



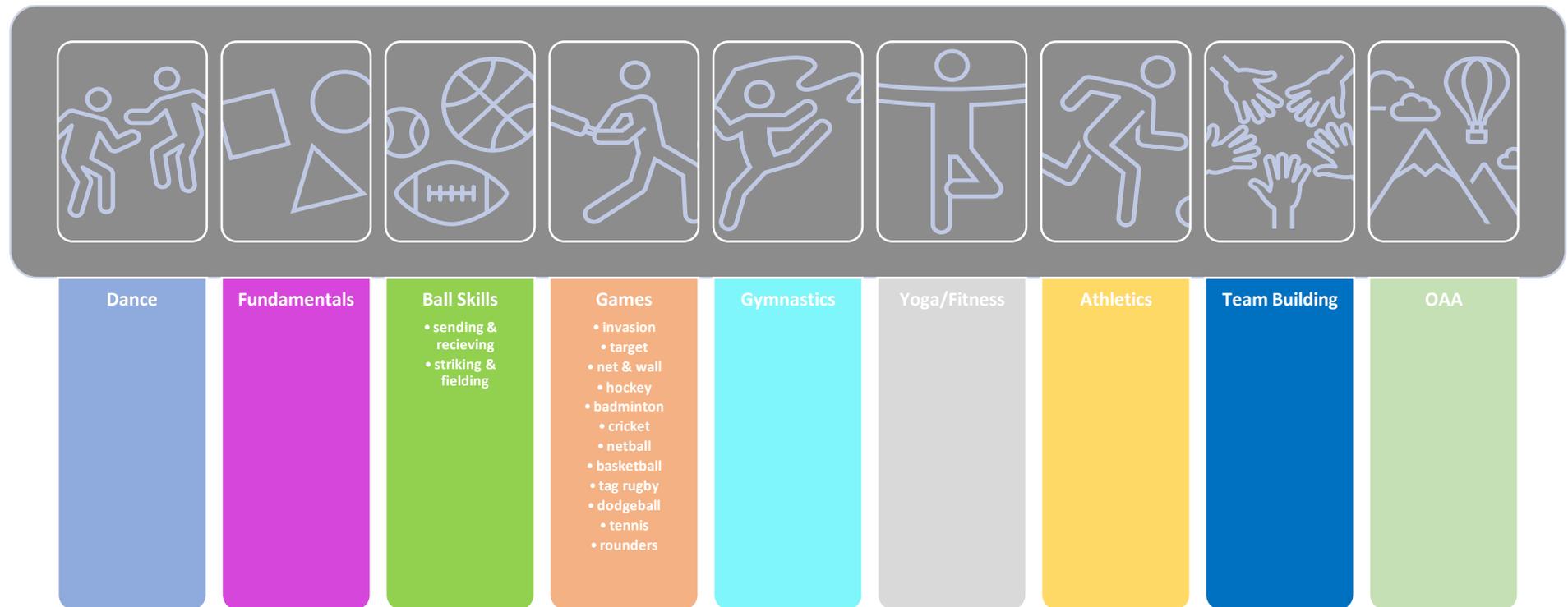
PE Curriculum Overview



"With God, All Things are Possible."

Our Approach

We follow the **Get Set 4 PE Scheme** from EYFS to Y6, which focuses on the 9 core aspects below to meet both the **EYFS** and **National Curriculum** expectations. In the EYFS our pupils experience **movement, interaction** and **engagement** through structured play, which builds into our National Curriculum content from Y1 onwards. In our **cyclical** curriculum pupils develop their **declarative knowledge** across movement, rules, tactics, strategies, health & participation and develop an understanding of what it means to lead a healthy and active lifestyle. Pupils have **two taught PE sessions each week**, have access to **extra-curricular provision** within and outside of the school day and each taught aspect has its own **knowledge organiser** and visual **vocabulary pyramid** for pupils. The school is part of “shapes” who run **competitions and events** to ensure pupils have further opportunities to take part in sport. In addition, a specialist PE teacher provides **CPD for staff** through modelling lessons, team teaching and providing developmental feedback.



