

February 2020

Hartford Primary School



PE Curriculum and Vocabulary

Thomas Cairns

Term	Y1 Autumn 1	Y1 Autumn 2	Y1 Spring 1	Y1 Spring 2	Y1 Summer 1	Y1 Summer 2
Topic 1	Attack, Defend, Shoot 1	Dance 1	Dance 2	Attack, defend, shoot 2	Run, Jump, Throw 1	Send and Return 2
My Personal Best	HEALTHY ME - Self Belief	THINKING ME - Imagination	SOCIAL ME - Gratitude	THINKING ME - Concentration	HEALTHY ME - Honesty	HEALTHY ME - Self Belief
Prior Learning	Learners will have experienced a variety of games playing with beanbags and hoops.	Respond to hearing music. Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands. Able to follow simple instructions. Able to replicate basic demonstrations and copy and repeat simple movements and shapes.	Recognise that actions can be reproduced in time to the music; learn beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns.	Practised movements including running, jumping, throwing and catching. Have played in some competitive activities. Experienced opportunities to improve agility, balance, and coordination.	Pupils will have experienced sending a variety of balls, quoits and beanbags. Can use a range of gross motor skills, e.g. jumping, hopping, stepping, and changing direction. Able to walk, run and travel at a variety of speeds.	Send objects with increased confidence using hand or bat Can move towards a moving ball to return Can attempt sending and returning a variety of balls
Unit Focus	To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities.	Recognise that actions can be reproduced in time to music; beat patterns and different speeds. Perform a wide variety of dance actions both similar and contrasting.	Count and move to beats of 8. Copy and repeat movement patterns. Work as an individual, in partners, and as a group.	To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.	Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send	Develop sending skills with a variety of balls Track, intercept and stop a variety of objects such as balls and beanbags Select and apply skills to beat the opposition

	To experience opportunities to improve agility, balance and coordination	Copy, repeat, and perform simple movement patterns.			objects over long distances.	
Vocabulary	Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.	Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow.	Africa, beat, curl, dance, elephants, fast, feet, flow, giraffes, high, join, link, low, monkeys, music, rhythm, slow, step, stretch, teamwork, turn, twist.	Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, rolling, send, throw, under-arm.	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.	Backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw.
Topic 2	Send & Return 1	Gymnastics	Gymnastics	Hit, Catch, Run 1	Attack, Defend, Shoot 2	Run, Jump, Throw 2
My Personal Best	THINKING ME - Curiosity	SOCIAL ME - Empathy	HEALTHY ME - Courage	THINKING ME - Concentration	SOCIAL ME - Fairness	THINKING ME - Imagination
Prior Learning	Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.	Basic movements including walking, running, rolling, crawling, jumping, and taking weight on hands Able to follow simple instructions Able to replicate basic demonstrations and copy and repeat simple	Basic movements including walking, running, rolling, crawling, jumping and taking weight on hands Able to follow simple instructions Able to replicate basic demonstrations and copy and repeat simple	Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball. Mastered movements such as walking, running and jumping.	Practised movements including running, jumping, throwing and catching. Have played in some competitive activities. Experienced opportunities to improve agility, balance, and coordination.	Children have begun to link running and jumping. Have refined a range of running which includes varying pathways and speeds. Developed throwing techniques to send objects over long distances.

		movements and shapes	movements and shapes			
Unit Focus	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.	To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills	To develop confidence in fundamental movements To learn and refine a variety of shapes, jumps, balances and rolls To link simple balance, jump and travel actions	Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.	Increase stamina and core strength needed to undertake athletics activities Take part in a broad range of opportunities to extend strength, balance, agility and coordination Cooperate with others to carry out more complex physical activities
Vocabulary	Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.	Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel.	Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.	Attack, catch, compete, cooperate, defend, fluency, heart rate, outwit, over-arm, physical activity, pitch, play against, receive, rolling, send, throw, under-arm.	Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, track, relay, tag, partner, sprint.

