement phrases in unison and canon within a group.</p> <p>Show awareness of control when performing.</p> <p>Perform suggested movement phrases to communicate ideas.</p> <p>Evaluate movement phrases ready for performance.</p> <p>Most children will be able to:</p> <p>Perform actions to communicate ideas.</p> <p>Combine actions to create a longer dance.</p> <p>Develop actions to communicate ideas.</p> <p>Perform some actions with expression.</p> <p>Develop movement phrases to communicate ideas.</p> <p>Link different movement phrases in a longer dance.</p>	<p>Action, sequence, communicate, represent, idea, movement phrase, expression, emotion, feeling, phrase, link, connect, unison, canon, perform,</p>

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		<p>Link different movement phrases, performing in unison and canon with the rest of their group.</p> <p>Perform with increased precision and control.</p> <p>Evaluate and improve movement phrases ready for performance.</p>	
 <p>Games</p> <p>Invasion Games.</p> <p>Football.</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending the context of invasion games. • To know how to practise common skills needed for invasion games. • To know how to develop flexibility, strength, technique, control and balance in the context of dribbling techniques used in invasion games. • To know how to use a range of techniques to move with the ball. • To know how to develop flexibility, strength, technique, control and balance in the context of passing technique in football. • To know how to pass and receive a football with increasing accuracy and success. • To know how to develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking skills and strategies in invasion games. • To know how to use and understand attacking skills and strategies. • To know how to develop flexibility, 	<p>All children should be able to:</p> <p>Demonstrate knowledge and understanding of the reasons for warming up and cooling down.</p> <p>Move in multiple directions in isolation and sometimes in a game situation.</p> <p>Use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation.</p> <p>Dribble with the ball using different techniques.</p> <p>Occasionally look up when dribbling with the ball.</p> <p>Pass the ball with some control and accuracy.</p> <p>Receive a ball that is passed directly to them, demonstrating some control.</p> <p>Mark an opposition player with some success in a game.</p> <p>Show understanding of what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass.</p> <p>Demonstrate an understanding of the job of the goalkeeper and use some skills and strategies to prevent a goal from being scored.</p> <p>Occasionally contribute to the success of their team in attack and defence.</p> <p>Show understanding of what is involved in being part of a team.</p> <p>Follow rules in simple invasion games.</p> <p>Evaluate their own and others' performance with support.</p> <p>Most children will be able to:</p> <p>Show knowledge and understanding of the reasons for warming up and cooling down.</p> <p>Move in multiple directions at speed and with some success in a game situation.</p> <p>Change direction quickly (dodge) and feint a move, using a low body position, and apply this with some success in a game situation.</p> <p>Dribble with the ball using different techniques, demonstrating</p>	<p>Invasion game, invasion, invade, territory, zone, opponent, opposition, protect, attack, defend, possession, anticipation, dodge, weave, teamwork, direction, dribble, dribbling, travelling, moving with the ball, control, fluency, technique, opponent, straight, football, hockey, basketball, pass, passing, receive, receiving, intercept, interception, speed, power, possession, control, accuracy, technique, weight, opponent, football, communication, two-touch, attack/attacking/attacker, defend/defending/defender, strategies, dodging, swerving, feign, intercept/ interception, technique, teamwork, protect, guard, goalkeeper, goalie, keeper ready position, reflexes, shuffle, sidestep, anticipate.</p>

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	<p>strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of defending skills and strategies for invasion games.</p> <ul style="list-style-type: none"> • To know how to use and understand defending skills and strategies. • To know how to develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of goalkeeping, attacking and defending in football. • To know how to use goalkeeping skills and strategies to protect a goal. • To know how to use attacking and defending skills in a game. 	<p>control and speed.</p> <p>look up when dribbling while keeping good control of the ball.</p> <p>Pass the ball with control and accuracy over a range of distances.</p> <p>Move to receive a ball that is passed to them with good control.</p> <p>Mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time.</p> <p>At times, anticipate where and when the ball will be passed and get into a position to be able to intercept it.</p> <p>Show an understanding of the job and some of the skills needed to be a goalkeeper and use different techniques to prevent a goal from being scored at different heights.</p> <p>Regularly contribute to the success of their team in attack and defence.</p> <p>Show an understanding of teamwork and demonstrate being part of a team.</p> <p>Follow rules in more complex invasion games.</p> <p>Evaluate their own and others' performance.</p>	
 <p>Circuit Training</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of aerobic circuit training activities. • To know how to understand the effects of aerobic and anaerobic exercise on the body. • To know how to develop flexibility, strength, technique, control and balance in the context of upper body circuit training exercises. • To know how to recognise the benefits of exercise on the upper body. • To know how to develop flexibility, strength, technique, control and balance in the context of lower body circuit training 	<p>All children should be able to:</p> <p>Follow instructions and act on advice to complete a set of exercises.</p> <p>Identify the way they feel after exercise.</p> <p>Identify the parts of the upper body and participate in simplified exercises that use their upper body muscles.</p> <p>Identify the parts of the lower body and participate in simplified exercises that use their lower body muscles.</p> <p>Identify the core muscles and participate in simplified exercises which use these muscles.</p> <p>Participate in a range of simplified exercises.</p> <p>With discussion, set own targets for improvement.</p> <p>Keep score and notice how they are progressing towards their personal targets.</p> <p>Most children should be able to:</p> <p>Follow instructions to complete a set of exercises.</p> <p>Describe the different effects of aerobic and anaerobic exercise.</p>	<p>Aerobic, anaerobic, energy, oxygen, circuit, Exercise, upper body, benefit, muscles, bones, physical, mental, circuit, lower body, target, personal best, baseline, improve.</p>

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	<p>exercises.</p> <ul style="list-style-type: none"> • To know how to recognise the benefits of exercise on the lower body. • To know how to develop flexibility, strength, technique, control and balance in the context of circuit training exercises focused on the core muscles. • To know how to recognise the benefits of exercise on the core muscles. • To know how to compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of setting personal targets for different circuit training exercises. • To know how to set personal targets for exercise. • To know how to improve performance in order to reach personal targets. 	<p>Identify the parts of the upper body and participate in exercises that use their upper body muscles.</p> <p>Identify the parts of the lower body and participate in exercises which use their lower body muscles.</p> <p>Identify the core muscles and participate in exercises which use these muscles.</p> <p>Participate in a range of exercises.</p> <p>Set their own realistic targets for improvement.</p> <p>Notice how they are progressing towards their personal targets and try hard to reach them.</p>	
<p>Learning links to enhance long term memory</p>	<p>Find out more about orienteering in schools by visiting the British Schools Orienteering website. BSOA - Home Page</p> <p>There is also lots of useful information on the British Orienteering website. To locate your nearest club, use the British Orienteering website club finder. British Orienteering</p> <p>Xplorer is a fun navigation challenge that can be done in a local park and is something that the whole family can enjoy together. It involves both physical activity and decision making, as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area, while being educational at the same time. Xplorer</p> <p>See The British Wheel of Yoga for further information and classes near you. If possible, a local yoga teacher could be invited to visit.</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 4 Spring

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games Invasion Games. Tag Rugby</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of tag rugby ball handling skills. • To know how to throw and catch a rugby ball. • To know how to develop flexibility, strength, technique, control and balance in the context of moving with the ball and passing in tag rugby. • To know how to execute a successful pass of a rugby ball while on the move. • To know how to move with the ball into a space • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of tagging in tag rugby. • To know, understand and apply the rules of tagging in tag rugby. • To know how to develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of intercepting in tag rugby. • To know how to gain possession by intercepting a pass. <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of tag rugby.</p> <ul style="list-style-type: none"> • To know how to use my attacking and defending skills and knowledge to make tactical 	<p>All children should be able to:</p> <p>Demonstrate knowledge of how to hold a rugby ball and use the learnt grip with support.</p> <p>Pass a rugby ball with some accuracy using elements of the correct technique while stationary.</p> <p>Catch a rugby ball with some success.</p> <p>Pass a rugby ball with some accuracy using elements of the correct technique while moving at a walking pace.</p> <p>Show knowledge of the rule that a pass can only be made backwards but do not always stand in a position to be able to receive a pass.</p> <p>Use the sidestep to get around a passive defender at a walking pace.</p> <p>Explain and demonstrate some of the rules of tagging; Occasionally use the space effectively by sidestepping a defender or passing the ball.</p> <p>Demonstrate knowledge of how to intercept a pass and sometimes execute this during drills that specifically practise this skill.</p> <p>Demonstrate knowledge and understanding of what a tactical decision is but is not always able to execute them in a game situation to help their team keep and win back possession of the ball.</p> <p>Show understanding of, and sometimes use, attacking and defending skills to contribute towards the success of their team.</p> <p>Show some knowledge of the rules of tag rugby and sometimes adhere to them in a game.</p> <p>Identify some of the tag rugby skills being performed by others in a game and give a suggestion for improvement.</p> <p>Most children should be able to:</p> <p>Use the correct grip while holding the ball to be able to</p>	<p>Tag rugby, try, passing, catching, W-shape, backward pass, technique, possession, tackle, contact, non-contact, opposition, opposing team, tags, tagging, possession, fend, sidestep, dodge, dodging, intercept, interception, intercepting, anticipate, attacker, defender, grounding the ball, offside, space, supporting player, teamwork, marking players, tactical decisions, tactics, decision making, , marking players, tactical decisions, decision making, evaluation.</p>

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	<p>decisions.</p> <ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of tag rugby. • To know how to apply attacking and defending skills in a game of tag rugby. • To know how to watch and evaluate the performance of others. 	<p>pass it effectively.</p> <p>Pass the ball with accuracy, using the correct technique while stationary.</p> <p>Move their hands to catch a ball arriving at different heights and angles.</p> <p>Pass the ball with accuracy using the correct technique while on the move;</p> <p>Sometimes get into the correct position to receive a pass from a teammate.</p> <p>Use the sidestep to get around a passive defender at a pace faster than walking.</p> <p>Explain and demonstrate most of the rules of tagging, including in a game situation.</p> <p>Sidestep a defender and pass the ball with success and generally use the space effectively.</p> <p>Demonstrate knowledge of how to intercept a pass and execute this during drills that specifically practise this skill and sometimes in a game situation.</p> <p>Show knowledge and understanding of tactical decision-making and sometimes choose the right tactic in a game, to help their team keep and win back possession of the ball.</p> <p>Use a range of attacking and defending skills to contribute to the success of their team.</p> <p>Demonstrate knowledge of many of the rules of tag rugby and follow them in a game.</p> <p>Identify and describe the effectiveness of the performance of others and give suggestions for improvement.</p>	
 <p>Games</p> <p>Net & Wall</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to develop flexibility, strength, technique, control and balance in the context of tennis skills. 	<p>All children should be able to:</p> <p>Show some ability to maintain control of a ball on a racket while moving.</p> <p>At times, successfully catch and control a ball on their racket.</p> <p>Occasionally move their feet to attempt to improve their</p>	<p>Coordination, fundamentals, court, racket, stroke, shot, hit, forehand, backhand, dribble, racket head, grip, bevel, agility, balance, perpendicular, base knuckle, index finger, ready position, hand-eye coordination, aim, target, rally, overhead,</p>

