

PE Curriculum Coverage: Key Stage One

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2

EYFS links
Prime areas
Physical Development: *Moving and Handling *Health and Self-Care
Personal, Social and Emotional Development: *Making Relationships * Self Confidence and Self-Awareness * Managing Feelings and Emotions
Communication and Language: * Listening and Attention * Understanding * Speaking
Specific Areas
Literacy: *Reading *Writing
Mathematics *Numbers *Shape, Space and Measure
Understanding the World: *People and Communities * The World * Technology
Expressive Arts and Design: *Exploring and Using Media and Materials *Being Imaginative

Year One	National Curriculum	Curriculum Objective	Vocab
Autumn One – Born to Move	Pupils should be taught to: <ul style="list-style-type: none"> 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. 	Aut 1: <ul style="list-style-type: none"> Develop fundamental movement skills (agility, balance, coordination and core control and stability). To apply these skills in a range of fitness based activities .e.g. dance, yoga, combat, plyometric and games. 	Running, jumping, balance, reach, stretch, coordination, self-aware, control.
Autumn Two – Dance	<ul style="list-style-type: none"> participate in team games, developing simple 	Aut 2 – Toy Shop: Acquiring and developing: <ul style="list-style-type: none"> To learn a variety of set of movements To move in different ways To explore movements at different levels, speeds and size To travel in different pathways To be still 	<ul style="list-style-type: none"> Travel and Stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue) Direction (forwards, backwards, sideways) Space (near, far, in and out, on the spot, own

	<p>tactics for attacking and defending</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>Selecting and applying</p> <ul style="list-style-type: none"> To combine travelling movements with gestures To link short phrases of movement to create short dance To make decisions about own movements based on toys To work in a pair or small group and make decisions. <p>Evaluating and Improving:</p> <ul style="list-style-type: none"> To observe and copy movement To describe their own movements and the movement of others To use dance vocab. <p>Lesson 1: to be introduced to different types of toys (traditional and modern). To think about how the different types of toys might move. To observe a partner's movement and give simple feedback.</p> <p>Lesson 2: to be introduced to a rag doll. To explore different ways of moving like a rag doll. To compose a short movement sequence for the rag doll.</p> <p>Lesson 3: development movement based on a toy soldier or robot. Move in sharp, angular movements. Move in time to music. Have the chance to work with a partner or within a group.</p> <p>Lesson 4: to compose and perform based around the Jack-in-the-box toy, focussing on jumping and a change in level. Explore Jack-in-the-box personality and portray this through gesture and freeze frame.</p> <p>Lesson 5: develop movements based around spinning action of the toys. Move in a controlled way. Move in curved pathways.</p> <p>Lesson 6: choose a toy to be in a toy shop. Develop the toy shop dance as part of a whole class. Have the opportunity to perform the dance to another audience.</p> <p>Maths – directional language</p>	<ul style="list-style-type: none"> Sequence (beginning, middle, end) Moods and feelings (expressive qualities) Nature of movement (dynamic qualities) (fast, strong, gentle) Balance Coordination
Spring One – Gymnastics		<p>Spr 1:</p> <ul style="list-style-type: none"> develop FUNdamental movement skills perform a simple sequence using positional and directional language explore ways to create different body shapes demonstrate different levels whilst performing a sequence explore log, tuck and circle rolls explore the rolls into a linked sequence explore straight, star and tuck jumps include flight skills into a sequence 	<ul style="list-style-type: none"> Stretch Travel Roll (log/pencil or egg) Balance (5 Patch balances: Back, Front, Shoulder, Side, Bottom) Jump (straight) Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch)