Term	Y2 Autumn 1	Y2 Autumn 2	Y2 Spring 1	Y2 Spring 2	Y2 Summer 1	Y2 Summer 2
Topic 1	Send and Return 1	Gymnastics 1	Attack, defend, shoot 1	Attack, defend, shoot 2	Hit catch run 1	Send and Return 2
My Personal Best	HEALTHY ME - Honesty	THINKING ME - Curiosity	HEALTHY ME - Self Belief	SOCIAL ME - Fairness	THINKING ME - Concentration	SOCIAL ME - Fairness
Prior Learning	Developed sending skills with a variety of balls Tracked, intercepted and stopped a variety of objects such as balls and beanbags Selected and applied skills to beat an opposition	Have performed a variety of basic gymnastics actions showing control Introduced to turn, twist, spin, rock and roll and learned to link these into movement patterns Can perform longer movement phrases and link with confidence	Can recognise rules and apply them in competitive and cooperative games. Can use and apply simple strategies for invasion games. Describe why we take part in exercise and why we enjoy it.	Can send a ball using feet and can receive a ball using feet Refine ways to control bodies and a range of equipment Recall and link combinations of skills, for example, dribbling and passing	Developed sending and receiving skills to benefit fielding as a team Can distinguish between the roles of batters and fielders Have been introduced to the concept of simple tactics	Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball with some consistency Play modified net/wall games throwing, catching, serving and sending over a net
Unit Focus	Be able to track the path of a ball over a net and move towards it Begin to hit and return a ball using a variety of hand and racquet with some consistency Play modified net/wall games throwing, catching	Describe and explain how performers can transition and link gymnastic elements Perform with control and consistency basic actions at different speeds	Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.	To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking play	To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games	Be able to make it difficult for their opponent to score a point Begin to choose specific tactics appropriate to the situation Transfer net/wall skills to volleyball style games

	and sending over a net	and on different levels Challenge themselves to develop strength and flexibility Create and perform a simple sequence that is judged using simple gymnastic scoring				Improve agility and coordination and use in a game
Vocabulary	Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.	Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin.	Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed.	Send, receive, defend, attack, compete, play against, cooperate, fluency, physical activity, heart rate, pitch, outwit, kick, rebound, aim, speed, direction, scoring, controlling, following, tactics.	Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.	Front, back, court, send, serve, receive, feed, feeder, volleyball, tactics, compete, score, umpire, wide, deep, rotate.
Topic 2	Run, Jump & Throw 1	Dance 1	Gymnastics 2	Dance 2	Run, jump & throw 2	Hit catch run 2
My Personal Best	HEALTHY ME - Honesty	THINKING ME - Imagination	HEALTHY ME - Courage	SOCIAL ME - Gratitude	SOCIAL ME - Empathy	HEALTHY ME - Honesty
Prior Learning	Children have attempted to link running and jumping, and have	Respond to a range of stimuli and types of music	Can describe and explain how performers transition and link	Describe and explain how performers can transition and link	Developed power, agility, coordination and balance over a	Have developed hitting skills with a variety of bats

	<p>practised some simple throwing techniques</p> <p>Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises</p> <p>Children have worked on cooperative activities in run, jump and throwing games</p>	<p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with different body parts</p>	<p>gymnastic elements</p> <p>Has performed basic actions with control and consistency at different speeds and on different levels</p> <p>Can challenge him or herself to develop strength and flexibility</p> <p>Can create and perform simple sequences that are judged using simple gymnastic scoring</p>	<p>shapes and balances</p> <p>Perform with control and consistency, basic actions at different speeds and on different levels</p> <p>Challenge themselves to move imaginatively responding to music</p> <p>Work as part of a group to create and perform short movement sequences to music</p>	<p>variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p>	<p>Practised feeding/bowling skills</p> <p>Can hit and run to score points in games</p>
Unit Focus	<p>Develop power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p>	<p>Describe and explain how performers can transition and link shapes and balances</p> <p>Perform basic actions with control and consistency at different speeds and on different levels</p> <p>Challenge themselves to</p>	<p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Attempt to use rhythm while performing a sequence</p>	<p>Perform using more sophisticated formations as well as an individual</p> <p>Explore relationships through different dance formations</p> <p>Explain the importance of emotion and feeling in dance</p> <p>Use the stimuli to copy, repeat and</p>	<p>Improve running and jumping movements, work for sustained periods of time</p> <p>Reflect on activities and make connections between a healthy active lifestyle</p> <p>Experience and improve on jumping for distance and height</p>	<p>Work on a variety of ways to score runs in the different hit, catch, run games</p> <p>Work in teams to field</p> <p>Begin to play the role of wicket-keeper or backstop</p>

