

**Physical Education**

**Curriculum Overview 2023-24**

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| **Year** | **Aut 1** | | **Aut 2** | | **Spr 1** | | **Spr 2** | | **Sum 1** | | **Sum 2** | |
| **Topic** | **Who am I?**  **Let’s Celebrate** | | | | **Space**  **New Life in Spring** | | | | **People Who Help Us**  **Land and Sea** | | | |
|  | **Nursery1** | **Nursery2** | | **Reception** | **Nursery 1** | **Nursery 2** | | **Reception** | **Nursery 1** | **Nursery 2** | | **Reception** |
| **Physical Development** | ***EY Link –***  *-Can run well, kick a ball, and jump with both feet off the ground at the same time.*  *-When holding crayons, chalks etc, makes connections between their movement and the marks they make.* | ***EY Link –***  *-Can climb confidently, catch a large ball and pedal a tricycle.*  *-Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise*  *-Develop manipulation and control e.g. tearing paper, making marks on paper.* | | ***EY Link –***  *-Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.*  *-Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.*  *-Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.* | ***EY Link –***  *-Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it*  *-Climbs up and down stairs by placing both feet on each step while holding a handrail for support*  *-Shows increasing control in holding, using and manipulating a range of tools and objects* | ***EY Link –***  *-Explore different materials and tools providing opportunities for children to grasp, hold and explore materials.*  *-Use one-handed tools and equipment, for example, making snips in paper with scissors.*  *-Show a preference for a dominant hand.* | | ***EY Link –***  *-Begins to negotiate space successfully when playing racing and chasing games.*  *-Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping climbing.*  *-Progress towards a more fluent style of moving with developing control.*  *-Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors ,knives, forks and spoons.* | **EY Link –**  -Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.  -Turns pages in a book, sometimes several at once.  -Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools  -Holds mark-making tools with thumb and all fingers | **EY Link –**  -Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.  -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.  -Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.  -Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.  -Creates lines and circles pivoting from the shoulder and elbow.  -Uses a comfortable grip with good control when holding pens and pencils. | | **EY Link –**  -Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk  -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  -Handles tools, objects, construction and malleable materials safely and with increasing control and intention  -Begins to use anticlockwise movement and retrace vertical lines  -Begins to form recognisable letters independently |
| **Recpetion** | **Autumn 1:**  **Nursery Focus –**  **P.E Passport-** Fine motor skills  - run skillfully  - pick up, carry and put down with care  - thread with control  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  Name writing/ scissor skills  **P.E Passport-** Fundamental Movement Skills 1  - Run skillfully  - Negotiate space successfully  - Use tools to help manipulate objects  - Show increasing control  - Balance  - Control emotions  **Autumn 2:**  **Nursery Focus –**  **P.E Passport-** Dance Nursery Rhymes  - Use the body to create theme related shapes, movements and actions  - Travel safely and creatively in space  - Work with partners  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  Name writing/scissor skills  **P.E Passport-** Fine Motor Skills  - Explore movement in a range of ways  - Use hand strength to manipulate objects  - Run with spatial awareness | | | | **Spring 1:**  **Nursery Focus –**  **P.E Passport-** Locomotion 1  - Find a space  - Show understanding for the need for safety when tackling new challenges  - Hop, jump, gallop, dodge  - Negotiate space  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  **P.E Passport-** Social Distance 1  - Move freely with confidence  - Balance  - Manipulate an object with control and coordination  - Run skillfully  - Show understanding for the need for safety when tackling new challenges  **Spring 2:**  **Nursery Focus –**  **P.E Passport-** Gymnastics – travelling, stopping and making shapes  - Mirror movements  - Travel in different ways  - Balance on different body parts  - Travel with confidence and in different ways  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  **P.E Passport-** Target Games 1 / Gymnastics Rocking & Rolling  - Able to show increasing control over an object in pushing, patting, throwing, catching or kicking it.  - Shows understanding of the need for safety when tackling new challenges, and considers and manages risks  - Shows understanding of how to transport and store equipment safely  - Able to jump off an object and land appropriately  - Mounts stairs, steps or climbing equipment using alternate feet  - Travel with confidence and skill around, under, over and through | | | | **Summer 1:**  **Nursery Focus –**  **P.E Passport-** Stability 1  - Balance and maintain balance whilst twisting and moving  - Jump in a variety of ways  - Use space safely  - Maintain balance whilst lifting and carrying  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  **P.E Passport-** Yoga  - Experiment with different ways of moving and test ideas  - Stretch high and retain balance  - Use arms to help balance  **Summer 2:**  **Nursery Focus –**  **P.E Passport-** Gymnastics part high and low  - Travel with confidence and skill around, over, under and through  - Balance, roll, jump  - Perform a sequence  **Reception Focus –**  Differentiated fine/gross motor development supported through provision.  Handwriting/letter formation sessions  **P.E Passport-** Gymnastics – Flight, bouncing, jumping & landing  - Jump off an object and land appropriately using hands, arms and body to stabilise and balance  - Controlled jumping and good technique throughout take off and landing  - Jump as part of a sequence  - Jump off apparatus safely | | | |