| YR | Autumn | | Spring | | Summer | |
|---|---|---|--|--|---|--|
| Knowledge & Skills | Unit 2-Introdcution to PE <ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To follow instructions and play safely as a group. To follow a path and take turns. To work co-operatively with a partner. | Unit 2-Dance <ul style="list-style-type: none"> To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. To explore movement using a prop with control and co-ordination. To move with control and co-ordination, expressing ideas through movement. To remember and repeat actions moving in time with the music. To explore actions in response to a theme and begin to use counts. | Unit 2-Fundamentals <ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. | Unit 2-Ball Skills <ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target. | Unit 2-Games <ul style="list-style-type: none"> To aim when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against a partner. To develop co-ordination and play by the rules. To explore striking a ball and keeping score. To work co-operatively as a team. | Unit 2- Gymnastics <ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create sequences using apparatus. |
| | Vocab | Share, team, path, listen, space, travel, follow, safely | Move, copy, shape, space, safely, sideways, around, travel, forwards, backwards | Run, stop, space, jump, balance, skip | Run, stop, throw, roll, team, kick, space, catch | Team, space, catch, throw, safely, bounce, forward, backward |
| Continuous Provision Enhancements <ul style="list-style-type: none"> Pupils have access to large outdoor equipment throughout the day and a range of trikes/bikes allows children to develop and refine balancing and riding skills. Snipping and cutting with scissors across a range of activities throughout the year within the craft area develops precision to cut around templates and along different lines. Pupils develop using cutlery and cups within the role play area and during lunchtime, whilst also using one handed tools with precision and purpose. Dough Disco is done daily to develop motor skills. Self-care and hygiene are developed through daily routines and opportunities within the role play/small world areas to think about healthy and active life styles. | | | | | | |

| Y1 | Autumn | | | | Spring | | | | Summer | | | |
|--------------------|--|--|--|---|--|--|--|--|---|--|---|---|
| Knowledge & Skills | Fundamentals | | Gymnastics* | | Yoga | | Striking & Fielding | | Net & Wall | | Gymnastics | |
| | <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. | <ul style="list-style-type: none"> To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. | <ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. | <ul style="list-style-type: none"> To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points. | <ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. | <ul style="list-style-type: none"> To explore travelling movements. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. | | | | | | |
| Vocab | Ball Skills | | Dance | | Sending/Receiving | | Invasion Games | | Target Games | | Athletics | |
| | <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. | <ul style="list-style-type: none"> To use counts of 8 to move in time and make my dance look interesting. To explore pathways in my dance solo and then with a partner. To create my own dance using, actions, pathways and counts. To explore speeds and actions in our pirate inspired dance. To copy/create, remember and repeat/perform actions that represent the theme. | <ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games. | <ul style="list-style-type: none"> To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. | <ul style="list-style-type: none"> To develop underarm throwing towards a target to develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy/distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. | <ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy | | | | | | |
| | Fast, hop, slow, direction, land, safely | Far, direction, aim, safely, balance, send, | Action, jump, roll, level, direction, speed, point, balance | Counts, pose, level, slow, fast, balance | Copy, feel, listen, breathe, slowly | Hit, throw, points, score, target, catch | Hit, points, target, throw, score, catch | Defender, points, dribbling, attacker, score, partner, | Ready position, partner, net, underarm, score, points | Points, throw, far, distance, score, partner | Action, jump, roll, level, direction, speed, point, balance | Far, hop, aim, fast, slow, bend, improve, direction, travel |

| Y2 | Autumn | | | | Spring | | | | Summer | | | |
|--------------------|--|--|---|-----------------------------------|--|--|--|---|---|--|--|--|
| Knowledge & Skills | Gymnastics* | | Dance | | Gymnastics* | | Striking & Fielding | | Net & Wall | | Athletics | |
| | <ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. | | <ul style="list-style-type: none"> To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To explore pathways and levels. To remember and rehearse our circus dance showing expression and character. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create and perform using unison, mirroring and matching with a partner. | | <ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. | | <ul style="list-style-type: none"> To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure. | | <ul style="list-style-type: none"> To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket. | | <ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. | |
| Vocab | Fundamentals | | Sending & Receiving | | Yoga | | Invasion Games | | Target Games | | Team Building | |
| | Link, pathway, straddle, sequence, speed, star, tuck, pike, | Dodge, speed, jog, steady, hurdle, sprint, | Mirror, action, pathway, direction, speed, timing, | Runs, send, teammate, received, , | Link, pathway, straddle, sequence, speed, star, tuck, pike, | Focus, pose, position, create, flow, choose, | Fielder, runs, send, batter, teammate, received, bowler, | Received, send, teammate, chest, pass, possession, goal, dodge, bounce pass | Receive, quickly, trap, defend, return, collect, against, | Accurate, overarm, send, release, teammate, target, against, underarm, | Sprint, jog, distance, height, take off, landing, overarm, underarm | Map, support, direction, successful, communicate |