		<p>move imaginatively responding to music</p> <p>Work as part of a group to create and perform short movement sequences to music</p>		<p>create dance actions and motifs</p>		
Vocabulary	<p>Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power.</p>	<p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping.</p>	<p>Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.</p>	<p>Unison, phrase, links, dance, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage, mirror, match, copy, repeat, mood, emotion.</p>	<p>Lunges, strength, power, repetition, power, accuracy, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p>	<p>Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, over arm, field, hitter, bowler, umpire, posts, stumps</p>

Term	Y3 Autumn 1	Y3 Autumn 2	Y3 Spring 1	Y3 Spring 2	Y3 Summer 1	Y3 Summer 2
Topic 1	Tennis	Gymnastics 1	OAA	Dance 2	Athletics	Rounders
My Personal Best	THINKING ME - Decision Making	THINKING ME - Evaluation	THINKING ME - Problem Solving	HEALTHY ME - Responsibility	HEALTHY ME - Resilience	HEALTHY ME - Integrity
Prior Learning	Experienced different types of	Develop body management	Taken part in a range of PE games and activities	Practise different sections of a dance aiming to put	Link running and jumping movements	Experienced different games and activities

	<p>hitting with their hand and racquets Able to recognise boundaries on courts/playing areas Recognise how to score points in a game</p>	<p>through a range of floor exercises Used core strength to link recognised gymnastics elements Attempted to use rhythm while performing a sequence Challenged themselves to develop strength and flexibility</p>	<p>Followed simple instructions and apply rules Worked collaboratively as a pair and in a small group Used and applied simple diagrams with pictures and symbols</p>	<p>together a performance Perform using facial expressions Perform with a prop</p>	<p>Can move safely and appropriately around, between and over apparatus Have worked with a variety of equipment including balls, hoops, bean bags, quoits</p>	<p>where throwing and catching skills were used Had the opportunity to hit and strike a ball with racquets and bats Played in simple, striking and fielding games</p>
Unit Focus	<p>To identify and describe some rules of tennis. To serve to begin a game To explore forehand hitting</p>	<p>Modify actions independently using different pathways, directions and shapes Consolidate and improve the quality of movements and gymnastics actions Relate strength and flexibility to the actions and movements they are performing To use basic compositional ideas to improve</p>	<p>To work with others to solve problems To describe their work and use different strategies to solve problems To lead others and be led To differentiate between when a task is competitive and when it is collaborative</p>	<p>Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p>	<p>Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force</p>	<p>To be able to play simple rounders games To apply some rules to games To develop and use simple rounders skills</p>

		sequence work— unison				
Vocabulary	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.	Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust	Do Se Do, hop step ball change, dynamics, partner work, floor patterns, shape, angular, energetic, strong, mirroring, linear.	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce	Batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders
Topic 2	Netball	Dance 1	Handball	Gymnastics 2	Cricket	Athletics
My Personal Best	SOCIAL ME - Co-operation	HEALTHY ME - Self Motivation	THINKING ME – Resourcefulness	SOCIAL ME - Trust	SOCIAL ME - Communication	SOCIAL ME - Encouragement
Prior Learning	Experienced different types of small sided invasion games Able to throw and catch in a variety of ways Able to work with others in small teams	Describe and explain how performers can transition and link shapes and balances Perform with control and consistency, basic actions at different speeds and on different levels Challenged themselves to move imaginatively responding to music	Experience different types of small sided games Able to send and receive balls Use a variety of skills and techniques to defend and attack	Modified actions independently using different pathways, directions and shapes Consolidated and improved quality of movements and gymnastics actions Related strength and flexibility to the actions and movements they are performing Used basic compositional ideas to improve	Experienced different games and activities where throwing and catching skills were used Had the opportunity to hit and strike a ball with racquets and bats Played in simple, striking and fielding games	Link running and jumping movements Can move safely and appropriately around, between and over apparatus Have worked with a variety of equipment including balls, hoops, bean bags, quoits