| **1** | **Focus**   1. Perform dances using simple movement patterns   **Dance**  **Knowledge**   * To move creatively in a space * To creatively turn action into travelling movements * To show different pathways in travelling moving   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes * Travel safely * Use pictures to create shapes * Use poems to create shapes * Remember and perform a simple sequence of movement   **Vocabulary**  **Body, shapes, move, actions, travel. perform** | | **Focus**   * 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   **Gymnastics – Balance**  **Knowledge**   * Demonstrate agility, balance and coordination * Knows what success looks like – self and others * Is physically confident and makes purposeful contributions   **Skill**   * Perform controlled spins * Support my body weight in symmetrical balances * Spin on apparatus * Perform asymmetrical spins on side front back and bottom * Perform a combination of symmetrical and asymmetrical spins on patches * Hold balances on different points of the body * Spin out of balances to form a sequence * Perform spins and balances in different formations as part of a wider routine   **Vocabulary**  **Spins, balances, mirroring, symmetrical, side, front, back, bottom, patches, hold, sequence, perform** | | **Focus**   1. Perform dances using simple movement patterns   **Dance**  **Knowledge**   * To move creatively in a space * To creatively turn action into travelling movements * To show different pathways in travelling moving   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes * Travel safely * Use pictures to create shapes * Use poems to create shapes * Remember and perform a simple sequence of movement   **Vocabulary**  **Body, shapes, move, actions, travel. perform**  **Vocabulary** | | **Focus**   * 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   **Gymnastics – Wide**   * Demonstrate agility, balance and coordination * Knows what success looks like – self and others * Is physically confident and makes purposeful contributions   **Skill**   * Travel and balance with my body in a wide shape * Take my own body weight and move in tight curled shapes * Form a sequence of long shapes whilst in balance, motion and flight * Move from narrow shapes, to tight curled shapes and back, to form a sequence * Form a sequence to include a curled shape, a narrow shape and a wide shape * Perform a sequence of moves with a partner   **Vocabulary**  **Travel, balance, wide, narrow, curled, rolling, sequence, motion, flight, perform** | | **Focus**   1. Perform dances using simple movement patterns   **Dance**  **Knowledge**   * To move creatively in a space * To creatively turn action into travelling movements * To show different pathways in travelling moving   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes * Travel safely * Use pictures to create shapes * Use poems to create shapes * Remember and perform a simple sequence of movement   **Vocabulary**  **Body, shapes, move, actions, travel. perform**  **Vocabulary** | | **Focus**   * 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   **Gymnastics – Pathways**   * Has started to link skills to perform actions and sequences of movement * Knows what success looks like * Applies basic skills competently in a range of physical activities   **Skill**   * Step in controlled elegant movements * Create a sequence involving stepping and turning * Push and pull myself along the ground on different parts of my body * Step and turn gracefully * Perform a sequence in zig zag pathway * Mount and dismount apparatus using different pathways   **Vocabulary**  **Pathways, move, sequence, stepping, turning, push, pull, zig-zag** | |
| **Focus**   * 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 * participate in team games, developing simple tactics for attacking and defending   **Net and Wall 1**   * Has started to link skills to perform actions and sequences of movement * Communicates effectively and works well with others * Demonstrates understanding and interpretation of rules and accepts decisions given   **Skill**   * Send a ball with some degree of accuracy * Strike a ball, with one hand, whilst it is airborne * Strike and volley a ball with some degree of accuracy * Dig a ball by getting underneath it * Strike a ball using an open palm and move into position to receive it back * Strike a small ball with my open palm with some accuracy * Throw with accuracy and power * Keep my eye on the ball at all times   **Vocabulary**  **Ready, send, strike, rally, dig, power, return, accuracy** | | **Focus**   1. 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 2. participate in team games, developing simple tactics for attacking and defending   **Fundamental skills 1**   * Run skilfully * Negotiate space * Show increasing control over an object   **Skill**   * Pick up, carry and put down with care * Use tools to help me manipulate objects * Show increasing control over an object * Control my emotions when playing games * Balance on one leg * Move through an obstacle course skilfully * Encourage my teammates whilst I wait my turn * Play games fairly   **Vocabulary**  **Run, carry, tools, objects, forwards, backwards, control, balance, skill, movement, fair, encourage** | | **Focus**   * Participate in team games, developing simple tactics for attacking and defending   **Invasion Games 1**   * Understands principals of attacking and defending * Manages feelings and behaviour well * Applies attacking and defending skills within an activity   **Skill**   * Get into a good ready position to receive bounce passes consistently well * Pass the ball from my chest using a bounce pass * Change direction confidently and competently * Move around safely in a limited space * Push pass a hockey ball * Bounce/ dribble a ball with my hands with good control * Dribble a ball with my feet with good control * Stop a ball on the run by trapping it   **Vocabulary**  **Space, run, throw, catch, bounce, direction, dribble, control, passing** | | **Focus**   * 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   **Target Games 2**   * Has started to link skills to perform actions and sequences of movement * Knows what success looks like – self and others * Applies skills competently in a range of physical activities   **Skill**   * Coordinate the skill of punting a ball consistently * Punt a ball with increasing accuracy with both feet * Strike a ball at a target using equipment * Strike a ball, at a target, with some degree of force * Choose correctly when it is best to throw underarm and when to throw overarm * Throw a ball overarm with some accuracy at a target * Throw overarm on, 'one bounce' to a friend * Receive a ball consistently well after one bounce   **Vocabulary**  **Punt, kick, accuracy, target, strike, throw, bounce** | | **Focus**   1. 