| Y3 | Autumn | | | | Spring | | | | Summer | | | |
|--------------------|--|---|---|---|--|--|--|---|--|--|--|--|
| Knowledge & Skills | Gymnastics | | Dance | | Gymnastics | | Hockey | | Badminton | | OAA | |
| | <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. | | <ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics. To remember, repeat and create actions to represent an idea. Share ideas of actions/dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. | | <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. | | <ul style="list-style-type: none"> To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. | | <ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent. | | <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To develop trust and team work. To involve all team members in an activity and work towards a collective goal. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To draw a route using directions. To be able to orientate a map and navigate around a grid. | |
| Vocab | Fundamentals | | Ball Skills | | Fitness | | Tag Rugby | | Athletics | | Cricket | |
| | <ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. | | <ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. | | <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina. | | <ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament. | | <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. | | <ul style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique To play apply skills learnt to mini cricket. | |
| | flow, explore, matching, create, interesting, control, contrasting | distance, technique, control, tension, coordination, rhythm | flow, explore, create, perform, match, feedback, expression | track, receive, chest, shoulder, overhead, accurate | flow, explore, matching, create, interesting, control, contrasting | strength, distance, balance, control, accurately | receiver, footwork, rebound, tracking, interception, mark, travelling, playing area | receiver, footwork, rebound, tracking, interception, mark, travelling, playing area | serve, accurately, track, racket, control, rally, opponent, | speed, power, strength, accurately, higher, pace, control, faster, further | rules, navigate, grid, route, discuss, trust, plan, | strike, grip, bowl, wicket keeper, batting, wicket, fielding |

| Y4 | Autumn | | | | Spring | | | | Summer | | | |
|--------------------|--|--|---|---|--|---|--|---|--|---|---|---|
| Knowledge & Skills | Fundamentals | | Dance | | Fitness | | Badminton | | Gymnastics* | | OAA | |
| | <ul style="list-style-type: none"> To be able to change direction quickly under pressure. To be able to link hopping and jumping actions with other skills. To be able to work with others to complete skipping challenges. To demonstrate good balance and control when performing skills. To understand and demonstrate how and when to speed up and slow down when running. | <ul style="list-style-type: none"> To develop a dance using matching and mirroring. To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships. | <ul style="list-style-type: none"> To collect and record own scores to identify areas to improve. Use key points to improve own sprinting technique. To show balance when changing direction at speed. To show control when completing activities to improve balance. To show determination to continue working over a period of time. To understand there are different areas of fitness and that each area challenges the body differently. | <ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent. | <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. | <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop trust and teamwork whilst listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. | | | | | | |
| | Basketball | | Ball Skills | | Dodgeball | | Hockey* | | Athletics | | Rounders | |
| | <ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. | <ul style="list-style-type: none"> To accurately use a range of taught throwing techniques to throw to a target. To catch different sized objects with increasing consistency with one and two hands. To track the path of a ball that is not sent directly. To be able to dribble a ball with increasing control and coordination. To provide feedback using key terminology and understand how to improve. | <ul style="list-style-type: none"> To apply rules to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament. | <ul style="list-style-type: none"> To delay an opponent and help prevent the other team from scoring. To be able to dribble, pass, receive and shoot the ball with increasing control. To be able to move to space to help my team to keep possession and score goals. To use simple tactics to help a team score or gain possession. To be able to share ideas and work with others to manage a game. Understand the rules of the game and use them. | <ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. | <ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a 2 handed pick up short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. | | | | | | |
| Vocab | Accelerate, momentum, decelerate, pace, stability, transfer | Outwit, pivot, opposition, court, field, opponent, pitch, contact | Reaction, unison, represent, dynamics, control | Release, select, control, consistently, technique, persevere | Technique, progress, muscle, co-ordination, stamina, healthy, | Receiver, rules, dodge, court, block, | Receiver, outwit, court, backhand, forehand, | Outwit, opposition, opponent, contact, pivot, court, field, pitch | Quality, perform, inverted, technique, apparatus, extension, | Power, stamina, officiate, perseverance, determination, accuracy, personal best | Leader, inclusive, effectively, orientate, symbol | Stance, two-handed pick up, retrieve, technique, rounder, opposition, stumped |