		Worked as part of a group to create and perform short movement sequences to music		sequence work—unison		
Unit Focus	To be able to perform basic netball skills such as passing and catching using recognised throws To use space efficiently to build attacking play To implement the basic rules of netball	Practise different sections of a dance aiming to put together a performance Perform using facial expressions Perform with a prop	Able to show basic passing and catching skills Learn basic defensive techniques To implement the rules of handball	Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive moves into floor work through jumps and leaps Show increasing flexibility in shapes and balances	To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency including striking a bowled ball	Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force
Vocabulary	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept	Dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director	Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings	Control movements and body actions in response to specific instructions Demonstrate agility and speed Jump for height and distance with control and balance

						Throw with speed and power and apply appropriate force
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Term	Y4 Autumn 1	Y4 Autumn 2	Y4 Spring 1	Y4 Spring 2	Y4 Summer 1	Y4 Summer 2
Topic 1	Tag Rugby	Gymnastics 1	OAA	Football	Cricket	Athletics
My Personal Best	SOCIAL ME - Co-operation	SOCIAL ME - Trust	HEALTHY ME - Self-Discipline	SOCIAL ME - Respect	SOCIAL ME - Communication	THINKING ME - Reflection
Prior Learning	To perform basic tag rugby skills, throwing and catching To be able to run and create space while attacking To implement basic rules of tag rugby	Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive movements into floor work through jumps and leaps Showed increasing flexibility in shapes and balances	To work with others to solve problems To describe their work and use different strategies to solve problems To lead others and be led To differentiate between when a task is competitive and when it is collaborative	Able to show basic control skills including sending and receiving the ball. Experienced sending the ball with some accuracy to maintain possession and build attacking play. Can implement the basic rules of football	Experienced different types of striking and fielding games including pairs cricket Able to throw and catch balls Experienced striking a bowled ball and applying the rules of a game	Show controlled movements and body actions in response to specific instructions Can demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force
Unit Focus	To consistently perform basic tag rugby skills	To become increasingly competent and confident to	Work well in a team or group within defined and understood roles	Introduce some defensive skills Dribbling in different	To develop the range of Cricket skills they can apply in a	Using running, jumping and throwing stations, children

	Implement rules and develop tactics in competitive situations To increase speed and build endurance during gameplay	perform skills more consistently Able to perform in time with a partner and group Use compositional ideas in sequences such as changes in height, speed and direction	Plan and refine strategies to solve problems Identify the relevance of and use maps, compass and symbols Identify what they do well and suggest what they could do to improve	directions using different parts of their feet Passing for distance Evaluating skills to aid improvement	competitive context Choose and use a range of simple tactics in isolation and in a game context Consolidate existing skills and apply with consistency	investigate in small groups different ways of performing these activities Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.
Vocabulary	Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, compete, evade, pace, pickup, step.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.
Topic 2	Hockey	Dance 1	Netball	Gymnastics 2	Rounders	Tennis
My Personal Best	HEALTHY ME - Resilience	THINKING ME - Evaluation	THINKING ME - Resourcefulness	HEALTHY ME - Self Motivation	THINKING ME - Decision Making	HEALTHY ME - Integrity
Prior Learning	Experienced different types of small sided invasion games	Practise different sections of a dance aiming to put together a performance	To be able to perform basic netball skills including passing	Modified actions independently using different pathways,	Experienced different types of striking and fielding games	Have experienced playing some tennis rules Have explored serving in tennis