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   **Athletics**   * Can warm up safely prior to exercise and can sustain performance over a period of time * Can comment on the work of others using some technical language * Demonstrate sporting values   **Skill**   * Show a sense of anticipation to begin work * React quickly * Jump in a variety of ways * Discover and develop different styles of jumping * Jump in a variety of ways competently * Throw with good technique * Help a peer improve their performance with good feedback   **Vocabulary**  **Jog, run, throw, react, jump, hop, skip** | | **Focus**   * 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   **Strike and Field 2**   * Able to work safely within a defined space * Communicates effectively and works well with others * Shows awareness of boundaries and rules   **Skill**   * Use both hands whilst fielding * Get into line with the ball and field it * Stop a ball with 2 hands, creating a barrier behind it with my feet or body * Strike a ball off a tee through the off side * Pick up a ball with one hand and throw it underarm * Chase and retrieve a ball * Bowl either under or overarm with some accuracy   **Vocabulary**  **Throw, catch, hit, move, fielding, target, batter, bowler** | |
| **2** | **Focus**   * Perform dances using simple movement patterns   **Dance – Animals**   * To move safely and creatively * To use the words from mind map to help us move in different ways (show different types of travel , with good timing and use of levels)   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Show different levels when I travel * Use pictures to create shapes, movements and actions * Use poems to create shapes, movements and actions * Remember and perform a simple sequence of movement * Identify what good looks like and give feedback to help my partner improve   **Vocabulary**  **Action, movement, travel, direction, space, routine, rhythm, speed, levels** | | **Focus**   * 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   **Gymnastics – Stretching**   * Demonstrates agility, balance and coordination * Knows what success looks like – self and others * Is physically confident and make purposeful contributions   **Skill**   * Travel in curled positions * Support my own body weight in curled positions * Stretch whilst in balance * Create a sequence which flows and involves arching and stretching * Arch my body * Stretch and curl whilst performing a variety of gymnastic movements * Show inversion and counter balance using the apparatus * Form front and back supports * Demonstrate a variety of ways of travelling into and out of supports * Perform a sequence with clear starting and finishing position.   **Vocabulary**  **Stopping, high, low, landing, bending, curled, balance, sequence, arch, stretching, performing, move/,movements, travelling, supports, finish** | | **Focus**   * Perform dances using simple movement patterns   **Dance – Pirates/Under the Sea**   * To creatively turn action into turning movements * To use different levels in our travelling * To show pathwyas in travelling movements   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Show different levels when I travel * Use pictures to create shapes, movements and actions * Use poems to create shapes, movements and actions * Remember and perform a simple sequence of movement * Identify what good looks like and give feedback to help my partner improve   **Vocabulary**  **Action, movement, travel, direction, space, routine, rhythm, speed, levels** | | **Focus**   * 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   **Gymnastics – Spinning**   * Demonstrates agility, balance and coordination * Knows what success looks like – self and others * Is physically confident and makes a purposeful contribution   **Skill**   * Demonstrate agility, balance and coordination * Perform a twist and then roll * Change my pathway after each roll by spinning * Change the point of contact in balances by leading into the next balance by twisting * Twist my body, whilst firstly in motion and then in balance * Perform counter balances against the apparatus * Work in synchronisation with a partner to perform different balances and twists * Mirror the moves of my partner * Create a sequence of work with a clear start and controlled twists, spins and turns   **Vocabulary**  **Balance, coordination, twist, roll, turns, pathway, spinning, counterbalance, sequence, perform** | | **Focus**   1. Perform dances using simple movement patterns   **Skill**  **Dance – Mini Beasts**   * To move safely and creatively * Show use of level, direction and unison when creating performances in pairs and sections.   **Skill**   * Use my body and create theme related shapes, movements and actions * Use my body to express simple theme related shapes, movements and feelings * Travel safely and creatively in space * Show different levels when I travel * Use pictures to create shapes, movements and actions * Use poems to create shapes, movements and actions * Remember and perform a simple sequence of movement * Identify what good looks like and give feedback to help my partner improve   **Vocabulary**  **Action, movement, travel, direction, space, routine, rhythm, speed, levels** | | **Focus**   * 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   **Gymnastics – Pathways**   * Demonstrates agility, balance and coordination * Knows what success looks like – self and others * Is physically confident and makes a purposeful contribution   **Skill**   * Create a sequence involving stepping and turning * Push and pull myself along the ground on different parts of my body * Form a sequence by travelling in specified pathways * Step and turn gracefully * Travel at high levels to trace a pattern on the floor * Perform a sequence in zig zag pathway * Create sequences in curved pathways on the floor and on the apparatus * Use different pathways within a sequence * Mount and dismount apparatus using different pathways   **Vocabulary**  **Stepping, turning, balance, push, pull, sequence, travel, levels, pattern, mount, dismount** | |