			<ul style="list-style-type: none"> •Equipment/Apparatus (ball, hoop, beam, table, mat) •Sequence •Performance
Spring Two – Cricket		Spr 2 – Planning to come from the Cricket Club	<ul style="list-style-type: none"> •Batting •Fielding •Defending •Attacking •Teams •Bowler •wicket keeper •Catch •Run •Space, Time / Task, Equipment, People (STEP MODEL – Differentiation)
Summer One – Ball Skill		<p>Sum 1:</p> <ul style="list-style-type: none"> • roll a small ball with control. Identify fundamental movement skills. • Roll and stop a ball with control. Plan a simple fielding tactic. • Throw and catch a ball with control. Send a ball into space. • Retrieve a ball and send with accuracy. Explore ways of stopping the ball. • Develop hand eye co-ordination skills. Use simple tactics. • Practice and improve fundamental skills. Develop tactics in a game. • Improve throwing and catching. Use hand eye co-ordination to hit the ball. • Show awareness of space. Choose a range of skills that suit the needs of the game. 	<ul style="list-style-type: none"> •Score •Shoot/ Hit / Throw •Judging distance •Protect the shot •Prevent the points / goals •Tactics
Summer Two – Athletics		<p>Sum 2:</p> <ul style="list-style-type: none"> • Sprinting Race: To use appropriate skills and technique to sprint in a race. • Egg and Spoon Race: To be able to balance an egg on a spoon while racing against others. • Sack Race: To jump in a sack while racing against others. • Target Throwing: To throw overarm and underarm to reach a target. 	<ul style="list-style-type: none"> •Run, Jump, Throw •Speed •Height •Distance •Different directions •Run, sprint •Sack race, egg and spoon race, balance

		<ul style="list-style-type: none"> Football Race: To travel in different directions while pushing a football with the feet. Obstacle Race: To travel using a range of movements across obstacles in a race. <p>NC Link: To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> Throwing, aiming, underarm, overarm. Accuracy and control Fitness, Health/Wellbeing
Year Two			
Autumn One - Gymnastics		<p>Prior Links to Year 1 Gymnastics Unit</p> <p>Aut 1:</p> <ul style="list-style-type: none"> develop FUNdamental movement skills to revisit rolls and jumps and apply these in a linking sequence to explore a different range of balances – 2 point, 3 point, 4 point to explore making different shapes with our body and apparatus to develop balance and strength through a variety of gymnastic skills to apply the skill sin a sequence on different levels and apparatus. 	<ul style="list-style-type: none"> Stretch / Flexibility Travel Roll (log/pencil or egg) Patch Balance (Back, Front, Shoulder, Side, Bottom) Point Balance (hands, feet, elbows, knees & head) Jump (straight or shape) Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch) Sequence Performance
Autumn Two – Fitness is Fun		<p>Prior Links to Year 1 Born To Move Unit</p> <p>Aut 2:</p> <ul style="list-style-type: none"> To know and understand what is meant by interval training. Explore a range of interval activities. Include the activities below in circuit training. <ul style="list-style-type: none"> Star jumps Squats Arm swings Side slides Squat and hold High knees running Hopping Wall sit Shuttle run 	<ul style="list-style-type: none"> fitness personal best self-improvement agility training

		<ul style="list-style-type: none"> ▪ Arm circles ▪ Back rise ▪ Step ups ▪ Knee tucks ▪ Heel flick running ▪ Lunges <ul style="list-style-type: none"> • To understand what is meant by agility training. Explore a range of agility stations. <ul style="list-style-type: none"> ▪ Station 1: place a spot on the floor, practise various ways of jumping, using the spot as guidance. Jump up and down on the spot. Jump side to side over the spot. Jump forward and backwards over the spot. ▪ Station 2: place a spot on the floor, practise various ways of hopping, using the spot as guidance. Hop up and down on the spot. Hop side to side over the spot. Hop forward and backwards over the spot. ▪ Station 3: set out 5/6 cones in a line, practise moving in different ways either in and out of the cones or over the cones. Side step facing forward or backward. Run facing forwards or backwards. Hop facing forwards or backwards. Jump facing forwards or backwards. Zig zag in and out. ▪ Station 4: set out cones in a square, practise moving in different ways around the square or diagonally through the square. Side step facing forward or backward. Run facing forwards or backwards. Hop facing forwards or backwards. Jump facing forwards or backwards. ▪ Station 5: set out different coloured cones in a circle. In pairs, child A stands in the middle and child B stands on the outside. Child B calls out a colour, Child A has to touch that coloured cone and get back to the middle as quickly as possible. Practise moving in different ways when travelling to the cones e.g. side step, jump, hop, run. 	
Spring One – Dance		<p>Prior Links to Year 1 Dance Unit</p> <p>Spr 1: The Seasons</p>	<ul style="list-style-type: none"> •Travel and Stillness (gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue) •Direction (forwards, backwards, sideways)