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<p>Games. Tennis.</p>	<ul style="list-style-type: none"> • To know how to understand and practise some of the fundamental skills of tennis. • To know how to hit a ball with accuracy using the forehand technique. • To know how to be able to play a backhand stroke with control and accuracy. • To know how to be able to perform an overhead tennis serve. • To know how to develop a volley for use in a tennis mini-game. • To know how to apply learnt skills in a variety of tennis minigames. 	<p>position for catching a ball. Grip and hold the tennis racket correctly when hitting a forehand groundstroke. Demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding. Use the forehand stroke, with some shots landing on the opposition's side of the court. Explain an advantage and disadvantage of one of the backhand groundstroke techniques. Occasionally use the correct technique for the double-handed backhand. Hit a backhand stroke at a targeted area. Sometimes achieve an appropriate overhead ball toss when in a service stance. Use a developing service stroke to strike a ball overhead with a racket. Hit a serve towards a target area. At times, hit a ball before it bounces using the volley technique. At times, play a short or long volley. Use the ready position between shots, to prepare themselves for the next volley. Understand some of the basic rules in tennis and knows how to keep score. Use one or more of the stroke techniques learnt in this unit, to take part in a rally. Serve the ball using the underarm technique. Evaluate their performance, with support. Most children should be able to: Show good control and balance when dribbling with a ball. Use the correct skills to catch and control a ball on their racket. Move their feet to get into a good position to catch a ball. Grip a tennis racket correctly when hitting a forehand groundstroke.</p>	<p>baseline, fault, rally, fault, volley, groundstroke, doubles, deuce, love, advantage, ace, let, serve, umpire.</p>
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		<p>Regularly get into the ready position before and after shots.</p> <p>Use the correct technique to land forehand shots in the opposition's side of the court, with some deep towards the baseline.</p> <p>Explain an advantage and disadvantage of both backhand groundstroke techniques.</p> <p>Use the correct technique for the double-handed and single-handed backhand.</p> <p>Hit different backhand strokes towards a targeted area;</p> <p>Demonstrate a good service stance and toss a ball into a good position for striking with an overhead serve.</p> <p>Strike a tossed ball with a racket well, showing a good overhead service stroke.</p> <p>Show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy.</p> <p>Strike a ball before it bounces, using the volley technique.</p> <p>Play short and long volleys, changing the level of power and racket head position appropriately.</p> <p>Use the ready position and quick footwork to get into a good position for the volley.</p> <p>Begin to read a player's body positioning to increase reaction speed.</p> <p>Demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game.</p> <p>Use a number of the stroke techniques and skills learnt in the unit, to take part in a rally.</p> <p>Use an overarm serve technique.</p> <p>Evaluate their performance, identifying some suggestions for improving their performance.</p>	
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Gymnastics

- To know how to develop flexibility, strength, technique, control and balance in the context of creating shapes and balances.
- To know how to create shapes and three and four-point balances.
- To know how to work with a partner to create shapes within a gymnastics routine.
- To know how to develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics routine.
- To know how to use shape, balance and movement to tell a story.
- To know how to develop flexibility, strength, technique, control and balance in the context of creating and performing gymnastics balances with a partner.
- To know how to work with a partner to create and perform three and four-point balances and counterbalances.
- To know how to develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics routine in a group.
- To know how to use shape, movement and balance to create a coherent routine.
- To know how to develop flexibility, strength, technique, control and balance in the context of creating and performing a gymnastics showcase.
- To know how to use shape, movement and balance to create a gymnastic showcase

All children should be able to:

Hold a balance on three and four-points of their body.
Say what is good about their own and others' performances.
Work with a partner, listening to and sharing ideas;
Think of some ideas for shapes and balances and show some control when forming them.
Choose some linking actions and movements to create a gymnastics partner routine.
Demonstrate good technique and show some control when performing.
Choose some movements, shapes and balances to create a group gymnastics routine to retell the key points of the creation story.
Use their technique, strength, flexibility and control to hold four-point balances on their own and with a partner, including counterbalances.
Combine some elements of movement, shape and balance to create a routine as part of a group.

Most children will be able to:

Think of their own ideas and create shapes and movements with their body.
Hold a range of balances on three and four-points of their body.
Say what is good about their own and others' performances and know how to make it better.
Work with a partner, listening to and sharing ideas and sometimes leading the discussion.
Think of different ideas for shapes and balances and demonstrate elements of strength and flexibility when forming them.
Demonstrate good technique and control when performing.
Use a good range of linking actions and movements to create a gymnastics partner routine.
Use a good range of movements, shapes and balances.



Shape, balance, point-balance, control, strength, straddle, flexibility, cooperation, control, linking action, routine, travelling, movement, cooperatively, forward roll, point balance, technique, counterbalance, weight, flexibility, symmetrical balance, routine.

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		Use their technique, strength, flexibility and control to improvise and hold three and four-point balance on their own and with a partner, including counterbalances. Combine a good range of movements, shapes and balances to create a routine as part of a group; Generate original ideas.	
Learning links to enhance long term memory	<p>Contact a local rugby team, arrange to watch a game, or have some of the players visit your class.</p> <p>Encourage children to observe the similarities and differences between tag rugby and contact rugby.</p> <p>Home (englandrugby.com)</p> <p>Contact a local gym and invite a trainer in to run a circuit training session.</p> <p>Children could develop their own mini circuits and share them with other groups.</p> <p>Contact a local tennis club, arrange to watch a match or have some of the players visit your class.</p> <p>Contact a local dance group and ask them to lead an improvisation session, children could develop a whole class performance, with different groups leading different sections.</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

Year 4 Summer			
Thread	Focus & Knowledge	Skills & Assessment	Vocabulary

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 <p>Yoga.</p>	<ul style="list-style-type: none"> • To know how to develop balance, agility and coordination through yoga, by stretching up and forward bending/ through yoga, while on all fours/ through yoga, by coming in and out of the dog pose/ through yoga, by vary speed from fast to slow/ through yoga, by following my peers/ through yoga, by working with my peers. • To know how to develop coordination while in basic yoga poses and moving between them. • To know how to increase coordination while on all fours. • To know how to develop agility by correctly coming into and out of the dog pose. • To know how to develop agility by varying the speed of movements and poses. • To know how to develop balance in standing positions. • To know how to develop balance when moving between yoga positions. 	<p>All children should be able to:</p> <p>Stretch their body up smoothly and with coordination. Move between poses smoothly, while keeping balanced. Arch their back up, and dip their back down, smoothly and maintaining balance. Repeat a yoga sequence unaided. Perform a full range of yoga movements smoothly. Adapt yoga poses for themselves and others. Transition between poses easily and fluidly. Balance on one leg confidently. Create a flowing sequence of yoga poses. Explain and demonstrate movements to lead a yoga pose. Breathe smoothly while transitioning between poses.</p> <p>Most children will be able to:</p> <p>Stretch their body up smoothly. Move between poses while keeping balanced. Arch their back up, and dip their back down, smoothly. Repeat the yoga sequence with minimal support. Use a full range of movements. Adapt yoga poses to their own needs. Transition smoothly between yoga poses. Balance on one leg. Create a short sequence of yoga poses. Demonstrate a yoga pose to the class. Breathe smoothly while in poses.</p>	<p>Reach, steady, lift, release, coordination, all fours, arching, roots, dog pose, agility, speed, smooth, balance, standing, steady.</p>
 <p>Dance</p> <p>Developing actions in time with music, partner and directions.</p>	<ul style="list-style-type: none"> • To know how to perform dances using a range of movement patterns in the context of choreographing dances. • To know how to improvise movement patterns. • To know how to perform a dance using a range of movement patterns. • To know how to show precision and control. • To know how to vary the dynamics of a dance. • To know how to demonstrate rhythm in a longer dance sequence. 	<p>Move in canon with a partner. Show awareness of control when performing. Match the speed of their dance to the speed of the music. Recognise the timing of the sounds in a piece of music. Work with a group to move their body in time with the music. Work with a group to plan a dance that fits the music. Deliberately use at least two different dance techniques in their dances.</p> <p>Most children will be able to:</p> <p>Move in unison and canon with a partner.</p>	<p>Improvise, movement, action, inspire, unison, canon, dynamics, precision, control, tempo, mirroring, levels, rhythm</p>


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	<ul style="list-style-type: none"> • To know how to compose longer dance sequences using a range of dance vocabulary to describe and improve work. 	<p>Use dynamics to represent the way an animal moves. Improvise actions in response to music. Perform with increased precision and control. Demonstrate a beginning grasp of performing a dance where the dynamics match the tempo of the music. Perform a dance in time to music. Work with a group to choreograph a dance that fits rhythmically and dynamically with the music. Work with a group to plan a dance that works with the rhythm and tempo of a piece of music.</p>	
 <p>Games</p> <p>Striking and Fielding. Cricket.</p>	<ul style="list-style-type: none"> • To know how to use running, jumping, throwing and catching in isolation and in combination. • To know how to play competitive games, modified where appropriate, applying basic principles suitable for attacking and defending. • To know how to develop flexibility, strength, technique, control and balance in the context of fielding in cricket. • To know how to use correct techniques for catching a ball when fielding in cricket. • To know how to use an overarm throw to hit a target with accuracy. • To know how to use the long barrier technique to stop a rolling ball. • To know how to develop flexibility, strength, technique, control and balance in the context of batting in cricket. • To know how to learn defensive hitting techniques for batting in cricket. • To know how to learn attacking hitting techniques for batting in cricket. • To know how to develop flexibility, strength, technique, control and balance in the context of bowling in cricket. • To know how to learn the correct technique for 	<p>All children should be able to: Attempt to move and position themselves into a ball's pathway when attempting to make a catch. Adapt their hand and body positioning when attempting to make different types of catches. Understand the importance of keeping sight of the ball at all times. Throw a ball overarm using a learnt technique. Think about body positioning when throwing a ball at a target. Stop a ball rolling towards them at times. Stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat. Sometimes adopt the correct stance when facing a thrown or rolling ball. Use elements of the forward defensive stroke, in appropriate circumstances, to protect the stumps from a ball that is travelling towards them. Strike a ball, sometimes going in their chosen direction. Sometimes adopt the correct positioning when playing attacking strokes. Show an understanding of the different lines and lengths that a bowled ball can travel along the pitch. Attempt to bowl overarm, with a straight arm and the correct grip. Make the ball bounce, directing it towards the general area of</p>	<p>Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, grip, infield, innings, kwik cricket, no-ball, out, over, overarm, pathway, pitch, stumps, trajectory, wicketkeeper, wide, batter, outfield, over, throw, square cut, innings, pull shot, crease, stance, teamwork.</p>

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	<p>bowling overarm in cricket from a standing position.</p> <ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of using these skills in a Kwik Cricket match. • To know how to know and apply the rules of Kwik Cricket during a game. • To know how to use a range of fielding, batting and bowling skills in a Kwik Cricket match. 	<p>an intended target.</p> <p>Take part in a Kwik Cricket game.</p> <p>Show an understanding of teamwork and communication in a striking and fielding game.</p> <p>Most children should be able to:</p> <p>Position themselves correctly into a ball's pathway when making a catch.</p> <p>Adapt their hand and body positioning appropriately when making different catches.</p> <p>Keep sight of the ball at different distances and understand the importance of doing this.</p> <p>Position themselves and use the correct technique when throwing a ball overarm.</p> <p>Throw a ball accurately and with control, by adjusting their release and timing when throwing.</p> <p>Use the correct position and technique for stopping a rolling ball.</p> <p>Position themselves correctly in a batting stance, using the correct batting grip.</p> <p>Use the forward defensive stroke in appropriate circumstances to protect the stumps from a ball that is travelling towards them.</p> <p>Strike a ball, usually going in their chosen direction;</p> <p>Position themselves correctly when playing attacking and defending strokes.</p> <p>Usually identify what shot to play, depending on the line, length and direction of the delivery.</p> <p>Bowl a ball using the correct grip and overarm bowling technique, using a straight arm.</p> <p>Direct a bowled ball towards an intended target, with some accuracy, making the ball bounce at least once with each delivery.</p> <p>Show good sportsmanship in a Kwik Cricket game, following the rules of the game when prompted.</p> <p>Apply learnt striking and fielding skills during a competitive match.</p>	
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		Show an understanding of the importance of communication and teamwork in a striking and fielding game.	
 <p>Athletics</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance; to use running, jumping, throwing and catching in isolation and in combination. • To know how to use and apply existing running, jumping and throwing skills. • To know how to compare performances with previous ones and demonstrate improvement to achieve a personal best. • To know how to improve running technique for sprinting. • To know how to practise relay running. • To know how to jump for distance using the standing triple jump. • To know how to learn the pull throw technique. • To know how to compete in a combined athletics event, aiming to achieve a personal best. 	<p>All children should be able to:</p> <p>Execute a range of fundamental movement skills with some control and efficiency.</p> <p>Apply the movement skills of running, jumping and throwing in games.</p> <p>Identify what two (or more) different parts of their body should be doing when sprinting and practise these actions.</p> <p>Apply some elements of the technique for sprinting effectively.</p> <p>Sustain their sprinting pace for a short distance, such as 40m.</p> <p>Describe some of the main features of the down sweep technique for passing and receiving the baton.</p> <p>Use some elements of the down sweep technique in a relay race.</p> <p>Sometimes work well as part of a team.</p> <p>Combine a variety of two or more jumps.</p> <p>Execute the standing triple jump technique with some control and efficiency, jumping a fair distance.</p> <p>With support, work with others in standing triple jump, to jump and measure successfully.</p> <p>With support, identify and describe how to perform a pull throw.</p> <p>Execute some elements of the pull throw technique, with some control and efficiency.</p> <p>Throughout the lesson, show some improvement when throwing for distance and accuracy.</p> <p>Use and apply some elements of the correct technique for their chosen event in a competitive situation.</p> <p>With support, identify good technique and suggest one area for improvement.</p> <p>With support, adjust their performance to try to achieve their personal best.</p> <p>Work as part of a team in a combined athletics event.</p> <p>Most children should be able to:</p>	<p>Athletics, track event, field event, running, jumping, throwing, fundamental movement skills, sprint, 100m, 200m, 400m, starting blocks, sprint relay, hurdles, reaction, technique, running pace, pumping, horizontal, acceleration, relay, baton, changeover, exchange, leg, sprint, down sweep, technique, pass, receive, incoming runner, outgoing runner, triple jump, standing triple jump, technique, take off, landing, safe landing, hop-step-jump, same-other-together, personal best, combination, sequence, absorb, impact, field event, throwing, pull throw, overarm throw, javelin, run-up, combined event, pentathlon, decathlon, heptathlon, standing triple jump, bounding strides, personal best.</p>