| **Focus**   * 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 * participate in team games, developing simple tactics for attacking and defending   **Net and Wall Skills 2**  **Knowledge**   * Has started to link skills to perform actions and sequences of movement * Communicates effectively and works well with others * Demonstrates understanding and interpretation of rules and accepts decisions given   **Skill**   * Send and receive a ball with some degree of accuracy * Move quickly into good positions to catch * Strike a ball with some degree of accuracy * Volley a ball by getting in line and underneath it * Send a ball with increasing accuracy * Keep a rally going with a partner * Develop a good grip and stance * Begin to strike with more consistency and accuracy on the forehand * Return a ball, after one bounce, that has been thrown to me by a partner * Begin to rally a few shots with more success * Strike a backhand from my own feed   **Vocabulary**  **Send, receive, strike, rally, power, accuracy, ready, return, forehand, backhand** | | **Focus**   * 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   **Target Games 3**   * Has started to link skills to perform actions and sequences of movement * Knows what success looks like – self and others * Applies skills competently in a range of physical activities   **Skill**   * Throw a ball underarm with either hand and with some accuracy at a target * Kick a ball with some accuracy with both feet * Strike at targets that move * Roll with good technique with either hand * Punt a ball with some accuracy with both feet * Strike with a degree of accuracy * Aim with accuracy at a target so it hits on the second bounce   **Vocabulary**  **Throw, target, aim, accuracy, strike, roll, punt, bounce** | | **Focus**   * 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 * participate in team games, developing simple tactics for attacking and defending   **Invasion Games 2**   * Understand some principles of attacking and defending * Apply skills of attacking and defending within activities * Manages feelings and behaviours well in competitive situations.   **Skill**   * I can throw overarm for my partner to catch after one bounce * Catch a ball consistently on the full * Track an opponent and Intercept a pass * Dodge to beat an opponent and close the space down that attackers have to work in * Pass the ball consistently with control and retain possession of the ball * Compete with some spatial awareness in team games   **Vocabulary**  **Space, throw, catch, carry, dodge, team, dodging, forwards, backwards, move, rules, passing** | | **Focus**   * 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   **Athletics**   * Can warm up safely prior to exercise * Can sustain performance over periods of time * Can comment on work of others using some technical language * Demonstrate sporting values   **Skill**   * Show a sense of anticipation to begin work and react quickly * Jump in a variety of ways and coordinate a run with a jump * Discover and develop different styles of jumping - Leap, jump and hop * Add a short run up to my jump * Throw with good technique * Throw with a run up * Help a peer improve their performance with good feedback   **Vocabulary**  **Jog, throw, Jump, leap, hop, react, skip, run, target, fast, coordinate.** | | **Focus**   * 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   **Tri Golf**   * Able to safely within a defined space * Communicates effectively and works well with others * Shows awareness of boundaries and rules   **Skill**   * Grip a golf club appropriately and adopt a stance to strike a ball * Putt a ball towards a target * Change the amount of force I putt with depending if putting uphill or downhill * Strike the ball consistently with an iron * Set up to play an iron shot * Get some height with my iron shots * Drive for distance * Strike the ball with increasing accuracy * Play a round safely and keeping score   **Vocabulary**  **Grip, club, putter, iron, driver, ball, target, swing, power, height, strike, accuracy** | | **Focus**   * 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   **Strike and Field 2**   * Able to safely within a defined space * Communicates effectively and works well with others * Shows awareness of boundaries and rules   **Skill**   * Catch a ball after one bounce * Bowl overarm with a straight arm * Stop the ball consistently as wicket keeper * Pick up a ball one handed and return it underarm * I can back my friends up in the field * Make along barrier * Chase a ball and throw it back accurately * Strike a ball off a tee whilst on the move * Play a game applying the skills I have learned   **Vocabulary**  **Throw, catch, hit, bounce, move, striking, fielding, target, batter, bowler , aiming** | |
| **3** | **Focus**   * perform dances using a range of movement patterns   **Dance**  **Knowledge**   * Develop a 32-48 count dance using mind maps and whole group choreography to produce actions. * Show good timing, posture and extension   **Skill**   * Develop a motif demonstrating some agility, balance, coordination and precision# * Creatively change static actions into travelling movements * How to translate images into actions to communicate meaning * How to listen to other’s and share my own ideas * How to use canon, formation changes, direction and level to improve our ideas * How to recognise good timing, execution and performance skills   **Vocabulary**  **Movement, speed, style, perform, routine, static, movements, formation, changes** | | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Symmetry**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Is self-motivated and physically confident   **Skill**   * Create a sequence using different spins on patches * Perform with smooth transitions * Create a sequence of spins on points at different levels and with smooth transitions * Spin symmetrically and asymmetrically on points and patches * Perform a series of symmetrical and asymmetrical rolls with a partner * Work in different formations * Perform in unison with others * Alternate between performing symmetrically and asymmetrically   **Vocabulary**  **Symmetrical, asymmetrical, transitions, sequence, levels, points, patches, unison** | | **Focus**   * perform dances using a range of movement patterns   **Dance**  **Knowledge**   * Develop a 32-48 count dance using mind maps and whole group choreography to produce actions. * Show good timing, posture and extension   **Skill**   * To creatively use the words from the mind map to help us move in different ways * To use the actions from the motif creatively using different body parts and movements * How to translate images into actions to communicate meaning * To use the poem as a stimulus for creative and imaginative actions * How to use canon, formation changes, direction and level to improve our ideas * How to recognise good timing, execution and performance skills * Evaluate the work of other’s using accurate technical language   **Vocabulary**  **Movement, speed, style, perform, routine, static, movements, formation, changes, timing, execution** | | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Receiving