		<ul style="list-style-type: none"> • Autumn 1: create movements around fireworks, repeat movements and refine performances. Teach a movement to a partner and to learn one from a partner. • Autumn 2: use movements to create a short firework motif. Observe other pupils performing motifs and begin to use dance vocab to explain what they see. • Winter 1: explore and create movements based around the dynamics of a snowflake falling to the ground. Move in gentle, slow and fluid way. Move around the space in curved pathways. • Winter 2: create a snowflake motif using a variety of snowflake movements. Work with a partner to create a routine. Develop their routine using the devises of canon and formations. • Spring 1: understand and perform correct jumping techniques. Create a short motif about new plants growing. Move in slow, gradual and controlled ways, use aspects of symmetry and asymmetry/mirroring. • Spring 2: Develop specific movements based around the baby animals – bunnies, lambs and chicks. Link movements together to create a motif. Remember and repeat motifs. • Summer 1: learn, remember and repeat motifs about sunshine, swimming and the beach. • Last Lesson: children to create a routine to showcase all the seasons. 	<ul style="list-style-type: none"> •Formation and space (near, far, in and out, on the spot, own) <p>Different levels</p> <ul style="list-style-type: none"> •Sequence (beginning, middle, end) •Moods and feelings (expressive qualities) (jolly, stormy) •Nature of movement (dynamic qualities) (fast, strong, gentle)
Spring Two – Cricket		<p>Prior Links to Year 1 Cricket and Y1 Ball Skills Unit</p> <p>Spr 2:</p>	<ul style="list-style-type: none"> •Batting •Fielding •Defending •Attacking •Teams •Bowler •Underarm •Overarm •wicket keeper •Catch •Run •Tactics
Summer One – Invasion Games		<p>Prior Links to Year 1 Ball Skills Unit</p> <p>Sum 1:</p>	<ul style="list-style-type: none"> •Attack •Defend •Shoot/ Hit / Throw

		<ul style="list-style-type: none"> • Understand how to use the space safely. Explore skills that are used in defending, understand fundamental movement skills. • Understand the term attacking. Develop fundamental movement skills when using a safe space. • Understand how to throw underarm with control. Develop fundamental movement skills • Understand how to catch with control. Develop underarm throw. • Apply all fundamental skills learnt in a simple attacking and defending game. Understanding the importance of working in a team. • Understand how to stop the opposition from scoring. Develop fundamental movement skills. • Understand how to score against an opponent. Develop fundamental movement skills. • Develop simple tactic for attacking and defending. Understand the importance of feedback. 	<ul style="list-style-type: none"> • Catch • Travel • Pass • Receive • Tactics
Summer Two – Athletics		<p>Prior Links to Year 1 Athletics Unit</p> <p>Sum 2:</p> <ul style="list-style-type: none"> • The Basics: To practise existing running, jumping and throwing skills. • Super Sprinting: To sprint effectively. • Heroic Hurdling: To run with fluency over hurdles. • Jumping animals: to jump for distance. • Thorough throwing: To develop and refine different throwing techniques • Push Throw Space Mission: To learn different push throw techniques. 	<ul style="list-style-type: none"> • run, Jump, Throw • Speed • sprint, run, effectively • hurdles • Jumping, longest, personal best • Throwing, aiming, underarm, overarm, aim, target, push throw technique • Height • Distance • Accuracy • Fitness, Health/Wellbeing

PE Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Year Three		Curriculum Objective	Vocab
Autumn One – Hockey	Pupils should be taught to:	Prior Links to Year 2 Invasion Games	• Attack