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		<p>Execute a range of fundamental movement skills with good control and efficiency.</p> <p>Effectively apply the movement skills of running, jumping and throwing in games.</p> <p>Identify what three (or more) three different parts of their body should be doing when sprinting and practise these actions.</p> <p>Apply most elements of the technique for sprinting effectively.</p> <p>Sustain their sprinting pace for a medium distance, such as 50m.</p> <p>Describe the down sweep technique for passing and receiving the baton.</p> <p>Use many elements of the down sweep technique effectively in a relay race.</p> <p>Usually work well as part of a team.</p> <p>Combine a variety of three jumps in one continuous movement.</p> <p>Execute the standing triple jump technique with good control and efficiency, jumping a good distance.</p> <p>Work with others in the standing triple jump, to jump and measure successfully.</p> <p>Identify and describe how to perform a pull throw, using some using key vocabulary appropriately.</p> <p>Execute the pull throw technique with good control and efficiency.</p> <p>Throughout the lesson, show noticeable improvement when throwing for distance and accuracy.</p> <p>Use and apply most elements of the correct technique for their chosen event in a competitive situation.</p> <p>Identify good technique and suggest more than one area for improvement.</p> <p>Adjust their performance to try to achieve their personal best</p> <p>Work successfully as part of a team in a combined athletics event.</p>	
Learning links to enhance long term	<p>Contact a local cricket club, arrange to watch a match or have some of the players visit your class.</p> <p>Visit the site to get involved at a local club, find cricketing events taking place near you, hear about school competitions and find information on national clubs.</p>	Assessment	<ul style="list-style-type: none"> Assess children during each lesson through observation and questioning.

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memory	<p>England and Wales Cricket Board (ECB) - The Official Website of the ECB</p> <p>Go to britishathletics.org.uk for information and news on British Athletics, as well as how to get started and where to find your local club.</p> <p>Arrange for some local athletes or coaches to visit your class.</p> <p>British Athletics</p> <p>The British Wheel of Yoga For your life long yoga journey (bwy.org.uk)</p>	<ul style="list-style-type: none">• Children should be able to talk about the skills they are developing.• For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance sequence.• Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.
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Year 5 Autumn

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
	<ul style="list-style-type: none"> • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of: problem solving; undertaking and surmounting challenges; tackling problems and challenges with a focus on communication and collaboration. • To know how to work as part of a team to complete a range of challenges. • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of an orienteering course – taking part in activities that simulate moving through an orienteering course. • To know how to demonstrate agility and endurance in a range of situations. • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of compass skills. • To know what a compass is and how to use it. • To know the eight directions on a compass. • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of map reading. • To know how to read, follow and understand maps. • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team, in the context of orienteering. • To know how to take part in an orienteering exercise. • To know how to work collaboratively to plan and 	<p>All children will be able to:</p> <p>Collaborate with others to help complete challenges.</p> <p>Use verbal communication to communicate with others, sometimes with success.</p> <p>Run at two or more different paces, sometimes appropriate to the distance and activity.</p> <p>Get better at running at a sustained pace over longer distances.</p> <p>Change direction with increasing speed and efficiency,</p> <p>Perform different movements with some coordination, balance and control.</p> <p>Give, with prompts, a few facts about orienteering and explain why agility and endurance are important for this sport.</p> <p>Understand what a compass is and can use one to find north.</p> <p>Know the four cardinal directions on a compass (N, E, S, W).</p> <p>Follow directional instructions including clockwise, anti-clockwise, 90°, 180° and 360° turns.</p> <p>Know and understand some of the different features of a map, including symbols and a key.</p> <p>Follow a simple map to give directions.</p> <p>Work with a partner to complete the missing information on a map.</p> <p>Work with others to use a map to navigate around the school grounds.</p> <p>Have a basic understanding of the orienteering symbols that have been used to represent their school grounds.</p> <p>Mark and find control points on a map, with support if necessary.</p> <p>Demonstrate some skills of collaboration and communication when working with others to complete challenges and tasks.</p> <p>Work as part of a group, to help to set up an orienteering course for others to complete.</p> <p>Follow a map and plan the best route to complete an orienteering course as quickly as possible, with support from their group.</p>	<p>OAA, outdoor adventurous activities, orienteering, challenge, problem-solving, communication, verbal, non-verbal, hand gestures, eye contact, visual, written, collaboration, teamwork, agility, endurance, pacing, balance, coordination, navigation, navigate, compass, needle, compass dial, pivot, directions, N, E, S, W, NE, SE, SW, NW, clockwise, anti-clockwise, 90°, 180°, 270°, 360°, g, map reading, symbols, key, scale, paces, contours, navigate, orientating a map, verbal instructions, compass directions, course, starting point, finishing point, challenge.</p>


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	<p>prepare an orienteering course.</p> <ul style="list-style-type: none"> • To know how to work collaboratively to complete a timed orienteering course. 	<p>Demonstrate some skills of collaboration and communication when working with others.</p> <p>Most children should be able to:</p> <p>Collaborate effectively with others to help complete challenges.</p> <p>Use both verbal and non-verbal communication to communicate with others, often with success.</p> <p>Choose the right pace to run at, depending on the distance and activity.</p> <p>Run at a sustained pace over longer distances.</p> <p>Change direction with speed and efficiency.</p> <p>Perform different movements with good coordination, balance and control.</p> <p>Give a simple explanation of what orienteering is and why agility and endurance are important for this sport.</p> <p>Understand what a compass is and how it works.</p> <p>Use a compass to find north and use north to work out other directions.</p> <p>Know the eight different directions on a compass (N, NE, E, SE, S, SW, W, NW).</p> <p>Follow directional instructions including clockwise, anti-clockwise, 90°, 180°, 270° and 360° turns.</p> <p>Know and understand the different features of a map, including symbols, a key, scale and compass directions and use this information to read a map.</p> <p>Follow a map to give clear, concise directions.</p> <p>Complete the missing information on a map.</p> <p>Use a map to navigate around school grounds.</p> <p>Have a good understanding of the orienteering symbols that have been used to represent their school grounds.</p> <p>Mark and find control points on a map.</p> <p>Collaborate and communicate effectively with others, to help complete a range of tasks.</p> <p>Collaborate and communicate effectively with others, to help complete a range of tasks.</p> <p>Make useful contributions to help set up an inventive and challenging orienteering course for others to complete, when</p>	
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		<p>working as part of a group.</p> <p>Work collaboratively to follow a map and help to plan the best route to complete an orienteering course as quickly as possible.</p>	
 <p>Dance Street Dance.</p>	<ul style="list-style-type: none"> • To know how to perform dances using a range of movement patterns in the context of learning how to breakdance. • To know how to perform and learn certain breakdance moves. • To know how to perform dances using a range of movement patterns in the context of planning an interpretive dance. • To know how to plan an interpretive dance which tells a story of the children's choosing. • To know how to perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best in the context of planning and performing at a dance party. • To know how to plan and perform in a dance party. 	<p>All children should be able to:</p> <p>Describe some types of contemporary dances.</p> <p>Perform basic steps from breakdance routines.</p> <p>Describe how their performance has improved over the lesson and unit.</p> <p>Create their own dance motif to represent a theme or tell part of a story.</p> <p>Work with others to choreograph effective routines.</p> <p>Describe what they have done or changed in order to better their performance during a lesson and unit.</p> <p>Link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story.</p> <p>Work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group.</p> <p>Most children will be able to:</p> <p>Describe some of the features and steps of contemporary dances.</p> <p>Perform and link a wider range of dance steps from breakdance routines.</p> <p>Describe what they have done or changed in order to better their performance during a lesson and unit.</p> <p>Link a series of dance motifs to create a longer dance sequence which reflects a theme or tells a story.</p> <p>Work with others to choreograph effective routines while recognising and developing their own strengths and abilities within a group.</p>	<p>Breakdance, dance, jazz, Charleston, unison, Foxtrot, One-Step, Tango, improvise, Interpretive, motif, shape, structure, climax, mood, theme, level, tempo, dynamics, perform, improve, technique, develop, entertain.</p>
 <p>Games</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. • To know how to use a range of skills to move with the ball. • To know how to play competitive games, 	<p>All children should be able to:</p> <p>Give some reasons for warming up and cooling down.</p> <p>Pass, receive and dribble with a ball in different ways with some control and accuracy.</p> <p>Begin to find and use space in a game.</p>	<p>Dribble, control, technique, opponent, football, straight dribble, Pass, passing, receive, control, technique, accuracy, contact, cushion, absorb, impact,</p>

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<p>Invasion. Football</p>	<p>modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> • To know how to keep possession of the ball. • To know how to use different tactics for attacking in invasion games. • To know how to win back possession of the ball. • To know how to adapt my movements for attacking and defending. 	<p>Apply a few skills and techniques with some consistency.</p> <p>Know about some tactics for attacking and with support, begin to apply them in a game situation, such as when to pass and when to dribble.</p> <p>Know about some tactics for defending and with support, begin to apply them in a game situation, such as man-to-man marking and when to tackle.</p> <p>Know what they and their team needs to do to keep possession and contribute to this occasionally.</p> <p>Follow rules in simple invasion games.</p> <p>Evaluate their own and others' performance with support.</p> <p>Most children should be able to:</p> <p>Give reasons for warming up and cooling down, showing knowledge and understanding of why it's important.</p> <p>Pass, receive and dribble with the ball in different ways with increasing control and accuracy, including two-touch passing;</p> <p>Use space well to pass and receive a ball.</p> <p>Apply some skills and techniques consistently and with success in more than one type of invasion game.</p> <p>Explain the effect that using a particular skill or technique has had on their performance.</p> <p>Begin to choose the best techniques and tactics for attacking in a game situation, such as when to pass and when to dribble to help keep possession.</p> <p>Begin to choose the best techniques and tactics for defending in a game situation, such as when to tackle and man-to-man marking.</p> <p>Follow rules in more complex invasion games and contribute towards the success of their team.</p> <p>Begin to choose and use criteria to evaluate their own and others' performance.</p>	<p>possession, teammate, two-touch, space, teamwork, movement, tactics, attack, attacking, spatial awareness, dodging, signalling, position, shooting scoring, aiming, power, instep, 2 v 1, defender, intercept, two-touch, space, defend, defender, tackle, tackling, block tackle, technique, 1 v 1, intercept, quick reactions, balance, timing, foul, pressure, attacker, control, dribbling.</p>
 <p>Yoga.</p>	<ul style="list-style-type: none"> • To know how to develop balance, agility and coordination through yoga, by stretching up and forward bending/ through yoga, while on all fours/ through yoga, by coming in and out of the dog pose/ through yoga, by vary speed from fast to 	<p>All children should be able to:</p> <p>Stretch their body up smoothly.</p> <p>Move between poses while keeping balanced.</p> <p>Arch their back up, and dip their back down, smoothly.</p> <p>Repeat the yoga sequence with minimal support.</p>	<p>Reach, steady, lift, release, coordination, all fours, arching, roots, dog pose, agility, speed, smooth, balance, standing, steady.</p>