	<p>Able to send and receive balls</p> <p>Use a variety of techniques and tactics to play competitively both attacking and defending</p>	<p>Perform using facial expressions</p> <p>Perform with a prop</p>	<p>and catching using recognised throws.</p> <p>To use space effectively to build attacking play</p> <p>To implement the basic rules of netball</p>	<p>directions and shapes</p> <p>Consolidated and improved quality of movements and gymnastics actions</p> <p>Related strength and flexibility to the actions and movements they are performing</p> <p>Used basic compositional ideas to improve sequence work—unison</p>	<p>including some rounders game</p> <p>Able to throw and catch balls</p> <p>Experienced striking a bowled ball and applying the rules of a game</p>	<p>Can play with a racquet to hit using some shots</p>
Unit Focus	<p>To be able to consistently perform basic hockey skills such as dribbling and push pass</p> <p>To implement the basic rules of hockey</p> <p>To develop tactics and apply them in competitive situations</p> <p>To increase speed and endurance during gameplay</p>	<p>Work to include freeze frames in routines</p> <p>Practise and perform a variety of different formations in dance</p> <p>Develop a dance to perform as a group with a set starting position</p>	<p>Introduce high five netball positions</p> <p>Acquire and apply basic shooting techniques</p> <p>Demonstrate and implement some basic rules of high five</p> <p>Develop netball skill such as marking and footwork</p>	<p>Identify similarities and differences in sequences</p> <p>Develop body management over a range of floor exercises</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps</p> <p>Show increasing flexibility in shapes and balances</p>	<p>To develop the range of rounders skills that can apply in a competitive context</p> <p>Choose and use a range of simple tactics in isolation and a game context</p> <p>Identify different positions in rounders and the roles of those positions</p>	<p>Explore different shots (forehand, backhand)</p> <p>Work to return the serve</p> <p>Positions in game-play</p>

Vocabulary	Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames.	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits.	Batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.
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Term	Y5 Autumn 1	Y5 Autumn 2	Y5 Spring 1	Y5 Spring 2	Y5 Summer 1	Y5 Summer 2
Topic 1	Tennis	Gymnastics 1	OAA	Phys Kids Training	Cricket	Handball / Basketball
My Personal Best	THINKING ME - Decision Making	SOCIAL ME - Trust	HEALTHY ME - Self-Discipline	SOCIAL ME - Communication	SOCIAL ME - Co-operation	THINKING ME - Resourcefulness
Prior Learning	Explored forehand and backhand shots Worked to serve and return serve Can identify good positions to stand on the court	Have become more confident to perform skills consistently Can work to improve sequences and individual actions Can work in groups and aim to perform sequences in time with others	Work well in a team or group within defined and understood roles Plan and refine strategies to solve problems Identify the relevance of and use maps, compass and symbols	Developed warm up activities as a group. Shared warm up ideas with other groups. Set up activities from Quicksticks Hockey cards.	Developed a range of striking, fielding & Cricket skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context	Develop 3 step rule incorporating bounce Defend and prevent attacks by blocking and intercepting Pass and move with the ball to set up attacks

		Can make changes to sequences using compositional ideas	Identify what they do well and suggest what they could do to improve		Consolidated existing skills and can apply with consistency	Demonstrate and implement the rules of handball
Unit Focus	<p>Introduce Volley shots and Overhead shots</p> <p>Apply new shots into game situations</p> <p>Play with others to score and defend points in competitive games</p> <p>Further, explore Tennis service rules</p>	<p>Create longer and more complex sequences and adapt performances</p> <p>Take the lead in a group when preparing a sequence</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Select a component for improvement. For example—timing or flow</p>	<p>Explore ways of communicating in a range of challenging activities</p> <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete the task and perform under pressure</p>	<p>Learn a range of new games to teach to younger children.</p> <p>Organise time, equipment and space effectively.</p> <p>Work well as part of a group.</p> <p>Learn qualities of an effective leader.</p>	<p>Link together a range of skills and use in combination</p> <p>Collaborate with a team to choose, use and adapt rules in games</p> <p>Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance</p>	<p>To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</p> <p>To begin to play effectively in different positions on the pitch in both attack and defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p> <p>Use a wide range of handball rules consistently</p>
Vocabulary	<p>Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley,</p>	<p>Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control,</p>	<p>Maps, diagrams, remember, symbols, orienteering, challenges, problem-solving, lead, challenge,</p>	<p>STEP (Space, Task. Equipment, People)</p> <p>Enthusiasm, organisation, leadership, teamwork.</p>	<p>Stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings,</p>	<p>Control, use space, defend, attack, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass,</p>