	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<p>Aut 1:</p> <ul style="list-style-type: none"> Recap on the fundamental movement skills. Know how to pass a hockey puck with control and how to receive it with control. Develop a range of fielding skills. To work together and respect team mates. Explore simple striking skills. Choose a range of simple tactics when playing a game. To aim the puck with control and accuracy. To create a simple game with their own rules and scoring system. Evaluate strengths and weaknesses when playing as a team. Play in a range of roles in a game. Strike accurately when playing in a game. . To show space awareness. Choose a range of skills that suit the needs of the game. 	<ul style="list-style-type: none"> Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball) Pass / send Catch / Receive Tactics Possession Evaluate performance to improve
Autumn Two – Football	<ul style="list-style-type: none"> Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Prior Links to Year 1 Ball Skills, Year 2 Invasion Games</p> <p>Aut 2:</p> <ul style="list-style-type: none"> Recap on the fundamental movement skills previously learnt. Explore different ways to keep possession of the ball. Develop passing skills. Understand the importance of teamwork. Develop receiving skills. Identify space when playing a game. Explore how to get free from an opponent. To show effective communication with team mates. Explore different ways to defend. Demonstrate spatial awareness when moving. Improve ability to choose and use simple tactics. Know when to mark the player and when to mark the space. Evaluate others' work using a criteria. Improve all fundamental movement skills. Play in a tournament. Work effectively in a team. Umpire/referee games. 	<ul style="list-style-type: none"> Attack Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball) Pass / send Catch / Receive Tactics Possession (•Evaluate performance to improve)
Spring One – Dance	<p>Swimming:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres 	<p>Prior Links to Year 1 Dance and Year 2 Dance Unit</p> <p>Spr 1: Rock 'n' Roll</p> <ul style="list-style-type: none"> Know and perform some of the basic jive steps. Demonstrate the dynamic bounce and swing of the jive. Self-assess own performance. 	<ul style="list-style-type: none"> Travel and Stillness, direction, Space, Sequence, moods and feelings, nature of movement. Jive, dynamic jive, swing. Lifts, support, safety.

	<ul style="list-style-type: none"> • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Explore trust with partner-work in dance. Perform lifts and support safely. Remember and perform with accuracy a phase of dance. Peer assess a performance. • Know and understand the term pathways. Identify different pathways used. Demonstrate the use of pathways. • Develop a phrase of dance using change of direction. To know and understand the term re-ordering in dance. Develop a phrase using re-ordering. Evaluate own performance and suggest improvements. • Know and understand the term formation in dance. Demonstrate the use of formation in dance. Identify different formations in dance. • Perform the dance showing coordination, timing and style. Evaluate owns and peers performance. 	<ul style="list-style-type: none"> •Pathways, creativity, Phrases of dance, directions, re-ordering, formation, coordination, timing, style.
Spring Two – Swimming		Spr 2, Sum 1 Sum 2: Swimming	
Summer One – Swimming		<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres 	
Summer Two – Swimming		<ul style="list-style-type: none"> • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> •Resilience •Beat your previous goal •Various Techniques •Competence •Skills & Strategy •Effectiveness •Personal Best (PB) • Strokes (freestyle, front crawl, back crawl, butterfly, breast stroke) • Dolphin technique • Body Position (hips & legs high so chn are streamlined and the body has increased resistance) • Breathing • Deep water • Water safety • Confidence • Forward rolls / Backward roll
Year Four			
Autumn One – Swimming		Prior Links to Year 3 Swimming	<ul style="list-style-type: none"> •Resilience
Autumn Two – Swimming			<ul style="list-style-type: none"> •Beat your previous goal

Spring One – Swimming		<p>Aut 1, Aut 2 and Spr 1: Swimming</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> • Various Techniques • Competence • Skills & Strategy • Effectiveness • Personal Best (PB) • Strokes (freestyle, front crawl, back crawl, butterfly, breast stroke) • Dolphin technique • Body Position (hips & legs high so chn are streamlined and the body has increased resistance) • Breathing • Deep water • Water safety • Confidence • Forward rolls / Backward roll
Spring Two – Gymnastics		<p>Prior Links to Year 1 and Year 2 Gymnastics Unit</p> <p>Spr 2:</p> <ul style="list-style-type: none"> • To revisit log, tuck and circle rolls and to add linking actions to progress these further. To use partner work to enable feedback, evaluation and then make improvements to their techniques. • To explain and explore the components of a good balance. • To use gym apparatus to develop balances on different levels and on a range of apparatus. • To perform matching and mirrored balances and a sequence. To use peer feedback to enable feedback, evaluation and then make improvements to their techniques/sequence. • To understand and explore the key components for the gymnastic jumps and offer constructive feedback to improve your partner's flight skills. • Explore different ways of using apparatus to apply rolls, gym balances and jumps to create a grouped sequence. To watch back the sequence and self-evaluate. Identify strengths and where improvements can be made. 	<ul style="list-style-type: none"> • Stretch / Flexibility • Travel (Stag leap, scissor leap, cat leap & backwards) • Roll (log, tuck and circle) • Patch Balance (Back, Front, Shoulder, Side, Bottom, symmetrical & asymmetrical) • Point Balance (hands, feet, elbows, knees, head & arabesque) • Balance (different levels, symmetrical, mirrored) • Jump (straight jump, shape jump-star/tuck/stretch, jump ¼ turn and jump ½ turn) • Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch) • Sequence