| Y5 | Autumn | | | | Spring | | | | Summer | | | |
|-------------------------------|---|---|--|---|--|---|---|---|--|--|---|--|
| Knowledge & Skills | Dodgeball | | Dance | | Fitness | | Tennis | | Gymnastics* | | OAA | |
| | <ul style="list-style-type: none"> To apply rules honestly and fairly to a game situation. To develop throwing at a moving target. To use timing, balance and agility to avoid being hit. To develop catching under pressure to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game. | <ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To use relationships and space to change how a performance looks. To copy and repeat movements in the style of rock 'n' roll. To work with a partner to copy/repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. | <ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. | <ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent. | <ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus. | <ul style="list-style-type: none"> To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. | | | | | | |
| Vocab | Tag Rugby | | Netball | | Badminton | | Hockey | | Athletics | | Cricket | |
| | <ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. | <ul style="list-style-type: none"> To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To use and apply skills and tactics to small sided games. | <ul style="list-style-type: none"> To further develop taught skills and use under some pressure. Identify where successful and what is needed to improve. Use feedback to develop skills. Be able to work cooperatively with other to manage a game. Understand the need for tactics and identify when to use them in different situations. Become more confident in application of the rules. | <ul style="list-style-type: none"> To communicate with own team and move into space to keep possession/score. Be able to dribble, pass, receive and shoot the ball with some control under pressure. To use tracking, tackling and intercepting when playing in defence. To know own position and how to contribute when attacking/defending. Understand the rules and use most times fairly. Know there are different skills for different situations. | <ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. | <ul style="list-style-type: none"> To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space. To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation. | | | | | | |
| | Communicate, opponent, tactics, pressure, fair Play | Tactics, control, offside, foul, support, pressure, obstruction, onside | Formation, posture, performance, canon, relationship | Tactics, control, offside, foul, support, pressure, obstruction, onside, | Technique, agility, momentum, drive, rhythm, power, | Volley, tactics, co-operatively, footwork, continuously, set | Volley, tactics, co-operatively, footwork, continuously, set, | Tactics, offside, control, foul, support, pressure, obstruction, onside | Symmetrical, rotation, aesthetics, canon, asymmetrical, synchronization, progression | Technique, upsweep, rhythm, down sweep, flight, stride | Tactical, collaborate, control card, collective, orienteering, navigation | Overtake, pressure, tracking, backing up, outwit, support, tactics |

| Y6 | | Autumn | | Spring | | Summer | | | | | | |
|--------------------|--|--------|---|--------|--|--------|---|--|---|--|--|--|
| Knowledge & Skills | Badminton <ul style="list-style-type: none"> To be able to select the appropriate action for the situation and make the decision quickly. Use a wider range of skills with increasing control under pressure. Use feedback to improve the quality. Consistently play the game rules honestly and fairly. Create tactics with a team and evaluate their effectiveness. Recognise own/others strengths/developments and suggest improvements. | | Dodgeball <ul style="list-style-type: none"> To officiate and help to manage a game refereeing. To select the appropriate action for the situation and make the decision quickly. To use a wider range of taught skills with increasing control under pressure. To work collaboratively to create tactics with my team and evaluate the effectiveness of these. To work in collaboration with others so that games run smoothly. Recognise own and others strengths/areas for development and suggest ways to improve. | | Fitness <ul style="list-style-type: none"> To change own running technique to adapt different distances. To collect, record and analyse scores to identify areas with the most improvement. To work with others to organise, manage and record information at a station. To encourage and motivate others to work their best. To understand that there are different areas of fitness and how it helps. Understand the different components of fitness and the ways to test/develop them. | | Gymnastics <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus. | | Athletics <ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. | | OAA <ul style="list-style-type: none"> To build communication and trust whilst showing an awareness of safety. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. | |
| | Basketball <ul style="list-style-type: none"> To develop protective dribbling against an opponent. To move into and create space to support a teammate. To choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To develop technique to increase accuracy when scoring. To apply principles, rules and tactics to a game situation. | | Dance <ul style="list-style-type: none"> To copy and repeat a set dance phrase showing confidence in movements. To work with others to explore and develop ideas. To demonstrate a sense of rhythm and energy when performing bhangra motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. | | Swimming <ul style="list-style-type: none"> Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke | | Tennis <ul style="list-style-type: none"> To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve. To learn to use the official scoring system. To work co-operatively with a partner and employ tactics to outwit an opponent. | | Hockey <ul style="list-style-type: none"> Understand how to create and use space to help own team. To be able to dribble, pass, receive and shoot the ball with increasing control under pressure. Select the appropriate action for the situation and make this decision quickly. Know how to use marking, tackling and/or interception to improve defence. Use the rules of the game consistently and fairly. Collaboratively create tactics and evaluate | | Rounders <ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. Develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use. To apply the rules and skills you have learnt to play in a rounders tournament. | |
| Vocab | Consecutive, deep, consistently, forecourt, backcourt, defensive, attacking | | Support, cooperatively, sportsmanship, tournament, outwit | | Generate force, continuous, measure, flexibility, analyse, record | | formation, momentum, counter balance, fluently, tension, stability | | Rotation, trajectory, continuous pace, force, compete, transfer of weight, momentum | | Boundaries, location, critical thinking, symbol, co-operatively, strategy, | |
| | Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down | | Phase, choreograph, contrast, structure, fluently, connect | | Streamline, endurance, synchronised, propel, retrieve, continuous | | Consecutive, deep, consistently, forecourt, backcourt, defensive, attacking | | Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down | | Obstruction, consecutive, consistently, continuous, co-operatively, drive hit, defensive hit | |