	overhead, singles, doubles	balance, strength, flexibility, asymmetrical.	plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual.		strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive.	dribble, block, screen, steps, double fault, offensive foul, free throw.
Topic 2	Hockey	Dance 1	Dance 2	Gymnastics 2	Rounders	Athletics
My Personal Best	HEALTHY ME - Integrity	HEALTHY ME - Self Motivation	HEALTHY ME - Responsibility	THINKING ME - Evaluation	THINKING ME - Decision Making	THINKING ME - Reflection
Prior Learning	Developed passing, dribbling and shooting skills Can confidently select and apply basic skills in a game situation Learnt ways of marking and defending	Worked to include freeze frames in routines Practised and performed a variety of different formations in dance Developed a dance to perform as a group with a set starting position	Developing choreography and devising skills in relation to a theme. Exploring dynamic quality and formations to communicate character. Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.	Have become more confident to perform skills consistently Can work to improve sequences and individual actions Can work in groups and aim to perform sequences in time with others Can make changes to sequences using compositional ideas	Developed a range of striking, fielding & rounders skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context Consolidated existing skills and can apply with consistency	Used running, jumping and throwing; investigated in small groups different ways of performing these activities Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.
Unit Focus	To choose and implement a range of strategies and tactics to attack and defend	Perform different styles of dance fluently and clearly Refine & improve dances adapting	Using professional examples to inspire ideas for explosive action.	Create longer and more complex sequences and adapt performances	Link together a range of skills and use in combination. Collaborate with a team to choose,	Sustain pace over short and longer distances such as running 100m and

	<p>To combine and perform more complex skills at great speed</p> <p>To recognise and describe good individual and team performances</p> <p>To suggest, plan and lead a warm-up as a small group</p>	<p>them to include the use of space rhythm & expression</p> <p>Worked collaboratively in groups to compose simple dances</p> <p>Recognise and comment on dances suggesting ideas for improvement</p>	<p>Owning and exploring new movement possibilities.</p> <p>Work with devices to add interest to action and explore different types of jumps.</p>	<p>Take the lead in a group when preparing a sequence</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Select a component for improvement. For example—timing or flow</p>	<p>use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</p>	<p>running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p>
Vocabulary	<p>Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.</p>	<p>Dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style.</p>	<p>Performance quality, dynamics, formations, floor patterns, assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chainé, retrograde, inversion, instrumentation, fragmentation.</p>	<p>Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.</p>	<p>Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.</p>

Term	Y6 Autumn 1	Y6 Autumn 2	Y6 Spring 1	Y6 Spring 2	Y6 Summer 1	Y6 Summer 2
Topic 1	Tag Rugby	Gymnastics 1	OAA	Football	Cricket	Athletics
My Personal Best	HEALTHY ME - Integrity -	THINKING ME - Evaluation	THINKING ME - Problem Solving	THINKING ME - Resourcefulness	SOCIAL ME - Communication	HEALTHY ME - Resilience
Prior Learning	<p>To combine basic tag rugby skills such as catching and quickly passing in one movement</p> <p>To be able to select and implement appropriate skills in a game situation</p> <p>To begin to play effectively when attacking and defending</p> <p>To increase the power of passes so the ball can be moved quickly over greater distance</p>	<p>Can create longer and more complex sequences and adapt performances</p> <p>Take the lead in a group when preparing a sequence</p> <p>Can develop symmetry individually, as a pair and in a small group</p> <p>Can compare performances and judge strengths and areas for improvement</p>	<p>Explore ways of communicating in a range of challenging activities</p> <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete a task and perform under pressure</p>	<p>Can play effectively in a variety of positions and formations on the pitch</p> <p>Related a greater number of attacking and defensive tactics to gameplay</p> <p>Have attempted more skills when performing movements at speed</p>	<p>Link together a range of basic cricket skills and used in combination</p> <p>Collaborated as a team to choose, use and adapt rules in games</p> <p>Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance</p>	<p>Used running, jumping and throwing; investigated in small groups different ways of performing these activities</p> <p>Used a variety of equipment, ways of measuring and timing and compared the effectiveness of different styles of runs, jumps and throws.</p>
Unit Focus	Choose and implement a range of strategies and	Lead group warm-up showing understanding of	Use information given by others to complete tasks and	Choose and implement a range	Apply with consistency standard cricket	Sustain pace over short and longer distances such as