			<ul style="list-style-type: none"> • Performance
Summer One – Athletics		<p>Prior Links to Year 1 and Year 2 Athletics Unit</p> <p>Sum 1:</p> <ul style="list-style-type: none"> • FUNdamentals: I can practise existing running, jumping and throwing skills. • Finish Fast: I can improve my running technique for sprinting including the sprint finish. • Relay Running: I can practise relay running. • Standing Triple Jump: I can jump for distance. • Pull It: I can learn the pull throw technique. • Pentathlon: I can refine my running, jumping and throwing skills. 	<ul style="list-style-type: none"> • Run, Jump, Throw, Sprint, • Triple jump, hop, leap, safe landing • Speed • Height • Pull Throw, javelin • Relay, baton • Team work • Distance • Accuracy • Pentathlon, Track event, Field event • Fitness, Health/Wellbeing • Personal Best (PB)
Summer Two – OAA		<p>Sum 2:</p> <p>Explore a range of orienteering and problem solving activities.</p> <ul style="list-style-type: none"> • Lesson 1: Shapes - children to create shapes using long skipping ropes. Children to work in groups whilst being blindfolded to follow their tracks. Children to use the route planner to create their own routes and commands. • Lesson 2: cross the river - Children cannot step off the spot or out of the hoop. Children to use the route planner to plan how they'll get across. • Lesson 3: Sound of the Shepherd – working in groups of 5 or 6 children are to have a leader who is the shepherd; the other children will be the sheep and will be blindfolded. The shepherd will be in a hoop on the other side. The shepherd must guide his sheep to his hoop using non-verbal communication. • Lesson 4: Don't spill the beans – children work in groups of 5 or 6. Each team has 3 or 4 skipping ropes, a bucket with a bean bag in and 2 hoops. Place the bucket and bean bag (toxic waste) in the middle of one hoop. Place cones around the outside. Place the other hoop 10 metres away. The aim is for the children to use the skipping ropes to pick the toxic waste up and place it in the other hoop. 	<ul style="list-style-type: none"> • Route planner • directional language • Teamwork / team building • Communication / talking • Trust • Problems / problem solving • Solutions • Challenge • Resilience • Map, navigate, identify points, points of interest.

		<ul style="list-style-type: none"> • Lesson 5: Rope Walk – children work in groups of 5 or 6. Place a long skipping rope on the floor, groups have to get from one end of the hall to the other without stepping off the skipping rope. • Lesson 6: Scavenger Hunt – children to use the clues to solve a scavenger hunt. Children to use a map of the school to identify where the clues are. Children to collect the letters and work out the word. 	
Year Five			
Autumn One – Basketball	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team 	<p>Prior Links to Year 1 Ball Skills, Year 1 Cricket and Year 2 Cricket Units.</p> <p>Aut 1:</p> <ul style="list-style-type: none"> • Identify the fundamental movement skills used in basketball. Know how to dribble using the correct technique. • Know the different passes used in basketball. Understand the dribbling and passing rule. • Improve and develop fundamental basketball skills. Keep possession of the ball when dribbling. • Invent own dribbling drills using previous knowledge. Apply the STEP process in their own drill. • Learn how to player to player mark. Understand the foul rule. • Learn the basic set shot technique. Improve all fundamental basketball skills. • Deliver a warm up activity. Set up a basketball circuit station – thinking about skills or tactics that could be improved. • Play in a tournament. Work in a team effectively. 	<ul style="list-style-type: none"> • Attack • Dribble, control • Accuracy • Defend / Defender / Marking • Possession, pass • Shooting • Centre pass • Formation and Tactics • Foul / Penalty • Team work, Communication, resilience, self- improvement, self-evaluation
Autumn Two – Born to Move		<p>Prior Links to Year 1 Born To Move</p> <p>Aut 2:</p> <ul style="list-style-type: none"> • Develop fundamental movement skills (agility, balance, coordination, core control and stability). • To apply these skills in a range of fitness based activities .e.g. dance, yoga, combat, plyometric and games. 	<p>Agility, balance, coordination, core control, self-aware, self-improvement and stability, yoga, plyometric.</p>
Spring One – Dance		<p>Prior Links to Year 1, Year 2 and Year 3 Dance</p> <p>Spr 1: Space</p>	<p>•Travel and Stillness, direction, Space, Sequence, moods and feelings, nature of movement.</p>