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	<p>slow/ through yoga, by following my peers/ through yoga, by working with my peers.</p> <ul style="list-style-type: none"> • To know how to develop coordination while in basic yoga poses and moving between them. • To know how to increase coordination while on all fours. • To know how to develop agility by correctly coming into and out of the dog pose. • To know how to develop agility by varying the speed of movements and poses. • To know how to develop balance in standing positions. • To know how to develop balance when moving between yoga positions. 	<p>Use a full range of movements. Adapt yoga poses to their own needs. Transition smoothly between yoga poses. Balance on one leg. Create a short sequence of yoga poses. Demonstrate a yoga pose to the class. Breathe smoothly while in poses. Most children should be able to: Stretch their body up smoothly and with coordination. Move between poses smoothly, while keeping balanced. Arch their back up, and dip their back down, smoothly and maintaining balance. Repeat a yoga sequence unaided. Perform a full range of yoga movements smoothly. Adapt yoga poses for themselves and others. Transition between poses easily and fluidly. Balance on one leg confidently. Create a flowing sequence of yoga poses. Explain and demonstrate movements to lead a yoga pose. Breathe smoothly while transitioning between poses. Stretch their body up smoothly. Move between poses while keeping balanced. Arch their back up, and dip their back down, smoothly. Repeat the yoga sequence with minimal support. Use a full range of movements. Adapt yoga poses to their own needs. Transition smoothly between yoga poses. Balance on one leg. Create a short sequence of yoga poses. Demonstrate a yoga pose to the class. Breathe smoothly while in poses.</p>	
Learning links to enhance long term memory	<p>Find out more about orienteering in schools by visiting the British Schools Orienteering website. BSOA - Home Page There is also lots of useful information on the British Orienteering website. To locate your nearest club, use the British Orienteering website club finder. British Orienteering</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are

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	<p>Xplorer is a fun navigation challenge that can be done in the local park and is something that the whole family can enjoy together. It involves both physical activity and decision making, as the children must explore the park to find different markers. At each marker, they must try to identify what is pictured and learn a fun fact to tell their friends. It is a great activity for giving children a sense of adventure as they explore the area, while being educational at the same time.</p> <p>Xplorer</p> <p>Find out about local dance schools and the different types of dance classes they offer? Some dance teachers may work with schools to provide training and advice.</p> <p>Explore the wide range of dance styles that exist, including national and regional dance types.</p> <p>Find out if there are any school dance competitions you can enter</p> <p>The British Wheel of Yoga For your life long yoga journey (bwy.org.uk)</p>		<p>developing.</p> <ul style="list-style-type: none"> • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.
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Year 5 Spring

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Circuit Training</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of circuit training. • To know the importance of helping the body to prepare for and recover from exercise and how this should be done. • To know how to complete a simple circuit of exercises. • To know how to set individual challenges and work towards achieving them. • To know how to compete fairly against a classmate in a circuit training activity. • To know how to improve your speed, agility and quickness within circuit training. • To know how to develop teamwork skills in a group task featuring different exercises. • To know how to use my knowledge of the effects of exercise to develop an effective fitness routine. 	<p>All children should be able to:</p> <p>Know what circuit training involves and can follow instructions to complete a range of different 'mild' exercises.</p> <p>Can give at least one reason why we warm up before exercise and cool down after exercise.</p> <p>Can set a challenge based on thinking about achieving 'one more'.</p> <p>Can join in a competition with a classmate of a similar ability.</p> <p>Can identify speed, agility and quickness in different activities.</p> <p>Can identify the muscle groups used in different exercises.</p> <p>Can select exercises from a bank to form a varied circuit.</p> <p>Most children will be able to:</p> <p>Know what circuit training involves and can follow instructions to complete a range of different 'medium' exercises.</p> <p>Can give two or more reasons of the importance of warming up before exercise and cooling down after exercise, including why and how to stretch.</p> <p>Can set challenges that are achievable.</p> <p>Can join in a competition with a classmate of a similar ability and show some qualities of a good sportsperson such as winning or losing graciously.</p> <p>Can identify speed, agility and quickness and evaluate their ability in these areas.</p> <p>Can identify their own strengths in different exercises.</p> <p>Can plan exercises to form a varied circuit.</p>	<p>Warm-up, cool-down, stretching, cardio, exercise, recover, upper body, lower body, core, circuit, station, heart rate, flexibility, strength, stamina, repetitions, station, personal best, challenge, competition, encouragement, sportsperson, compete, respect, gracious, agility, speed, quickness, ability, develop, improve, teamwork, effects, upper body, lower body, core, cardio, muscle groups.</p>
 <p>Games</p> <p>Handball.</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. • To know how to practise ball control, agility and quickness. • To know how to use running, jumping, throwing and catching in isolation and in combination. 	<p>All children should be able to:</p> <p>Manipulate the ball in a range of different ways with some control.</p> <p>Take part in agility drills using elements of the correct technique and demonstrating some control, balance and coordination.</p> <p>Try hard to develop their quickness by taking part in quickness</p>	<p>Handball, invasion game, agility, balance, coordination, footwork, quickness, speed, acceleration, deceleration, ball control, technique, manipulation, throwing and catching, passing,</p>

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	<ul style="list-style-type: none"> • To know how to develop and refine throwing and catching skills. • To know how to combine the skills of moving and passing in handball. • To know how to use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance. • To know how to use the defensive skills of marking and intercepting in a game. • To know how to use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance. • To know how to aim for a target. • To know how to protect a target. • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to work as part of a team. • To know how to participate in a class handball tournament. 	<p>drills using elements of the correct technique.</p> <p>Know how to grip a handball.</p> <p>Use an overhead pass when throwing a handball, using elements of the correct technique and with increasing accuracy.</p> <p>Work hard on refining their technique to catch a ball effectively</p> <p>Try hard to apply their throwing and catching skills when taking part in throwing and catching activities, using elements of the correct technique.</p> <p>Know the 'rule of 3' for moving and passing in handball.</p> <p>Sometimes combine the skills of moving and passing.</p> <p>Work hard to take part in moving, passing and shooting drills, sometimes with support.</p> <p>Know how to mark a player in handball and sometimes do this with success in a game.</p> <p>Sometimes anticipate and react to be able to intercept the ball.</p> <p>Take part in a modified game of handball, applying a few different attacking and defending handball skills.</p> <p>Shoot with varying accuracy and success at a target.</p> <p>Shoot with relative power and varying success at a target.</p> <p>Take part in drills to test their reactions with varying success.</p> <p>Sometimes use effective body positioning and technique to protect a target with varying success.</p> <p>Generally, try to do their best for the team.</p> <p>Follow and understand some of the main rules of handball.</p> <p>Apply some attacking and defending handball skills in a game with varying success.</p> <p>Understand how tactics can be used to help win games.</p> <p>Most children will be able to:</p> <p>Manipulate the ball in a range of different ways with good control.</p> <p>Take part in agility drills using a good technique and demonstrating good control, balance and coordination.</p> <p>Take part in quickness drills using a good technique and demonstrating quick feet and acceleration.</p> <p>Know how to grip a handball and generally use the correct grip when throwing.</p>	<p>receiving, overhead throw, technique, grip, release, follow through, absorb, cushion, control, speed, accuracy, move, pass, passing, receiving, 'Rule of 3', attack, attacking, overhead throw, two-handed catch, technique, defend, defending, defensive stance, marking, intercepting, shoot, goalkeeper, goal, protect, score, ready position, power, tournament, rules, foul, handball court, centre line, side line, crease, teamwork, tactics, opposition.</p>
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		<p>Use an overhead pass when throwing a handball, using a good technique and with reasonable accuracy.</p> <p>Use a good technique to catch a ball effectively.</p> <p>Successfully take part in throwing and catching activities, using a good throwing and catching technique.</p> <p>Know and execute the 'rule of 3' for moving and passing in handball in specified drills.</p> <p>Combine the skills of moving and passing with some continuity.</p> <p>Take part in moving, passing and shooting drills with some success.</p> <p>Know how to mark a player in handball and can usually do this with success in a game.</p> <p>Will often anticipate and react to be able to intercept the ball.</p> <p>Take part in a modified game of handball, applying a range of different attacking and defending handball skills with some success.</p> <p>Shoot with accuracy at a target with some success.</p> <p>Shoot with decent power at a target with some success.</p> <p>Take part in drills to test their reactions with some success.</p> <p>Generally use effective body positioning and technique to protect a target with some success.</p> <p>Have a positive impact on their team.</p> <p>Know and follow most of the rules of handball.</p> <p>Apply a good range of attacking and defending handball skills in a game with some success.</p> <p>Understand how tactics can be used to help win games and use them with some success.</p>	
 <p>Games</p> <p>Invasion. Basketball</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of the basketball dribbling technique. • To know how to dribble with a basketball. • To know how to develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of basketball passing 	<p>All children should be able to:</p> <p>Dribble with the ball using some elements of the correct technique.</p> <p>Occasionally look up when dribbling with the ball.</p> <p>Use elements of the correct technique to pass the ball over a range of distances; sometimes combine dribbling and passing at a walking pace.</p> <p>Sometimes move around the court using an effective technique</p>	<p>Invasion game, ball familiarisation, dribble, dribbling, travelling, moving with the ball, control, fluency, technique, opponent, passing, chest pass, bounce pass, intercepting, chest pass, bounce pass, overhead pass, cushion, anticipation,</p>

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	<p>techniques.</p> <ul style="list-style-type: none"> • To know how to use a range of techniques to pass a basketball successfully. • To know how to develop flexibility, strength, technique, control and balance in the context of pivoting and footwork in basketball. • To know how to know how to pivot. • To know how to move effectively around the court. • To know how to develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of keeping possession in basketball. • To know how to use strategies to keep possession of the ball. • To know how to develop flexibility, strength, technique, control and balance; Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of marking and dodging in basketball. • To know how to know how to mark a player effectively. • To know how to get free from a defender. • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of basketball. • To know how to apply our basketball skills when playing as part of a team in a game. • To know how to evaluate my performance. 	<p>without a ball but find it more challenging when a ball is introduced.</p> <p>Know the rules for pivoting and sometimes perform this skill, using the correct footwork.</p> <p>Occasionally combine more than one skill, such as dribbling and pivoting, at a walking pace.</p> <p>Use at least one technique while dribbling to protect the ball from a defender to keep possession.</p> <p>Know what to do when an opposition player is in possession of the ball and sometimes adopt elements of the defensive stance when marking.</p> <p>Know how to man-to-man mark and sometimes do this with success.</p> <p>Attempt to get free from a defender, sometimes with success.</p> <p>Understand and sometimes use attacking and defending skills and tactics to contribute towards the success of their team.</p> <p>Understand what being part of a team involves.</p> <p>Evaluate their own performance, with support.</p> <p>Most children will be able to.</p> <p>Dribble with the ball using the correct technique, varying their speed and changing direction.</p> <p>Look up when dribbling while keeping the ball under control.</p> <p>Use a range of techniques to pass the ball with some accuracy and control over a range of distances.</p> <p>Combine dribbling and passing with some fluency, accuracy and control.</p> <p>Generally, demonstrate a good technique to move around the court with and without a ball.</p> <p>Stop in different ways and pivot using the correct footwork; Combine dribbling and passing with some fluency, accuracy and control.</p> <p>Use more than one technique while dribbling to protect the ball from a defender and keep possession.</p> <p>Generally, adopt the defensive stance when marking an opposition player in possession of the ball (including closing them down) and sometimes with success.</p>	<p>accuracy, footwork, movement, pivot, pivoting technique, opponent, defender, defending, attacker, attacking, shielding, protecting the ball, the crossover, pivot, possession, defence/defending/defender, opposition, opponent, marking, defensive stance, close down, denying space, man-to-man, opposition, opponent, anticipation, teamwork, evaluate, tournament.</p>
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		<p>Use man-to-man marking successfully to prevent an opposition player from receiving a pass.</p> <p>Use a change of pace or direction to get free from a defender, usually with success.</p> <p>Use a range of attacking and defending skills and tactics to contribute towards the success of their team.</p> <p>Understand and demonstrate being part of a team.</p> <p>Evaluate their own performance.</p>	
 <p>Games</p> <p>Net & Wall Tennis</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to develop flexibility, strength, technique, control and balance in the context of tennis skills. • To know how to understand and practise some of the fundamental skills of tennis. • To know how to hit a ball with accuracy using the forehand technique. • To know how to be able to play a backhand stroke with control and accuracy. • To know how to be able to perform an overhead tennis serve. • To know how to develop a volley for use in a tennis mini-game. • To know how to apply learnt skills in a variety of tennis mini-games 	<p>All children should be able to:</p> <p>Show some ability to maintain control of a ball on a racket while moving.</p> <p>At times, successfully catch and control a ball on their racket.</p> <p>Occasionally move their feet to attempt to improve their position for catching a ball.</p> <p>Grip and hold the tennis racket correctly when hitting a forehand groundstroke.</p> <p>Demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding.</p> <p>Use the forehand stroke, with some shots landing on the opposition's side of the court.</p> <p>Explain an advantage and disadvantage of one of the backhand groundstroke techniques.</p> <p>Occasionally use the correct technique for the double-handed backhand.</p> <p>Hit a backhand stroke at a targeted area.</p> <p>Sometimes achieve an appropriate overhead ball toss when in a service stance.</p> <p>Use a developing service stroke to strike a ball overhead with a racket.</p> <p>Hit a serve towards a target area.</p> <p>At times, hit a ball before it bounces using the volley technique;</p> <p>At times, play a short or long volley.</p> <p>Use the ready position between shots, to prepare themselves for the next volley.</p> <p>Understand some of the basic rules in tennis and knows how to</p>	<p>Coordination, fundamentals, court, racket, stroke, shot, hit, forehand, backhand, dribble, racket head, grip, bevel, agility, balance, perpendicular, base knuckle, index finger, ready position, hand-eye coordination, aim, target, rally, groundstroke, overhead, doubles, rally, fault, volley, , deuce, love, advantage, ace, let, serve, umpire.</p>