Body Weight**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Is self-motivated and physically confident and engages in competitive situations   **Skill**   * Take weight on patches * Create asymmetrical and symmetrical shapes in balances on patches Take body weight on my back and shoulders, both in balance and in motion * Take weight on my hands as part of a sequence of moves * Go into inversion * The importance of good timing and control in my movements * Perform shoulder and teddy bear rolls * Take my weight on my back, bottom and shoulders both in balance and in motion * Perform with control and a range of dynamics * Receive, and hold, my own body weight through a variety of points and patches, both in balance and in motion   **Vocabulary**  **Cartwheel, inversion, teddy bear roll, balance, points, patches, motion, balance, flexibility, sequence** | | **Focus**   * perform dances using a range of movement patterns   **Dance**  **Knowledge**   * Develop a 32-48 count dance using mind maps and whole group choreography to produce actions. * Show good timing, posture and extension   **Skill**  How to contribute key words to a theme related mind map   * Show different levels and pathways when I travel * To use the pictures creatively * To show use of mirror image and changes in level * To work in small groups (suggest 4’s) and use their poems to start developing a 32 count group section * To finalise and perform the 32 count small group section * To understand what makes a good performance * To give useful feedback to our partner * To improve our own performance based on feedback.   **Vocabulary**  **Count, direction, space, routine, rhythm, speed, levels, formation, mirroring** | | **Focus**   * 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   **Cricket**  **Knowledge**   * Has a sense of anticipation * Has an awareness of space and of others * Reflective and able to recognise success in self and others * Demonstrates specific tactical/performance awareness   **Skill**   * Stand sideways-on, with a high back lift, ready to receive a ball * Bowl a ball overarm with a straight arm * Take up a wicket keeping stance and take balls bowled on both sides of the wicket * Throw accurately and powerfully * Hit a ball by driving it and then run between a set of wickets, sliding my bat when necessary * Bat successfully with a partner, communicating effectively * Stop hard balls struck at me by forming a long barrier * Play purposefully in a competitive game, taking on multiple roles effectively   **Vocabulary**  **Striking, fielding, batter, bowler, overarm, barrier, driving, crease, target** | |
| **Focus**   * Take part in outdoor and adventurous activity challenges both individually and within a team   **OAA**   * Demonstrates agility, balance, coordination and precision * Thinks creatively to find solutions to challenges * Is self-motivated and physically confident * Actively engages in competitive situations   **Skill**   * Work as part of a team * Show enthusiasm, determination and resilience * Work together in a small group to solve problems * Negotiate with my group * Follow the rules of an activity * Run and think simultaneously to compete in a competition * Identify where a number of controls are situated around the school grounds   **Vocabulary**  **Symbols, maps, route, team, building, problem solving, communication, strategy.** | | **Focus**   * 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   **Hockey**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Applies skills effectively in different situations and within a range of physical activities.   **Skill**   * Dribble a ball confidently * Stop a ball * Develop my dribbling technique * Change direction easily * Pass a ball accurately * Receive a pass on the run * Perform a tackle * Compete in a hockey tournament * Work effectively as part of a team   **Vocabulary**  **Dribble, pass, tackle, attacking, defending, hold, space** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Basketball**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Is self-motivated and physically confident   **Skill**   * I can control a basketball * I can control the ball on the move (dribble) * I can pass the ball using bounce or chest pass. * I can maintain possession of the ball while travelling. * I can work as a team to find space and shoot the basketball * I can understand the principles of attacking and defending when playing a competitive game   **Vocabulary**  **Dribble, chest pass, bounce pass, possession, attacking, defending, shooting** | | **Focus**   * 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   **Football**  **Knowledge**   * Links skills to perform actions and sequences of movement * Demonstrates leadership skills, is self-motivated and physically confident and actively engages in competitive situations. * Demonstrates understanding and interpretation of rules and accepts decisions given.   **Skil**l   * Trap a ball, cushion it when receiving and pass accurately. * Dribble a ball using both feet and manipulate it using different parts of the foot * Shield a ball from an opponent * Turn confidently with a football * Make good decisions when in possession * Defend well, watching the ball, jockeying to await the moment to tackle * Show the skills and knowledge you have developed in a competitive environment   **Vocabulary**  **Dribble, control, pass, possession, attacking, defending, receive, shot, target.** | | **Focus**   * Compare their performances with previous ones and demonstrate improvement to achieve their personal best * Use running, jumping, throwing and catching in isolation and in combination   **Athletics**  **Knowledge**   * Warms up prior to exercise and is able to sustain performance over periods of time * Works well with others in range of contexts * Enjoys competing and challenging him/herself to improve   **Skill**   * Use the correct technique to start a sprint race * Develop my coordination to improve my speed * Hurdle consistently * Jump consistently off the same foot * Throw overarm accurately * Accurately replicate the technique for running, jumping and throwing events * Challenge myself to beat previous performances   **Vocabulary**  **Sprint, hurdle, scissor kick, throw, react, fast, sustain, obstacle** | | **Focus**   * 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   **Tennis**   * Links skills to perform actions and sequences of movement * Reflective and able to recognise success in self and others * Demonstrates specific tactical/performance awareness   **Skill**   * Take up a ‘ready position’ and move into good positions to strike a ball * Play a game of hand tennis trying to move my opponent around the court * Hit consistent forehand returns * Get into good positions to play backhand shots * Volley a ball on the forehand and backhand striking the ball downwards * Serve from the baseline into my opponent's side of the court * Use tactics against an opponent   **Vocabulary**  **Racket, shot, net, baseline, serve, ready position, forehand, backhand, volley** | |