	<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> Learn a technical phrase with accuracy and precision. Perform a technical phrase with control and extension. Select and apply appropriate dynamics. Know and demonstrate the term re-ordering (refer back to year 3). Demonstrate re-ordering with fluidity. Evaluate own and peers phrase on fluidity and performance qualities. Know and understand the term formation (refer back to year 3). Demonstrate the use of formation. Select and apply a variety of formations. Select and apply actions that represent a stimulus. Perform actions with control, accuracy and extensions. Evaluate own and peer's actions, considering how accurately they represent the stimulus. Know and understand the terms unison and cannon. Demonstrate the use of unison and cannon. Evaluate own and peer's use of unison and cannon. Perform a structured dance with accuracy, control and extension. Give valuable feedback to peers on choice of actions and performance. 	<ul style="list-style-type: none"> Technical Phrase, control, extension, re-ordering, fluidity, control, unison, cannon, Agility / Agile Performance, feedback, improvements Balance / Coordination
Spring Two – Hockey		<p>Prior Links to Year 3 Hockey Unit</p> <p>Spr 2:</p> <ul style="list-style-type: none"> Understand the importance of dodging when trying to get free from a defender. Know how to pass the puck with accuracy. Learn to work as a team when attacking. Pass with accuracy when under pressure. Apply a range of tactics when playing in defence. Evaluate others' work and make suggestions to improve. Perform different types of passes with accuracy. Apply a range of tactics when playing in defence. Evaluate others' work and make suggestion to improve. Develop passing techniques. Recognise how to adapt tactics. Use a range of tactics in attack and defence. Enjoy competing with each other. Play in a tournament. Work effectively as a team. Umpire games. 	<ul style="list-style-type: none"> Attack Defend (opponents) Shoot / Hit / Throw accurately Travel (and remain in control of the ball) Pass / send Catch / Receive Tactics Possession – how to adapt to keep possession Obstruction Space, communicate midfielders Evaluate performance to improve

Summer One – Tennis		<p>Prior Links to Year 1 and 2 Cricket Unit</p> <p>Sum 1:</p> <ul style="list-style-type: none"> • Know how to send a ball using the correct power. Learn the ‘ready’ position. • Use a racket with the correct technique. Understand how to perform a forehand shot. • Learn how to perform a backhand shot. Know where to send in order to receive the ball successfully. • To know what a volley shot is. To understand when to use the volley shot. • Develop technique of the forehand, backhand and volley shot. Learn scoring rules. • Understand when to attack. Assess others’ work. • Use a range of tactics when playing against another team. Evaluate and recognise own success. • Play in a tournament. Work effectively in a team. Umpire games. 	Racquet, ‘ready’ position, court, single service, double service, net, forehand, backhand, volley shot, scoring, attacking.
Summer Two – Athletics		<p>Prior Links to Year 1, Year 2, Year 4 and Year 5 Athletics Units</p> <p>Sum 2:</p> <ul style="list-style-type: none"> • FUNDamentals: To practise and refine existing running, jumping and throwing skills. • Sprint Start: To use an effective technique for sprinting including the sprint start. • Endurance Running: To sustain my running pace over longer distances. • Jumping for Height: To practise jumping for height. • Fling Throw: To learn the fling throw technique. • Throwing Gala: To use a variety of throwing techniques. 	<ul style="list-style-type: none"> • Run, Jump, Throw, Sprint, • Speed • Team work • Distance • Accuracy • Track event, Field event • Fitness, Health/Wellbeing • Personal Best (PB) • crouch start, standing start • Long distance, pace, sustain, endurance • Jump, height, flight. • Throw, fling, shot put, discus, hammer
Year 6			
Autumn One – Football		<p>Prior Links to Year 1 Ball Skills, Year 2 Invasion Games and Year 3 Football</p> <p>Aut 1:</p>	<ul style="list-style-type: none"> • Attack • Defend / Defender / midfielder/ striker/ substitute