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		<p>keep score.</p> <p>Use one or more of the stroke techniques learnt in this unit, to take part in a rally.</p> <p>Serve the ball using the underarm technique.</p> <p>Evaluate their performance, with support.</p> <p>Most children should be able to:</p> <p>Show good control and balance when dribbling with a ball.</p> <p>Use the correct skills to catch and control a ball on their racket.</p> <p>Move their feet to get into a good position to catch a ball.</p> <p>Grip a tennis racket correctly when hitting a forehand groundstroke.</p> <p>Regularly get into the ready position before and after shots;</p> <p>Use the correct technique to land forehand shots in the opposition's side of the court, with some deep towards the baseline.</p> <p>Explain an advantage and disadvantage of both backhand groundstroke techniques.</p> <p>Use the correct technique for the double-handed and single-handed backhand.</p> <p>Hit different backhand strokes towards a targeted area;</p> <p>Demonstrate a good service stance and toss a ball into a good position for striking with an overhead serve.</p> <p>Strike a tossed ball with a racket well, showing a good overhead service stroke.</p> <p>Show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy.</p> <p>Strike a ball before it bounces, using the volley technique;</p> <p>Play short and long volleys, changing the level of power and racket head position appropriately.</p> <p>Use the ready position and quick footwork to get into a good position for the volley.</p> <p>Begin to read a player's body positioning to increase reaction speed.</p> <p>Demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game.</p>	
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		<p>Use a number of the stroke techniques and skills learnt in the unit, to take part in a rally.</p> <p>Use an overarm serve technique.</p> <p>Evaluate their performance, identifying some suggestions for improving their performance.</p>	
Learning links to enhance long term memory	<p>Have a local basketball team, arrange to watch a game, or have some of the players visit your class.</p> <p>Home Basketball England</p> <p>Information about basketball at primary school level can be found here.</p> <p>Primary Schools Basketball England</p> <p>Have a local tennis club, arrange to watch a match or have some of the players visit your class.</p> <p>Contact a local gym and invite a trainer in to run a circuit training session.</p> <p>Children could develop their own mini circuits and share them with other groups.</p> <p>British Handball - Home</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 5 Summer

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Gymnastics</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance in the context of creating shapes and balances. • To know how to link shapes and movement using gymnastics to represent ideas about a subject of the child's choosing. • To know how to develop flexibility, strength, technique, control and balance in the context of linking shapes and movements. • To know how to create two, three and four-point balances and movements. • To know how to develop flexibility, strength, technique, control and balance in the context of creating partner balances. • To know how to create part-weight balances with a partner. • To know how to develop flexibility, strength, technique, control and balance in the context of creating a range of body shapes on apparatus. • To know how to create and perform a gymnastics routine that includes shapes on apparatus. • To know how to develop flexibility, strength, technique, control and balance in the context of planning a gymnastics routine. • To know how to plan a gymnastics routine that includes a range of shapes, balances and movements. 	<p>All children should be able to:</p> <p>Follow instructions to create shapes their body. Hold a balance on two, three and four points of their bodies. Link some movements and balances to tell a story and begin to vary elements for effect. Work with a partner, listening to and sharing ideas. Demonstrate some body tension, strength and elements of the correct technique to hold some part-weight partner balances. Create star, tuck, straddle and pike shapes on different pieces of apparatus. Link some movements and balances to tell a story and begin to vary elements for effect. Work in a group, listening to and sharing ideas. Hold individual two, three and four-point balances and part-weight partner balances as part of a routine. Create star, tuck, straddle and pike shapes as part of a routine. Perform some appropriate linking actions and movements to structure and link elements of a routine. Vary speed, levels and dynamics to create effects in a routine. Say what is good about their own and others' performances.</p> <p>Most children will be able to:</p> <p>Improvise to create shapes using their body. Hold a range of balances on two, three and four points of their bodies. Link a wide range of movements and balances and purposefully vary elements to create some different effects.</p>	<p>Shape, balance, movement control, strength, flexibility, technique, dynamics, levels, point balance, movement control, strength, flexibility, technique, speed, dynamics, levels, linking actions, front support, back support, body tension, Part-Weight, Partner Balance, Cooperatively, star, straddle, tuck, pike, cat leap, splits leap, stag leap, apparatus, levels, routine, plan, perform, speed, dynamics, sequence.</p>

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		<p>Work with a partner, listening to and sharing ideas and taking the lead when appropriate.</p> <p>Demonstrate good body tension, strength and the correct technique to hold different part-weight partner balances.</p> <p>Adapt their body shape and position to create star, tuck, straddle, pike, stag and splits shapes on apparatus and while moving.</p> <p>Link a wide range of movements and shapes and purposefully vary elements to create some different effects and tell a story.</p> <p>Work in a group, listening to and sharing ideas and taking the lead when appropriate.</p> <p>Think of and plan a good range of gymnastics, shapes, balances and movements that fit a theme and purposefully vary elements to create different effects in the story.</p> <p>Hold a range of individual two, three and four-point balances and part-weight partner balances as part of a routine.</p> <p>Adapt their body shape to create star, tuck, straddle, pike, stag, and splits shapes as part of a routine.</p> <p>Select and perform a wide range of appropriate linking actions and movements to structure a routine.</p> <p>Vary the speed, levels and dynamics of a routine to create effect.</p> <p>Say what is good about their own and others' performances and know how to make them better.</p>	
 <p>Games</p> <p>Striking & Fielding. Rounders</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of batting and bowling in rounders. • To know how to learn the correct techniques for batting and bowling in rounders. • To know how to use running, jumping, throwing and catching in isolation and in combination in the 	<p>All children should be able to:</p> <p>Hold and swing a rounders bat correctly in order to connect with a bowled ball.</p> <p>Bowl a rounders ball using the correct technique in order to reach the batter.</p> <p>Catch a ball accurately when it is thrown directly to them.</p> <p>Accurately throw a ball overarm and underarm in the right direction.</p>	<p>Batter, bowler, stance, technique, height, speed, distance, judgement, swing, bowl, underarm, fielder, fielding, technique, catch, throw, pathway, overarm, bases, bowler, backstop, Deep field, high ball catch, strategic, tactic, reading a game, tactics, strategy, rules, outwit, game plan, sportsmanship.</p>

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	<p>context of fielding in rounders.</p> <ul style="list-style-type: none"> • To know how to use the correct techniques for throwing and catching when fielding in rounders. • To know the roles and responsibilities of the backstop and base fielders in rounders. • To know how to field effectively in these positions and demonstrate good skill and technique. • To know the roles and responsibilities of the deep fielders in rounders. • To know how to field effectively in these positions and demonstrate good skill and technique. • To know how to play competitive games, modified where appropriate in the context of identifying and applying tactics and strategies while playing rounders. • To know how to be able to 'read' the game and apply tactics to outwit opponents. • To know and apply the rules of rounders during a game. • To know how to use a range of throwing, catching, fielding and batting strategies. 	<p>Use a range of tactics during a game when instructed and explain how these will benefit the overall strategy.</p> <p>Most children should be able to:</p> <p>Hit a bowled ball out into the field.</p> <p>Control the speed and direction of the ball when bowling.</p> <p>Move into the correct position or space to catch a ball that is thrown or hit into the field.</p> <p>Accurately throw a ball overarm or underarm to reach a designated target.</p> <p>Choose and apply relevant tactics during a game according to an agreed strategy.</p>	
	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of athletics. • To know how to practise and refine existing running, jumping and throwing skills. • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of sprinting in athletics. • To know how to use an effective technique for sprinting including the sprint start. 	<p>All children should be able to:</p> <p>Identify and show knowledge of some athletic events and techniques.</p> <p>Practise existing basic running, throwing and jumping skills.</p> <p>Practise reaction times and investigate different sprint starts.</p> <p>Show that they are beginning to develop their technique for the most effective sprint start.</p> <p>Develop their running technique for sprinting, showing some coordination and control.</p> <p>Demonstrate some stamina in order to maintain a</p>	<p>Athletics, fundamental, movement skills, running, throwing, jumping, catching, kicking, striking, discipline, track, field, sprint, endurance, middle distance, hurdles, javelin, shot-put, discus, hammer, long jump, high jump, triple jump, pole vault, speed, coordination, overhead throw, throwing for distance, safe landing, take-off, , discipline, event, track, running, sprint, 100m, 200m, 400m, sprint relay, hurdles, reaction, reaction time, stimulus, crouch start,</p>

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	<ul style="list-style-type: none"> • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of running for distance in athletics. • To know how to sustain my running pace over longer distances. • To know how to develop flexibility, strength, technique, control and balance in the context of the standing vertical jump. • To know how to practise jumping for height. • To know how to develop flexibility, strength, technique, control and balance in the context of fling throw (discus). • To know how to learn the fling throw technique. • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of the throwing events in athletics. • To know how to use a variety of throwing techniques. 	<p>sustained run.</p> <p>Show some control, coordination and power when performing the standing vertical jump and measure the height jumped with support.</p> <p>Follow step-by-step instructions and copy a range of throwing techniques with some accuracy.</p> <p>Develop their ability to throw for both distance and accuracy.</p> <p>Compete against self and others and demonstrate some improvements to achieve their personal best.</p> <p>Recognise when a skill or technique has not been performed effectively and begin to suggest ways to improve.</p> <p>Most children should know:</p> <p>Identify and know about a variety of athletic events and techniques.</p> <p>Apply and develop existing running, throwing and jumping skills.</p> <p>Practise and improve reaction times and identify an effective sprint start.</p> <p>Demonstrate a sound technique for a sprint start to improve the acceleration phase.</p> <p>Develop and improve their running technique for sprinting, showing good coordination and control.</p> <p>Demonstrate stamina in order to maintain a sustained run.</p> <p>Show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy.</p> <p>Follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success.</p> <p>Compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best.</p> <p>Evaluate the effectiveness of a performance, offering</p>	<p>standing start, starting blocks, speed, technique, discipline, endurance, stamina, pace, sustain, continuous, long distance, running, mental strength, 800 metres, 1500 metres, 5000 metres, 10,000 metres, marathon, 3000 metres steeplechase, field event, high jump, pole vault, jumping for height, standing vertical jump, take-off, flight, landing, safe landing, reaching height, jumping height, absorb, impact, fling throw, discus, accuracy, throwing for distance, grip, foot fault.</p>
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		suggestions of how to improve a skill or technique.	
Learning links to enhance long term memory	<p>Find out about local rounders clubs, leagues or rallies that children can get involved in?</p> <p>If there is a local team near you, ask some players to come in to talk to the children or arrange to take the children to watch a game.</p> <p>Go to britishathletics.org.uk for information and news on British athletics as well as how to get started and where to find your local club.</p> <p>British Athletics</p> <p>Arrange for some local athletes or coaches to visit your class.</p> <p>Find out about local clubs and the different types of gymnastics on offer? Some clubs will work with schools to provide coaching and advice.</p> <p>Explore the difference between artistic, rhythmic and acrobatic gymnastics and acro-dance.</p> <p>www.british-gymnastics.org</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 6 Autumn