| **4** | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Rolling and travelling**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Demonstrates specific partner work   **Skill**   * Forward roll with good technique and control * Perform a forward roll as part of a sequence of rolls * Link forward rolls into a rolling sequence seamlessly * Roll along benches, nesting tables, round tables or a horse or even bars on the climbing frame * Roll backwards and come to standing without knees touching the mat * Roll backwards into straddle * Create a sequence involving a variety of rolls * Roll over a partner * Mirror a partner’s rolls with good timing * Act on feedback from others * Produce a sequence of rolls which show elements of unison, canon and mirroring   **Vocabulary**  **Control, forward roll, sequence, apparatus, backwards roll, straddle, unison, canon, mirroring.** | | **Focus**   * perform dances using a range of movement patterns   **Dance**  **Knowledge**   * To develop a 32-48 count motif * To create imaginative actions * Focus good timing and performing in unison   **Skill**   * Develop a motif demonstrating some agility, balance, coordination and precision * Creatively change static actions into travelling movements * Show different levels and pathways when I travel * Communicate effectively within a group * Improve our ideas * Reflect and recognise success in self and other * Evaluate the work of other’s using accurate technical language   **Vocabulary**  **Balance, static actions, traveling, count, timing, movement, pathways, reflection, evaluation, feedback** | | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Pushing and pulling**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Demonstrates specific performance awareness   **Skill**   * Balance on different points and patches * Match a partner’s moves in synchrony * Compose a sequence with a partner * Match my partner’s asymmetrical balances * Work alongside a partner to produce our best work * Create a sequence involving matching and contrasts * Help to compose, and then perform, a sequence with contrasting and matching shapes and moves * Work at contrasting levels * Perform in unison and canon   **Vocabulary**  **Balance, synchronization, contrast, patches, sequence, compose, levels, unison, cannon** | | **Focus**   * perform dances using a range of movement patterns   **Dance**  **Knowledge**   * To develop a 32-48 count motif * To create imaginative actions * Focus good timing and performing in unison * Improve performances based on good feedback   **Skill**   * Develop a motif demonstrating some agility, balance, coordination and precision * Show different levels and pathways when I travel * How to translate images into actions to communicate meaning * How to listen to other’s and share my own ideas * Reflect and recognise success in self and others * To perform, review and improve our finished performance piece.   **Vocabulary**  **Action, movement, travel, motif, levels, speed, direction.** | | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Arching**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Demonstrates specific performance awareness   **Skill**   * Support my body weight on my hands and feet only * Spin from one means of support to another * Spin and take my weight in my hands * Create sequences involving different controlled rolls and front and back supports * Perform sequences using front and back asymmetrical supports and symmetrical spinning * Create sequences, moving seamlessly from front and back supports to other balances * Form different shapes with my legs whilst in shoulder balances * Work in different formations within a sequence * Perform in unison to a set count * Create a sequence of front and back supports which involve working under and over   **Vocabulary**  Arching, bridging, balances, points, patches, sequences, symmetrical, asymmetrical, under, over. | | **Focus**   * Compare their performances with previous ones and demonstrate improvement to achieve their personal best * Use running, jumping, throwing and catching in isolation and in combination   **Health Related Fitness**  **Knowledge**   * Warms up prior to exercise and is able to sustain performance over periods of time * Works well with others in range of contexts * Enjoys competing and challenging him/herself to improve * Develop coordination and improve speed   **Skill**   * Warm up and cool down after exercise * Sustain my performance even when tiring * Perform a variety of yoga poses * I can retain my focus and concentrate on the quality of my own work * Demonstrate good core strength * Keep going even when my muscles are really fatiguing * Jump dynamically * Land safely * Start and finish a sprint race with good technique * Demonstrate good sprinting technique * Refine my techniques * Improve on previous personal best   **Vocabulary**  **Pace, fitness, physical, wellbeing, exercise, circuit, lunge, squat, shuttle** | |
| **Focus**   * 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   **Basketball**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Is self-motivated and physically confident and actively engages in competitive situations.   **Skill**   * I can control a basketball using both hands and perform various skill * I can control the ball on the move (dribble) and keep my head up to be aware of my environment * I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass * I can pass the ball on the move with good technique and communicate with my team mates * I can use the correct technique of balance, elbow, eye line and follow through (BEEF) to shoot a basketball * I can dribble, pass and shoot the basketball using correct the correct technique to play in a game   **Vocabulary**  **Shoot, pass, dribble, movement, receiving, direction, balance** | | **Focus**   * Take part in outdoor and adventurous activity challenges both individually and within a team   **OAA**   * Demonstrates agility, balance, coordination and precision * Thinks creatively to find solutions to challenges * Is self-motivated and physically confident * Actively engages in competitive situations   **Skill**   * How to use the process of elimination to work out symbols I don't know * Work together in a small group to solve problems * Compete under pressure * Negotiate with my group * Plan a route map * Follow the rules of an activity * Identify areas of the school grounds using a map * Run and think simultaneously to compete in a competition * Identify where a number of controls are situated around the school grounds via photographic clues   **Vocabulary**  **Symbols, map, route, navigate, controls** | | **Focus**   * 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   **Tag Rugby**   * Understands how to work alongside and against others when attacking and defending * Communicates effectively and listens to others * Understands how to work alongside others when attacking and defending * Applies skills effectively in different situations and within a range of physical activities   **Skill**   * Scoop a ball up from the floor * Dodge to avoid being tagged by an opponent * Tag safely * Make a target to receive the ball * Pass a rugby ball backwards accurately * Pass backwards * To defend across the width of the pitch * How to restart games after a try   **Vocabulary**  **Scoop, dodge, tag, receive, pass, defend, try** | | **Focus**   * 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   **Dodgeball**  **Knowledge**   * Understands how to work alongside and against others when attacking and defending * Works well with others in a range of contexts * Demonstrates understanding and interpretation of the rules and accepts decisions given   **Skill**   * Throw overarm powerfully and accurately * Keep my eye on the opposition at all times * Time when to move to the net to throw * Catch to bring teammates back into the game * Judge which balls to try and catch and which to dodge * Show good peripheral awareness * Attack decisively * Make good decisions at crucial times of games * Defend skilfully   **Vocabulary**  **Pass, dodge, duck, block, protect, tactic** | | **Focus**   * Compare their performances with previous ones and demonstrate improvement to achieve their personal best * Use running, jumping, throwing and catching in isolation and in combination   **Athletics**  **Knowledge**   * Warms up prior to exercise and is able to sustain performance over periods of time * Works well with others in range of contexts * Enjoys competing and challenging him/herself to improve * Develop coordination and improve speed   **Skill**   * Use the correct technique to start a sprint race * Develop my coordination to improve my speed * Hurdle efficiently and consistently * Sprint between hurdles * Develop the technique and consistency of my jumps * Throw overarm with power, for distance * Run a relay efficiently as part of a team * Challenge myself to beat previous performances   **Vocabulary**  **Sprint, Scissor kick, react, throw, hurdle, baton, relay, javelin** | | **Focus**   * 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   **Rounders**   * Links skills to perform actions and sequences of movement * Demonstrates leadership skills, is self-motivated and physically confident and actively engages in competitive situations. * Demonstrates understanding and interpretation of rules and accepts decisions given.   **Skill**   * Send using good throwing technique * Receive using good catching a technique * Develop basic bowling and batting skills * Develop my throwing skills * Field the ball off the ground using a variety of techniques * Catch high balls comfortably * Backpedal to catch balls over me * How to back up other fielders   **Vocabulary**  **Catch, throw, run, Bowl, Bat, Base, barrier, backstop** | |
| **5** | **Focus**   1. Swimming and water safety   **Skills**  **Swimming**   * Swims competently, confidently and proficiently over a distance of at least 25 metres * Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.   Performs safe self-rescue in different water-based situations. | |  | |  | |  | |  | |  | |
| **Focus**   1. Take part in outdoor and adventurous activity challenges both individually and within a team   **Leadership**  **Knowledge**   * Performs with poise and control * Demonstrates leadership skills * Enjoys competing and challenging him/herself to improve   **Skill**   * Works with control and composure under pressure in team games. * Demonstrates a range of leadership skills and is happy to take the initiative * Suggest ways to manage different behaviours within a group * The importance of clear instructions * Work with others to apply a plan/strategy * Keep going, when things are not necessarily going as planned.   **Vocabulary**  **Rules, maps, team work, competition, direction, symbols, route, strategy, problem solving** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Handball**  **Knowledge**   * Understand how to work alongside and against others when attacking and defending * Communicates effectively and listens to others * Is self-motivated and physically confident and actively engages in competitive situations.   **Skill**   * Send and receive a ball accurately in different ways * I can move into space, signal and receive * Move the ball quickly to catch out the opposition. * Anticipate play and shoot with power and accuracy * Release the ball early when in possession * Apply a range of skills purposefully in a game.   **Vocabulary**  **Pass, move, shoot, dribble, anticipate block, bounce shot, attack, defend, tracking, marking, possession** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Basketball**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Is self-motivated and physically confident and actively engages in competitive situations.   **Skill**   * I can control a basketball using both hands and protect the ball under pressure * I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass * I can use different skills such as varying speed and direction to get past defenders * I can use different skills such as varying speed and direction to get past defenders * I can use different skills such as varying speed and direction to get past defenders * I can use different skills such as varying speed and direction to get past defenders   **Vocabulary**  **Pass, bounce, dodge, shield, double dribble, V cut, L cut, intercept, guard** | | **Focus**  **1.