		<ul style="list-style-type: none"> • Know how to dribble using different parts of the foot. Understand the importance of space when dribbling. • Pass with accuracy when under pressure. Identify strengths and weaknesses when passing. • Know how to shoot using the correct techniques. Apply a range of strategies when playing in a game. • Identify the fundamental movement skills used in defending. Develop defending principles. • Learn how to close down the space when defending. Apply this skill in a game situation. • Use a range of tactics in attack and defence. Play in different positions. Enjoy competing with each other. • Play in a tournament. Work effectively in a team. 	<ul style="list-style-type: none"> • Possession and techniques to maintain possession. • Centre pass / through ball • Dribble • Corner / Goal Kick • Formation • Offside • Foul / Penalty • Hand ball
Autumn Two – Gymnastics		<p>Prior Links to Year 1, Year 2 and Year 4 Gymnastics Units</p> <p>Aut 2:</p> <ul style="list-style-type: none"> • To revisit and develop log, tuck and circle rolls. To define the difference between symmetry and asymmetry. • To develop gymnastic skills to enhance body control. • To show creativity when designing a sequence. • Explore progressive partner balances whilst working safely on gymnastic apparatus. • Revisit gymnastic jumps and to understand how to jump safely whilst using gymnastics equipment. • To know the different success criteria for the different gymnastic jumps. To use the success criterions to self-assess/peer assess and make improvements • To create, perform and review a sequence. To use the iPads to record the sequence. Children to review it as a group and make changes, improvements to enhance their sequence. • To improve, perform and evaluate a gymnastic sequence 	<ul style="list-style-type: none"> • Stretch / Flexibility • Travel (Stag leap, scissor leap, cat leap & backwards) • Roll (log, tuck and circle) • Patch Balance (Back, Front, Shoulder, Side, Bottom, symmetrical & asymmetrical) • Point Balance (hands, feet, elbows, knees, head & arabesque) • Balance (different levels, symmetrical, mirrored) • Progressive partner balance • Jump (straight jump, shape jump-star/tuck/stretch, jump ¼ turn and jump ½ turn) • Gymnastic shapes (Tuck, Pike, Straddle, Star, Dish & Arch) • Sequence • Performance

Spring One – Badminton		<p>Prior Links to Year 5 Tennis Unit</p> <p>Spr 1:</p> <ul style="list-style-type: none"> • Know how to send a ball using the correct power. Learn the 'ready' position. • Use a racket with the correct technique. Understand how to perform a forehand shot. • Learn how to perform a backhand shot. Know where to send in order to receive the ball successfully. • Develop the overhead shot. • Develop technique of the forehand, backhand and overhead. Learn scoring rules. • Understand when to attack. Assess others' work. • Use a range of tactics when playing against another team. Evaluate and recognise own success. • Play in a tournament. Work effectively in a team. Umpire games. 	<p>Shuttlecock, court, single service, double service, net, forehand, backhand, overhead attack, tactics.</p>
Spring Two – OAA		<p>Prior Links to Year 4 OAA Unit</p> <p>Spr 2:</p> <p>Explore a range of orienteering and problem solving skills.</p> <ul style="list-style-type: none"> • Lesson 1: Compass Exploring – place out cones and write the directional points of a compass. Children start in the middle and must move as quickly as possible in that direction. Use a range of fundamental movements for the children to move in. School Map Swap – children to understand to keep the map facing the right direction. Children to place 4 cones in different points on the school ground and mark them on their map. They swap with another pair and retrieve the cones using their orienteering skills. • Lesson 2: Robot Race – in teams of 4/5. Teams start at one end of the hall /playground and place a spot on the other side. One team member is blindfolded and they have to take a beanbag and place it on the spot. The team have to direct the blind folded member only using their voices. Each team member has a go at being blindfolded. Children to use the compass direction terms. School Map Swap – Children to develop their skill from last week. This time they write a letter on each cone. They plot where they have been place. A partner team have to locate the cones and make the word. 	<ul style="list-style-type: none"> • Orienteering (positional language, directional language) • Map skills (compass, symbols, contours, grid reference, coordinates, route planner, points of interest) • Communication • Confidence / Self-esteem • Strength / Agility • Balance / Coordination • Personal barriers • Perseverance • Determination • Risk-taking