	<p>tactics to attack and defend Combine and perform more complex skills at speed Observe, analyse and recognise good individual and team performances Suggest, plan and lead a warm-up as a small group</p>	<p>the need for strength and flexibility Demonstrate accuracy, consistency, and clarity of movement Work independently and in small groups to make up own sequences Arrange own apparatus to enhance work and vary compositional ideas Experience flight on and off of high apparatus</p>	<p>work collaboratively Undertake more complex tasks Take responsibility for a role in a task Use knowledge of PE and physical activities to suggest design ideas & amendments to games</p>	<p>of strategies to attack and defend To perform a wider range of more complex skills Recognise and describe good individual and team performances Suggest, plan and lead simple drills for given skills</p>	<p>rules in a variety of different styles of games Attempt a small range of recognised shots in isolation and in competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p>	<p>running 100m and running for 2 minutes Able to run as part of a relay team working at their maximum speed Perform a range of jumps and throws demonstrating increasing power and accuracy</p>
Vocabulary	<p>Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, retain, contest, possession, pressure, support.</p>	<p>Flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility</p>	<p>Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient.</p>	<p>Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.</p>	<p>Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive, wide, no ball.</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.</p>

Topic 2	Hockey	Dance 1	Netball	Gymnastics 2	Tennis	Rounders
My Personal Best	HEALTHY ME - Self Motivation	SOCIAL ME - Respect	SOCIAL ME - Co- operation	THINKING ME - Reflection	THINKING ME - Decision Making -	SOCIAL ME - Encouragement
Prior Learning	Developed passing, dribbling and shooting skills Can confidently select and apply basic skills in a game situation Learnt ways of marking and defending	Have performed different styles of dance fluently and clearly Refined & improved dances adapting them to include the use of space rhythm & expression Worked collaboratively in groups to compose simple dances Recognized and commented on dances suggesting ideas for improvement	To be able to confidently use specific netball skills in games, for example: pivoting, dodging, bounce pass and previous skills learnt To play efficiently in different positions on the pitch both attack and defence To increase power and strength of passes, moving the ball over longer distances	Have lead group warm-up showing understanding of the need for strength and flexibility Have worked independently and in small groups to make up own sequences Began to use music in sequences Have experienced taking part in and remembering more complex sequences	Have experienced a variety of shots including forehand, backhand, volley, and overhead Can begin games using serves and appropriate service rules Can play in singles and doubles games	Linked together a range of skills and use in combination Collaborated as part of a team to choose, use and adapt rules in games Understand how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance
Unit Focus	To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at great speed To recognise and describe good	Work collaboratively to include more complex compositional ideas Develop motifs and incorporate into self-composed dances as individuals, pairs & groups	Work as a team to improve group tactics and gameplay Play within the rules using blocking skills for shots and passes Develop defensive skills	Perform increasingly complex sequences Combine own ideas with others to build sequences Compose and practise actions and relate to music Show a desire to improve	Develop backhand shots Introduce the lob Begin to use full tennis scoring systems Continue developing doubles play and tactics to improve	Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout

	individual and team performances To suggest, plan and lead a warm-up as a small group	Talk about different styles of dance with understanding, using appropriate language & terminology		competency across a broad range of gymnastics actions		Use a range of tactics for attacking and defending in the role of bowler, batter and fielder
Vocabulary	Control, use space, defend, attack, dribble, pass, push, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.	Motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics.	Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking.	Flight, sequences, combinations, direction, speed, partner, asymmetrical, actions, control, balance, strength, flexibility, half lever, box splits, bridge, broad jump, splits, dish, arch, bounce.	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.	Stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics, stance.