** Develop flexibility, strength, technique, control and balance  **Gymnastics – Partner Work**  **Knowledge**   * Demonstrates agility, balance, coordination and precision * Evaluates the work of others using correct technical language * Demonstrates specific partner work   **Skill**   * Roll over my partner who is in a long pencil shape * Form strong arches and bridges * Create a sequence with a partner involving supporting body weight on front and back * Leapfrog others safely * Create opportunities for others to travel over and under * Travel in lots of interesting ways over benches, creating fluent and controlled sequences * Spin from a front to a back support, over my partner who is in a pencil shape * Perform with good technique and seamless transitions   **Vocabulary**  **Arches, bridges, travel, support, Stopping, high, low, fluency, refine** | | **Focus**   * 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   **Danish Long Ball**  **Knowledge**   * Has a sense of anticipation * Can find space and is aware of others * Communicates effectively and listens to others * Demonstrates tactical/performance awareness   **Skill**   * Throw with accuracy at a still target * Pick up a ball on the run using one hand, or two hands as appropriate * Send and receive, whilst on the move * Disguise my throws * Intercept a ball * Track an opponent’s run * Make good decisions under pressure * Work effectively, as part of as team, in a competitive situation   **Vocabulary**  **Back, return, barrier, base, field, offside, strike, track, opponent** | | **Focus**   * 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   **Tennis**  **Knowledge**   * Links skills to perform actions and sequences of movement * Reflective and able to recognise success in self and others * Demonstrates specific tactical/performance awareness   **Skill**   * Get into the ‘ready position' * Control where I hit the ball * Control where I hit the ball * Able to perform routines and a range of skills seamlessly. * How to link shots * Use some tactics against an opponent   **Vocabulary**  **Forehand, backhand, underarm, serve, net, volley, court** | |
| **6** | **Focus**   1. Swimming and water safety   **Skills**  **Swimming**   * Swims competently, confidently and proficiently over a distance of at least 25 metres * Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.   Performs safe self-rescue in different water-based situations. | |  | |  | |  | |  | |  | |
| **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Tag Rugby**  **Knowledge**   * Has a sense of anticipation * Can find space and is aware of others * Communicates effectively and listens to others * Demonstrates specific tactical and performance awareness to   achieve a goal  **Skill**   * I can pop pass and pocket pass. * I can send and receive a ball on the run and under pressure. * I can pass a rugby ball backwards consistently. * I can pass missing out players in a line. * I can attack in staggered lines * I can develop game understanding and compete in a game of tag rugby.   **Vocabulary**  **Tag, try, pop pass, pocket pass, receive, attacking, defending** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Hockey**  **Knowledge**   * Links skills to perform actions and sequences of movement * Demonstrates leadership skills * Demonstrates understanding and interpretation of rules and accepts decisions given * Works alongside others when attacking and defending * Applies skills effectively in different situations.   **Skill**   * I can hold a stick correctly. * I can dribble the ball with my head up. * I can Indian dribble and push pass accurately. * I can jab tackle, pass and move * Work with a partner to get past a defender. * Develop skills in different positions. * Adapt tactics in a game if they are not working.   **Vocabulary**  **Dribble, jab tackle, push pass, formation, position, attacking, defending** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Netball**  **Knowledge**   * Links skills to perform actions and sequences of movement * Works well with others in a range of contexts * Demonstrates specific tactical and performance awareness   **Skill**   * I know how to signal for a pass. * Pass accurately and using a variety of passes * Shoot with good technique and pivot to pass. * Shoulder pass with force and accuracy * Position myself to take rebounds from missed shots. * Apply tactics as a team and play by the rules.   **Vocabulary**  **Chest pass, tactical awareness, attacking, defending, shooting, pivot, landing foot, accuracy, rebounds** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Cricket**  **Knowledge**   * Understands how to work alongside others * Communicates effectively and listens to others feedback * Applies skills effectively in different situations * Links skills to perform actions and sequences of movement   **Skill**   * Throw accurately overarm. * Pull a ball from a short delivery to the leg side. * Ball from the crease line * Bowl with a run up * Use my feet to get to the pitch of the ball. * Use my feet to get to the pitch of the ball. * Show awareness as a fielder * Bowl by running in close to the wickets.   **Vocabulary**  **Bowl, crease, Overarm, pull shot, leg side, off side, stance, drive, run up** | | **Focus**   1. Compare their performances with previous ones and demonstrate improvement to achieve their personal best 2. Use running, jumping, throwing and catching in isolation and in combination   **Athletics**  **Knowledge**   1. Warms up prior to exercise and is able to sustain performance over periods of time 2. Works well with others in a range of contexts 3. Enjoys competing and challenging him/herself to improve.   **Skill**   * How running a bend differs from running a straight * Throw after a run up * Throw with greater control and accuracy(shot put) * Measure accurately my performance at standing vertical long jump.   **Vocabulary**  **Pace, tempo, sustain, endurance, shot, triple jump, long jump, standing, vertical jump** | | **Focus**   1. Use running, jumping, throwing and catching in isolation and in combination 2. 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   **Tennis**  **Knowledge**   * Links skills to perform actions and sequences of movement * Reflective and able to recognise success in self and others * Demonstrates tactical awareness   **Skill**   * Grip a racket and get into the sideways position to strike the ball * Hit forehand shot, consistently and control where I hit the ball. * Get into a good position to play backhand shots * Volley accurately on both forehand and backhand * I can smash, lob and serve with accuracy and consistency. * Play a competitive game using a range of ground strokes.   **Vocabulary**  **Court, baseline, forehand, backhand, consistency, volley, loose grip, smash, lob, serve** | |