		<ul style="list-style-type: none"> • Lesson 3: Connect 4 – a mixture of hoops, cones or spots in rows of 4s. 16 in total with 16 beanbags. One team to play against another. The aim is to score 4 in a row. In a relay style each team member will run out to place a bean bag to try and connect 4. Can be amended to members needing to throw to get 4 in a row. Star orienteering - Teacher to set out a number of cones (with cards to collect) which are marked on a school map. The children try and work out the quickest route to the cones. Set all groups off at the same time to visit each point and collect the card from each. Children to record the route and their finish time. Children to compare their route with another pair. • Lesson 4: Mine field – set lots of cones in the middle of the playground. The children must work in pairs and stand opposite each other. The aim is to get across the playground but avoid the cones whilst being blindfolded. Their partner to use compass directional language to help. Star Orienteering – repeat last week’s lesson using different points on the map. Children plan their route. However this time to work in a relay style to visit the points to collect the cards. • Lesson 5: Compass bearings – using a compass and the compass worksheet show the class how to take a bearing. Give the children a bearing and they have to go and find using the compass. Compass route planner – using the route planner worksheet, teacher to plan a simple route using the compass. Complete this with the children and check the children’s understanding. • Lesson 6: Compass bearings – recap on last week’s activity for the children to refine and progress their skills and understanding. Compass route planner – using the route planner worksheet children to work in small groups to complete a simple route using a compass. Children swap if another group and follow each other’s routes. Once completed children to provide the partner group feedback. 	
Summer One – Cricket		<p>Prior Links to Year 1 and Year 2 Cricket Unit</p> <p>Sum 1:</p> <ul style="list-style-type: none"> • Identify the fundamental movement skills used in cricket. Explore a range of techniques when throwing. 	<ul style="list-style-type: none"> • Striking, fielding, hand-eye coordination, co-operation, accuracy, catching, overarm throwing, overarm bowling, batting, lower barrier

		<ul style="list-style-type: none"> ○ Know when to change the height and speed when throwing ● Learn the correct batting stance. Know how to strike a stationary ball with control and direction. ● Learn how to strike a drop fed ball. Recognise own strengths and weaknesses when batting. ● Know how to bowl using the correct technique. Perform this technique with increasing accuracy. ● Understand how to differentiate bowling. Know when to apply this in a game. ● Learn a variety of fielding techniques – long barrier and one handed pick up. Improve batting skills - judging when to run and when to stop. ● Use a range of batting and fielding techniques. Evaluate and recognise own success and where improvements can be made. ● Play in a tournament. Work effectively in a team. Umpire games. 	<p>technique, opposition, target, aim.</p>
<p>Summer Two – Athletics</p>		<p>Prior Links to Year 1, Year 2, Year 4 and Year 5 Athletics Units.</p> <p>Sum 2:</p> <ul style="list-style-type: none"> ● Athletic FUNDamentals: To practise and refine fundamental movement skills needed for athletics. ● Sprint Relays: To work as a team to competitively perform a sprint relay. ● Middle-Distance and Long-Distance Running: To control running pace over a range of distances. ● How to Hurdle: To refine my hurdling technique. ● Jumping Jamboree: To practise and refine jumping techniques. ● The Heave Throw: To throw for distance using a heave throw technique. 	<ul style="list-style-type: none"> ● Run, Jump, Throw, Sprint, ● Speed ● Team work ● Distance ● Accuracy ● Track event, Field event ● Fitness, Health/Wellbeing ● Personal Best (PB) ● crouch start, standing start ● Long distance, pace, sustain, endurance, middle distance and long distance ● Jump, height, flight. ● Hurdles ● Heave throw