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Leadership through PE</p>	<ul style="list-style-type: none"> • Children should continue to apply and develop a broader range of skills, learning how to use them in different ways; they should enjoy communicating, collaborating and competing with each other; they should learn how to evaluate and recognise their own success. • To know how to lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions. • To know how to lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others. • To know how to lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication. • To know how to lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others. • To know how to learn about different leadership skills including problem-solving, teamwork, empowering others and listening. • To know how to recognise and demonstrate a range of leadership skills during problem-solving activities. • To know how to learn about different leadership skills including encouragement, decision making and evaluating. • To know how to plan and lead a physical activity for a selected group of children. 	<p>All children should be able to:</p> <p>Know what being a leader and leadership involves.</p> <p>With support, lead a game or activity, sometimes demonstrating respect for others.</p> <p>With support, lead a game or activity, sometimes giving clear instructions.</p> <p>Sometimes cooperate well when taking part in activities led by others.</p> <p>Demonstrate some confidence when leading a game or activity.</p> <p>Sometimes convey positivity when leading a game or activity.</p> <p>Sometimes direct others effectively when leading a game or activity.</p> <p>Know about the importance of safety in PE but might need support in assessing risks.</p> <p>Sometimes demonstrate adaptability when leading an activity or game.</p> <p>Sometimes demonstrate good communication skills when leading a game or activity.</p> <p>Sometimes try to motivate others when leading an activity or game.</p> <p>Demonstrate some awareness of their own and others' emotions when leading an activity or game.</p> <p>Show some resilience when leading a game or activity.</p> <p>Know about the importance of empowering others in leadership but may not always be able to demonstrate this themselves.</p> <p>Know about the importance of listening to others in leadership and sometimes demonstrate this themselves.</p> <p>Know about the importance of teamwork in leadership and sometimes demonstrate elements of this themselves.</p> <p>Recognise and demonstrate a few different leadership skills</p>	<p>Leadership, leader, respect, communication, giving clear instructions, motivating, influencing, directing, evaluating, confidence, positivity, directing others, guiding, inspiring, adaptability, flexibility, being safe, safety, risk assessment, motivator, praise, encouragement, emotional intelligence, emotions, self-awareness, empathy, resilience, resilient, adaptability, strength, determination, teamwork, empowering others, listening, problem-solving, decision making.</p>

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		<p>during problem-solving activities.</p> <p>Know about the importance of encouraging others in leadership but may not always be able to demonstrate this themselves.</p> <p>Know about the importance of good decision making in leadership and sometimes demonstrates this themselves or with support.</p> <p>Demonstrate one or two different leadership skills when planning and leading a physical activity for others.</p> <p>With support, evaluate their own and others' leadership abilities.</p> <p>Most children will be able to:</p> <p>Have a good understanding about what being a leader and leadership involves.</p> <p>Lead a game or activity well, generally demonstrating respect for others.</p> <p>Lead a game or activity well, generally giving clear instructions;</p> <p>Generally, cooperate well when taking part in activities led by others.</p> <p>Generally, demonstrate confidence when leading a game or activity.</p> <p>Generally, convey positivity when leading a game or activity.</p> <p>Generally direct others effectively when leading a game or activity.</p> <p>Know about the importance of safety in PE and can talk about how this was paramount within the lesson.</p> <p>Generally, demonstrate adaptability when leading an activity or game.</p> <p>Generally, demonstrate good communication skills when leading a game or activity;</p> <p>Demonstrate a few elements of being an effective motivator when leading an activity or game.</p> <p>Demonstrate a good awareness of their own and others' emotions when leading an activity or game.</p> <p>Show resilience when leading an activity or game.</p> <p>Know about the importance of empowering others in</p>	
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		<p>leadership and sometimes demonstrate this themselves.</p> <p>Know about the importance of listening to others in leadership and usually demonstrate this themselves.</p> <p>Know about the importance of teamwork in leadership and usually demonstrate elements of this themselves.</p> <p>Recognise and demonstrate three or more different leadership skills during problem-solving activities.</p> <p>Know about the importance of encouraging others in leadership and sometimes demonstrates this themselves.</p> <p>Know about the importance of good decision making in leadership and usually demonstrates this effectively.</p> <p>Demonstrate three or more different leadership skills when planning and leading a physical activity for others.</p> <p>Can evaluate their own and others' leadership abilities, showing an awareness of the impact this had on the success of the activity.</p>	
 <p>Dodgeball.</p>	<ul style="list-style-type: none"> • To know how to use running, jumping, throwing and catching in isolation and in combination. • To know how to learn about the basics of dodgeball. • To know how to learn how to throw a ball in dodgeball. • To know how to learn different techniques to dodge the ball in dodgeball. • To know how to learn different techniques to dodge the ball in dodgeball. • To know how to defend in dodgeball by catching and blocking. • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to know about the different parts of a dodgeball court and simple tactics for effective positioning on it. • To know how to work as part of a team. 	<p>All children should be able to:</p> <p>Use the correct technique when throwing in dodgeball.</p> <p>Aim at and often hit a moving target.</p> <p>Have a good understanding of the basics of how to play dodgeball.</p> <p>Usually use the technique of dodging with effect.</p> <p>Jump to dodge the ball with effect.</p> <p>Duck to dodge the ball with effect.</p> <p>Usually use the technique of sidestepping with effect.</p> <p>Leap to dodge the ball with effect.</p> <p>Display a range of different dodging techniques to avoid being hit by the ball with increasing success.</p> <p>Usually catch a ball aimed at their knees and lower legs with good success.</p> <p>Know how to block a ball in dodgeball and can usually do this with success.</p> <p>Know and can talk about the rules and skills of blocking and catching in dodgeball.</p> <p>Recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court.</p>	<p>Dodgeball, invasion games, attack/ attacking, throw, grip, accuracy, power, hit, out, opposition, opponent, defend/ defending, technique, dodge/ dodging, duck, jump, leap, hit, out, sidestep, jump, leap, hit, out, rebound, dead ball, live ball, catch, block, ricochet, rules, court, boundary lines and court markings, back line, side line, centre line, Player Return Area, tactics, fair play, honesty, teamwork.</p>

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	<ul style="list-style-type: none"> • To know how to participate in a class dodgeball tournament. 	<p>Know where to position themselves on a dodgeball court when attacking and defending, and can usually do this with good success.</p> <p>Try to do their best for their team most of the time.</p> <p>Remember and understand most of the rules of dodgeball.</p> <p>Demonstrate fair play and honesty when playing competitively.</p> <p>Most children will be able to:</p> <p>Consistently and effectively use the correct technique when throwing in dodgeball.</p> <p>Aim at and consistently hit a moving target, even from longer distances.</p> <p>Have an excellent understanding of the basics of how to play dodgeball.</p> <p>Consistently use the technique of dodging with efficiency and success.</p> <p>Jump to dodge the ball with efficiency and success.</p> <p>Duck to dodge the ball with efficiency and success.</p> <p>Consistently use the technique of sidestepping with efficiency and success.</p> <p>Leap to dodge the ball with efficiency and success.</p> <p>Effectively and consistently use a range of different dodging techniques to avoid being hit by the ball.</p> <p>Consistently catch a ball aimed at their knees and lower legs with efficiency and success.</p> <p>Know how to block a ball in dodgeball and can consistently do this with efficiency and success, including with balls aimed at the lower legs.</p> <p>Know and can competently talk about the rules and skills of blocking and catching in dodgeball.</p> <p>Recognise and understand the rules associated with the different areas and boundary lines on a dodgeball court and support others with this too.</p> <p>Know where to position themselves on a dodgeball court when attacking and defending, and can consistently do this with efficiency and success.</p> <p>Try to do their best for the team continually and support and</p>	
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		<p>encourage teammates to do the same.</p> <p>Have a good understanding of the rules of dodgeball and be able to talk about these.</p> <p>Demonstrate excellent sportsmanship and fair play when playing competitively.</p>	
	<ul style="list-style-type: none"> • To know how to take part in outdoor and adventurous activity challenges, both individually and within a team. • To know how to work systematically and as part of a team to solve a range of problems. • To know how to demonstrate positivity, perseverance and effective teamwork when completing a range of challenges. • To know how to use a range of communication methods effectively during problem solving activities and challenges. • To know how to demonstrate effective leadership skills. • To know how to work together effectively to achieve a common goal. • To know how to work effectively with others to complete a range of challenges. • To know how to work effectively with others to plan and carry out a game plan (strategy). • To know how to compete in a timed orienteering team relay event. • To know how to work as part of a team to design an orienteering course. 	<p>All children should be able to:</p> <p>Use a step-by-step approach to solve problems.</p> <p>Work effectively with others to solve problems, often with success.</p> <p>Evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group.</p> <p>Understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges.</p> <p>Show the ability to work effectively with others to achieve a common goal, often with success.</p> <p>Usually approach tasks with a positive attitude.</p> <p>Understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood.</p> <p>Know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities.</p> <p>Effectively lead a small group through a warm-up and/or cool-down activity.</p> <p>Have an important role in the team, usually cooperating well with others.</p> <p>Demonstrate some elements of good leadership.</p> <p>Work as part of a team, often trying their best to complete the challenges.</p> <p>Understand what a strategy is and the steps needed to make and carry out one effectively.</p> <p>Demonstrate effective strategising at times.</p> <p>Successfully orientate and follow a map to find control points in timed conditions.</p> <p>Understand what orienteering involves and use this knowledge</p>	<p>OAA, outdoor adventurous activities, orienteering, challenge, problem solving, solution, strategy, systematically, logic, trial and error, communication, collaboration, teamwork, monitor, evaluate, verbal communication, non-verbal communication, body language, hand gestures, facial expressions, posture, teamwork, cooperation, strategy, solution, encouragement, empowering others, leading by example, teamwork, cooperation, challenge, problem solving strategy, trust, challenge, strategy, strategising, simplifying, analysing, adapting, evaluating, course, competition, orientating a map, control point, relay, cooperation, teamwork, communication.</p>

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to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions).

Work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children.

Most children will be able to:

Use a step-by-step approach to solve problems.

Work effectively with others to solve problems, often with success.

Evaluate the problem-solving strategies used, in relation to both their own success as well as the success of the group.

Understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges.

Show the ability to work effectively with others to achieve a common goal, often with success.

Usually approach tasks with a positive attitude.

Understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood.

Know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities.

Effectively lead a small group through a warm-up and/or cool-down activity.

Have an important role in the team, usually cooperating well with others.

Demonstrate some elements of good leadership.

Work as part of a team, often trying their best to complete the challenges.


Understand what a strategy is and the steps needed to make and carry out one effectively.

Demonstrate effective strategising at times.

Successfully orientate and follow a map to find control points in timed conditions.

Understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the

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		essential features identified (control card, map with control points, appropriate questions). Work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children.	
 <p>Games Invasion Games. Hockey</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. • To know how to apply skills and knowledge to be able to move with the ball. • To know how to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • To know how to apply skills and knowledge to be able to pass and move with the ball. • To know how to apply a variety of attacking skills and techniques in a game. • To know how to apply a variety of defending skills and techniques in a game. • To know how to invent a new game that requires attacking and defending skills. • To know how to apply the skills and techniques I have learnt to play an invasion game and evaluate its success. 	<p>All children should be able to: Help lead and take part in warm-ups and cool-downs safely. Move with the ball using the correct technique in one or more invasion games with increasing speed and control, including changing direction. Pass and receive the ball using the correct technique in one or more invasion games with some control and accuracy. Begin linking together different skills in a game with some fluency and success. Begin demonstrating an awareness of space in a game. Create rules to play a new game successfully, with support. Follow more complex rules to play a new game, with support. Demonstrate knowledge of and begin to use some skills and techniques for attacking and defending in a game situation, with some success. Evaluate their own and others' work and suggest improvements with support.</p> <p>Most children should be able to: Lead and take part in warm-ups and cool-downs safely and effectively. Move with the ball using the correct technique in at least two invasion games with speed and control, including changing direction. Pass and receive the ball in a variety of ways using the correct technique in at least two invasion games with control and accuracy. Link dribbling and passing skills together with success and fluency. Use space well to pass and receive a ball. Follow complicated rules to play a new game successfully. Create a new game to include certain criteria and explain it to</p>	<p>Invasion game, dribble, control, technique, opponent, hockey, straight dribble, pass, receive, attack, attacking, attacker, possession, dodging, composure, shooting, power, accuracy, defend, defending, defender, marking, opponent, closing down, defensive stance, tackle, block tackle, tackling, intercept, communication, balance, timing, territory, attack, defend, possession, teamwork, leadership, opponent, tackling, marking,</p>

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		<p>others successfully.</p> <p>Begin to choose and apply appropriate skills and techniques for attacking and defending in a range of invasion games.</p> <p>Evaluate their own and others' work, suggesting appropriate improvements.</p>	
<p>Learning links to enhance long term memory</p>	<p>British Schools Orienteering website. BSOA - Home Page</p> <p>There is also lots of useful information on the British Orienteering website. To locate your nearest club, use the British Orienteering website club finder. British Orienteering</p> <p>Xplorer is a fun navigation challenge that can be done in the local park. It involves both physical activity and decision making. It is a great activity for giving children a sense of adventure as they explore the area, while being educational at the same time. Xplorer</p> <p>British Dodgeball. Schools – British Dodgeball</p> <p>Contact your local high school to see if you can observe a lesson or physical activity taught by the High School Sports Ambassadors.</p> <p>Children could develop additional physical activities to share with other classes or groups.</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 6 Spring

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games Invasion Games. Netball</p>	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination in the context of passing the ball in netball. • To know how to improve and refine catching and throwing in netball. • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of passing and catching in netball. • To know how to use a range of netball passes. • To know how to catch a netball in different ways. • To know how to develop flexibility, strength, technique, control and balance; Use running, jumping, throwing and catching in isolation and in combination in the context of pivoting and footwork in netball. • To know how to pivot. • To know how to understand the footwork rule in netball. • To know how to develop flexibility, strength, technique, control and balance; To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of attacking movement skills in netball. • To know how to outwit a defender to receive a pass • To know how to one-on-one mark an opposition player. • To know how to aim for a target. • To know how to play in a netball tournament. • To know how to evaluate my own and others' 	<p>All children should be able to:</p> <p>Catch a netball with two hands with some confidence and success.</p> <p>Use elements of the correct technique for the chest pass, with some success.</p> <p>Use elements of the correct technique for the shoulder pass, with some success.</p> <p>Catch a netball with one and two hands with some confidence and success.</p> <p>Use elements of the correct technique for the bounce pass, with some success.</p> <p>Use elements of the correct technique for the overhead pass, with some success.</p> <p>Use more than one type of netball pass in a game situation;</p> <p>Land in different ways without the ball and begin to co-ordinate catching the ball with different landings.</p> <p>Pivot using the correct footwork in activities that focus only on this skill and begin to combine the skill of pivoting with other learnt netball skills.</p> <p>Understand the footwork rule and sometimes demonstrate their understanding in a game situation.</p> <p>Move at different speeds and in different directions in specific drills to practise this and sometimes effectively in a game scenario.</p> <p>Know how to dodge and lead and sometimes apply these attacking moves to outwit a defender in specific drills to practise these skills.</p> <p>Apply some of the attacking movement skills they have learnt to outwit a defender with some success in a game.</p> <p>Know how to mark an opposition player who is in possession of the ball (marking the ball) and sometimes adopt elements of the correct technique when doing this in a game.</p>	<p>Chest pass, shoulder pass, teamwork, passing, shooting, catching, position, non-contact, bounce pass, overhead pass, chest pass, shoulder pass, teamwork, passing, catching, one-handed catch, intercept, defence, defender, footwork, pivot, pivoting, possession, passing, catching, swivel, rotate, landing foot, one-foot landing, two-feet landing, Movement, pace, speed, direction, dodge, single dodge, double dodge, attack, attacking, attacker, lead, lead run, leading, straight lead, double straight lead, acceleration, defending, defender, marking, one-on-one marking, opponent, opposition, attacking, attacker, possession, footwork, landing foot, teamwork, passing, catching.</p>


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	<p>performance.</p> <p>Know how to mark an opposition player who is not in possession of the ball (marking the player) and sometimes adopt elements of the correct technique when doing this in a game.</p> <p>Perform some elements of the shooting technique in isolation and sometimes in a competitive game.</p> <p>Understand and sometimes use attacking and defending skills to contribute towards the success of their team.</p> <p>Understand what being part of a team involves and sometimes demonstrate this skill.</p> <p>Evaluate their own and other's performance and suggest improvements with support.</p> <p>Most children should be able to:</p> <p>Consistently move to meet the netball to catch it with two hands, bringing it safely into the chest.</p> <p>Execute the chest pass with control and accuracy.</p> <p>Execute the shoulder pass with control and power.</p> <p>Catch a netball with both one and two hands, bringing it safely into the chest.</p> <p>Execute the bounce pass with control and accuracy.</p> <p>Execute the overhead pass with control and power.</p> <p>Effectively use a range of passes in a game situation.</p> <p>Land with one or two feet with or without the ball.</p> <p>Use the correct footwork to pivot in a range of situations and scenarios.</p> <p>Understand the footwork rule and demonstrate their understanding in a game situation.</p> <p>Move at a range of speeds and in different directions in specific drills to practise this and apply this with success in a game scenario.</p> <p>Effectively execute the movement skills of dodging and leading to outwit a defender in specific drills to practise these skills.</p> <p>Apply a range of attacking movement skills they have learnt to outwit a defender with success in a game.</p> <p>Know how to mark an opposition player who is in possession of the ball (marking the ball) and does this with some success in a</p>	
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		<p>game.</p> <p>Know how to mark an opposition player who is not in possession of the ball (marking the player) and do this with some success in a game.</p> <p>Perform all or most elements of the shooting technique in isolation and sometimes in a competitive game with success.</p> <p>Use a range of attacking and defending skills to contribute towards the success of their team.</p> <p>Understand and demonstrate being part of a team in a range of ways.</p> <p>Evaluate their own and other's performance, sometimes suggesting appropriate improvements.</p>	
 <p>Circuit Training</p>	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. • To know how to understand ways to exercise safely. • To know how to understand and recognise exercising at different levels of intensity. • To know how to understand how exercise can boost mental wellbeing. • To know how to understand how exercise can improve physical strength. • To know how to lead another individual in a circuit of exercises. • To know how to work as a group to lead a training session. 	<p>All children should be able to:</p> <p>Understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises.</p> <p>Identify two or more ways to exercise safely and follow these examples.</p> <p>Use the talk test to measure exercise intensity.</p> <p>Create a personal target, work towards it and can express how this feels.</p> <p>Identify which muscle groups are targeted in different exercises.</p> <p>Give instructions to complete four exercises, with simple adaptations for ability.</p> <p>Select exercises to suit particular needs.</p> <p>Most children should be able to:</p> <p>Understand what circuit training involves and can follow instructions to complete a range of different 'medium' exercises.</p> <p>Identify two or more ways to exercise safely and follow these examples.</p> <p>Use the talk test to measure exercise intensity.</p> <p>Create a personal target, work towards it and can express how this feels.</p>	<p>Warm-up, cool-down, stretch, cardio, exercise, circuit, station, heart rate, safe, heart rate, pulse, intensity, exercise, moderate, vigorous, , mental health, physical health, wellbeing, personal best, aim, achieve, confidence, self-esteem, strength, muscles, training, improve, maintain.</p>


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		<p>Identify which muscle groups are targeted in different exercises.</p> <p>Give instructions to complete four exercises, with simple adaptations for ability.</p> <p>Select exercises to suit particular needs.</p>	
 <p>Games</p> <p>Net & Wall Tennis</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to develop flexibility, strength, technique, control and balance in the context of tennis skills. • To know how to understand and practise some of the fundamental skills of tennis. • To know how to hit a ball with accuracy using the forehand technique. • To know how to be able to play a backhand stroke with control and accuracy. • To know how to be able to perform an overhead tennis serve. • To know how to develop a volley for use in a tennis mini-game. • To know how to apply learnt skills in a variety of tennis mini-games 	<p>All children should be able to:</p> <p>Show some ability to maintain control of a ball on a racket while moving.</p> <p>At times, successfully catch and control a ball on their racket; Occasionally move their feet to attempt to improve their position for catching a ball.</p> <p>Grip and hold the tennis racket correctly when hitting a forehand groundstroke.</p> <p>Demonstrate knowledge of how and when to get into the ready position but may sometimes need reminding.</p> <p>Use the forehand stroke, with some shots landing on the opposition's side of the court.</p> <p>Explain an advantage and disadvantage of one of the backhand groundstroke techniques.</p> <p>Occasionally use the correct technique for the double-handed backhand.</p> <p>Hit a backhand stroke at a targeted area.</p> <p>Sometimes achieve an appropriate overhead ball toss when in a service stance.</p> <p>Use a developing service stroke to strike a ball overhead with a racket.</p> <p>Hit a serve towards a target area.</p> <p>At times, hit a ball before it bounces using the volley technique.</p> <p>At times, play a short or long volley.</p> <p>Use the ready position between shots, to prepare themselves for the next volley.</p> <p>Understand some of the basic rules in tennis and knows how to keep score.</p> <p>Use one or more of the stroke techniques learnt in this unit, to</p>	<p>Coordination, fundamentals, court, racket, stroke, shot, hit, forehand, backhand, dribble, racket head, grip, bevel, agility, balance, perpendicular, base knuckle, index finger, ready position, hand-eye coordination, aim, target, rally, groundstroke, overhead, doubles, rally, fault, volley, , deuce, love, advantage, ace, let, serve, umpire.</p>

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		<p>take part in a rally.</p> <p>Serve the ball using the underarm technique.</p> <p>Evaluate their performance, with support.</p> <p>Most children should be able to:</p> <p>Show good control and balance when dribbling with a ball.</p> <p>Use the correct skills to catch and control a ball on their racket.</p> <p>Move their feet to get into a good position to catch a ball.</p> <p>Grip a tennis racket correctly when hitting a forehand groundstroke.</p> <p>Regularly get into the ready position before and after shots.</p> <p>Use the correct technique to land forehand shots in the opposition's side of the court, with some deep towards the baseline.</p> <p>Explain an advantage and disadvantage of both backhand groundstroke techniques.</p> <p>Use the correct technique for the double-handed and single-handed backhand.</p> <p>Hit different backhand strokes towards a targeted area.</p> <p>Demonstrate a good service stance and toss a ball into a good position for striking with an overhead serve.</p> <p>Strike a tossed ball with a racket well, showing a good overhead service stroke.</p> <p>Show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy.</p> <p>Strike a ball before it bounces, using the volley technique.</p> <p>Play short and long volleys, changing the level of power and racket head position appropriately.</p> <p>Use the ready position and quick footwork to get into a good position for the volley.</p> <p>Begin to read a player's body positioning to increase reaction speed.</p> <p>Demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game.</p> <p>Use a number of the stroke techniques and skills learnt in the unit, to take part in a rally.</p>	
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		<p>Use an overarm serve technique.</p> <p>Evaluate their performance, identifying some suggestions for improving their performance.</p>	
	<ul style="list-style-type: none"> • To know how to perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1960s. • To know how to perform a dance in a 1960s style. • To know how to perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1970s. • To know how to perform a dance in a 1970s disco style. • To know how to perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1980s. • To know how to perform a dance in a 1980s hip-hop style. • To know how to perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 1990s. • To know how to perform a group dance in a 1990s pop group style • To know how to perform dances using a range of movement patterns in the context of planning and performing a dance inspired by popular dance styles from the 2000s. • To know how to perform a group dance in a 2000s dance craze style. • To know how to perform dances using a range of movement patterns in the context of planning and 	<p>All children should be able to:</p> <p>Perform more complex dance movements based on The Twist, such as hip, arm and foot movements.</p> <p>Adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by The Twist.</p> <p>Perform more complex dance movements based on 1970s disco moves, such as fluid and smooth movements, with good timing to the beat of the music.</p> <p>Adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by 1970s disco moves.</p> <p>Perform more complex dance movements based on 1980s hip-hop moves, such as coordinating limb movements correctly and showing good awareness of rhythm and bounce.</p> <p>Adapt some complex dance movements and perform them in a series, to create a dance that shows it has been influenced by 1980s hip-hop moves.</p> <p>Adapt some complex dance movements and perform them in unison, to create a dance that shows it has been inspired by elements of 90s dance moves.</p> <p>Perform more complex dance movements and confidently create appropriate actions that tell the story of a song, to produce a dance that shows it has been inspired by elements of 90s dance moves.</p> <p>Adapt and perform more complex dance movements, taking inspiration from dance elements from different decades.</p> <p>Adapt some complex dance movements and perform them in unison well, with many elements linked together cohesively.</p> <p>The dance routine contains moves that show they have considered what may be popular in a dance and could become a dance craze.</p>	<p>Decade, era, 60s, sixties, adapt, style, The Twist, The Mashed Potato, The Swim, 70s, adapt, disco, style, 80s, adapt, variation, hip-hop, origin, breakdance, breaking, popping, locking, 90s, lyrics, unison, pop, routine, genre, popular, inspire, 2000s, craze, routine, 2010s, social media, viral, The Floss, popular, inspire.</p>

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	<p>performing a dance inspired by popular dance styles from the 2010s.</p> <ul style="list-style-type: none"> • To know how to perform a dance in a 2010s style. 	<p>Adapt and perform complex movements from social media viral dances from the 2010s, including performing arm and leg actions at the same time and with confidence.</p> <p>Adapt some complex dance movements and perform them in unison well, with many elements linked together cohesively.</p> <p>The dance routine contains movements that show they have considered what may be popular social media and understand how specific combinations of movements may help the dance to go viral.</p> <p>Most children will be able to:</p> <p>Perform simple dance movements based on The Twist and begin to try some more complex versions, such as combined arm and foot movements.</p> <p>Adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by The Twist.</p> <p>Perform simple dance movements based on disco moves, and begin to combine arm and side-to-side hip movements;</p> <p>Adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1970s disco moves.</p> <p>Perform simple dance movements based on hip-hop moves, and begin to coordinate limb movements, moving them at the same time.</p> <p>Adapt some simple dance movements and perform them in a series, to create a dance that shows it has been influenced by 1980s hip-hop moves.</p> <p>Adapt some simple dance movements and perform them in unison, to create a dance that shows it has been inspired by elements of 90s dance moves.</p> <p>Adapt some simple dance movements, performing actions that are linked to the lyrics of the song, to create a dance that shows it has been inspired by elements of 90s dance moves.</p> <p>Combine and perform dance movements, taking inspiration from dance elements from different decades.</p> <p>Adapt some simple dance movements and perform them in</p>	
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		<p>unison, with some elements linked together well and incorporating some joined moves that may be popular in a dance and could become a dance craze.</p> <p>Combine and perform some complex movements from social media viral dances from the 2010s.</p> <p>Adapt some simple dance movements and perform them in unison, showing consideration for the types of movements that may be popular on social media and understand how these may help the dance to go viral.</p>	
Learning links to enhance long term memory	<p>Contact a local gym and invite a trainer in to run a circuit training session.</p> <p>Children could develop a circuit based on their learning and could guide another class through their chosen exercises.</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted dance sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.

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Year 6 Summer

Thread	Focus & Knowledge	Skills & Assessment	Vocabulary
 <p>Games</p> <p>Striking and field games Rounders</p>	<ul style="list-style-type: none"> • To know how to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • To know how to react quickly and catch balls thrown at different heights and angles. • To know how to attack the ball using effective fielding techniques. • To know how to throw the ball accurately over a large distance • To know how to strike a bowled ball over a large distance into space. • To know how to bowl a ball overarm at a target. • To know how to apply striking and fielding skills to complete a circuit of activities. 	<p>All children should be able to:</p> <p>Catch a ball accurately.</p> <p>Accurately throw or roll a ball at a target, using the over-arm technique.</p> <p>Strike a bowled ball in an intended direction.</p> <p>Understand the importance of warming up.</p> <p>Begin to identify strengths and areas in which they could improve.</p> <p>Most children should be able to:</p> <p>Strike a bowled ball in an intended direction, into space.</p> <p>Stop a ball using a range of techniques, including the long-barrier technique.</p> <p>Understand the active role of a fielder and know how to 'attack the ball'.</p> <p>Play cooperatively with teammates; making decisions when to run for points and when to not.</p> <p>Choose and use a range of simple tactics and strategies when striking and fielding.</p> <p>Play to, adapt and invent rules for striking and fielding games.</p> <p>Take responsibility for their own skill progression by suggesting ways to make activities more challenging.</p> <p>Catch and throw with one hand, and in some cases with their non-dominant hand.</p> <p>Identify how specific activity affects their body.</p>	<p>Striking, Fielding, hand-eye coordination, cooperation, accuracy, catching, overarm throwing, overarm bowling, batting, long-barrier stopping technique, opposition, target, batter, attacking the ball, rolling, stopping, bouncing, bowler, fielder,</p>
 <p>Athletics</p>	<ul style="list-style-type: none"> • To know how to use running, jumping, throwing and catching in isolation and in combination in the context of athletics. • To know how to practise and refine fundamental movement skills needed for athletics. 	<p>All children should be able to:</p> <p>Try to improve reaction speed through repetition;</p> <p>Use elements of the correct technique for the underarm throw, with some success;</p> <p>Demonstrate elements of an effective sprinting technique; •</p> <p>know how to pass and receive a baton using the down</p>	<p>Athletics, fundamental movement skills, running, throwing, jumping, reaction time, underarm throw, sprint, sprinting, acceleration, relay, baton, baton exchange, changeover zone, downsweep, middle distance, long distance,</p>

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	<ul style="list-style-type: none"> • To know how to develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of sprint relays. • To know how to work as a team to competitively perform a sprint relay • To know how to use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running for endurance. • To know how to control running pace over a range of distances • To know how to use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of running over hurdles. • To know how to refine my hurdling technique. • To know how to use running, jumping, throwing and catching in isolation and in combination; Develop flexibility, strength, technique, control and balance in the context of jumping for height and distance. • To know how to practise and refine jumping techniques. • To know how to develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination in the context of the heave throw. • To know how to throw for distance using a heave throw technique. 	<p>sweep, and use this technique with some success in a relay race;</p> <p>Demonstrate a degree of endurance and stamina to be able to run for longer distances;</p> <p>Understand how to pace themselves and can sometimes do this in a race, including speeding up at the end;</p> <p>Sometimes use their preferred leg to lead with over the obstacles;</p> <p>Demonstrate some coordination and fluency when hurdling but generally lack speed;</p> <p>Demonstrate some elements of the different jumping techniques and work hard to improve on their personal best;</p> <p>Lead jumping activities with the support of their peers;</p> <p>Demonstrate some elements of the overhead heave throw technique and work hard to improve on their personal best;</p> <p>Use different throwing techniques for distance and accuracy.</p> <p>Most children will be able to:</p> <p>Demonstrate an improvement in reaction speed through repetition;</p> <p>Execute the underarm throw with accuracy and success in isolation and sometimes in a game situation;</p> <p>Understand what an effective springing technique involves and work hard to improve theirs;</p> <p>Work well with team members to pass and receive the baton using the learned technique;</p> <p>Demonstrate some endurance and stamina to be able to run for longer distances;</p> <p>Run at an appropriate pace to suit the activity, including speeding up at the end;</p> <p>Mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern;</p> <p>Demonstrate increasing coordination, speed and rhythm when hurdling;</p> <p>Demonstrate an effective technique for the three different jumps and gain good height and distance with them.</p> <p>Lead jumping activities effectively;</p>	<p>endurance, stamina, mental strength, pace, pacing, sprint, top speed, race tactics, hurdles, hurdling, obstacles, lead leg, trail leg, stride pattern, coordination, rhythm, fluency, speed, Leaping, bounding, jumping, long jump, standing long jump, triple jump, standing triple jump, high jump, standing vertical jump, no jump, take off, flight, landing, throw, heave throw, overhead heave throw, throwing technique, fundamental movement skills.</p>
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		Demonstrate an effective technique for the overhead heave throw technique and gain good distance with it; Effectively use different throwing techniques for distance and accuracy.	
	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. • To know how to accurately perform a cat leap full turn and a stag leap. • To know how to accurately perform a dive forward roll and a pike backward roll. • To know how to accurately perform a straddle over vault. • To know how to perform a hurdle step into a cartwheel and a round-off. • To know how to perform a series of similar movements in quick succession, linked together to form a sequence. • To know how to work in a large group to choreograph and perform a gymnastics routine in time to music. 	<p>All children should be able to: Perform recognisable movements, e.g. a pike backward roll that looks like a pike backward roll. Describe how their performance has improved over the lesson. Link a series of different movements together to form a short routine. Practise and refine their own movements independently, showing awareness of others around them.</p> <p>Most children should be able to: Create and link a wide range of shapes and movements. Create and hold a range of more challenging balances on one, two, three and four points of their body while demonstrating good strength, flexibility, technique and control. Move into and out of a balance or shape using interesting and creative ways with good fluency and control and can link more than one balance and movement in this way. Work in a pair and as part of a group and show leadership skills by directing and leading discussion in an effective way. Perform a range of high-quality counterbalances with a partner, experimenting with different levels and shapes and by stretching, extending and elevating unused and supporting body parts. Perform a range of challenging part-weight partner balances experimenting with different levels and shapes safely and effectively. Make positive contributions to my group and support others in doing the same when creating and forming body shapes, balances and positions. Think of, plan and perform a wide range of more challenging</p>	<p>Shape, balance, point-balance, control, strength, straddle, flexibility, cooperation, control, linking action, routine, travelling, movement, cooperatively, forward roll, point balance, technique, counterbalance, weight, flexibility, symmetrical balance, routine.</p>

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		<p>gymnastics, shapes, balances and movements and demonstrate creativity by manipulating elements for maximum effect.</p> <p>Use a wide range of apparatus in creative ways to help communicate ideas in a sequence.</p> <p>Perform a wide range of more challenging gymnastics, shapes, balances and movements and demonstrate creativity by manipulating elements for maximum effect.</p> <p>Identify ways to continuously improve their performance and experiment with new techniques and ideas.</p>	
Learning links to enhance long term memory	<p>Arrange to watch a local cricket team, or have some of the players visit your class. Chance to Shine has many different resources from coaching cards to posters to use in the classroom.</p> <p>Chance to Shine</p> <p>Go to www.britishathletics.org.uk for information and news on British Athletics as well as how to get started and where to find your local club.</p> <p>Arrange for some local athletes or coaches to visit your class.</p> <p>British Athletics</p>	Assessment	<ul style="list-style-type: none"> • Assess children during each lesson through observation and questioning. • Children should be able to talk about the skills they are developing. • For final assessment, use the child's performance in the final lesson, in which children will perform their own adapted gymnastics sequence. • Assessment opportunities in the final lesson, in which children have the opportunity to practise all of the skills they have learnt.