

# St Joseph's Catholic Voluntary Academy, Leicester



## Medium Term Planning 2023-2024

Year	Nursery	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key Vocabulary
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</li> </ul> <b>Physical Development</b> <ul style="list-style-type: none"> <li>Lift their head while lying on their front.</li> <li>Push their chest up with straight arms.</li> <li>Roll over: from front to back, then back to front.</li> <li>Enjoy moving when outdoors and inside.</li> <li>Sit without support.</li> <li>Begin to crawl in different ways and directions.</li> <li>Pull themselves upright and bouncing in preparation for walking.</li> <li>Reach out for objects as co-ordination develops.</li> <li>Pass things from one hand to the other.</li> <li>Let go of things and hand them to another person, or drop them.</li> <li>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</li> <li>Clap and stamp to music.</li> <li>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>Enjoy starting to kick, throw and catch balls.</li> <li>Build independently with a range of appropriate resources.</li> <li>Begin to walk independently – choosing appropriate props to support at first.</li> <li>Walk, run, jump and climb – and start to use the stairs independently.</li> <li>Spin, roll and independently use ropes and swings (for example, tyre swings).</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> <li>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> </ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Move and dance to music.</li> </ul>		<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> </ul> <b>Physical Development</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>		Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel  Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow  Crawl, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll  Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat  Agility, alternate, anticipate, apparatus, balance, beat, carry, crawl, feet, freeze, grip, hands, high, hold, jump, low, music, one foot, pause, prepare, reach, roll, slide, slither, stand, step, stop, stretch, switch, touch, weight

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	Sequence of Learning	Sequence of Learning Gymnastics Unit 1	Sequence of Learning Dance Unit 1	Sequence of Learning Body Management Unit 1	Sequence of Learning Speed, agility and travel Unit 1	Sequence of Learning Manipulation and co-ordination - Unit 1
1	The first half term of Nursery focuses on children settling into the class and getting to know the school.  Short PE sessions, when the children are ready, will consist of taking off our shoes and putting on plimsolls, listening games and ring games.	-Listen and respond appropriately to instructions -Move in a variety of ways, changing speed and direction -Apply simple understanding of shape and space	-Explore colour stimulus using a range of actions -Choreograph a short sequence combining a range of actions -Describe how actions relate to the stimulus	-Balance beanbags on different body parts -Carry Beanbags over obstacles and attempt to balance -Change direction whilst balancing beanbags	-Move forwards, backwards and sideways at speed. -Improve speed through practice -Demonstrate agility in a variety of games	-Copy, repeat and practise a variety of balloon handling activities -Co-ordinate limbs to carry out defined movements and actions
2		-Jump and rebound on and off low apparatus -Work with a partner to jump in unison -Create a simple jumping sequence	-Explore animal stimulus using a range of levels and direction -Choreograph a short sequence combining a range of levels and direction -Demonstrate ability to work with others to develop a sequence	-Move through hoops using a variety of movements -Work with others and practice to move through hoops -Follow pathways with hoops	-Participate in chasing games safely and with control-Perform as part of a team in running games -Recognise and follow instructions to participate in different running and chasing games	-Translate balloon control skills to managing ball with hands -Reproduce movements with a ball bilaterally -Rolling a ball with accuracy
3		-Balance beanbag in as many different ways on the body as possible -Move and roll a ball around the body with control -Work as part of a team to transfer balls, beanbags and hoops	-Explore theme park stimulus using unison and canon -Choreograph a short sequence combining unison and canon -Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon	-Reach and stretch to retrieve and place objects -Move equipment from one place to another	-Respond to cues to change direction -Make choices about changing direction in games	-Reproduce movements with a ball bilaterally with feet -Practise making contact with a ball using feet and legs
4		-Work on apparatus stations to develop travelling skills on various parts of the body -Move over, under, around, through, on and off apparatus and incorporate balances	Explore season theme using expression and creativity -Choreograph a short sequence with an awareness of expression -Demonstrate understanding and knowledge of how to compose a sequence	-Step and stride across different distances and change direction -create bridges and tunnels -Work with others to travel through tunnels	-Explore a variety of ways to start movement -Explore different ways of stopping showing control	-Respond to cues to change between, hopping, steeping and jumping -Co-ordinate feet to practice hop, step and jump sequences
5		-Develop body awareness moving limbs together and in isolation -Show ability to copy and repeat simple patterns -Use basic equipment to demonstrate co-ordinated moves	-Explore transport theme using dynamics -Choreograph a short sequence combining a range of dynamics -Demonstrate some knowledge of dance composition	-Negotiate high and low apparatus travelling over and under -Use a variety of ways of travel over apparatus -Lay out objects for a partner to retrieve	-Recognise fast and slow movements -Perform two animals moving fast and two animals moving slow	-Watch, copy and repeat ways of sending, receiving and carrying -Find new ways/make choices of ways to send, receive and carry objects by self and with partner
6		-Discover and perform simple shapes -Explore balancing in a variety of ways	-Explore 'people' theme using mirroring and follow the leader -Work in a small group to create a dance sequence based around people -Understanding the difference between mirroring and follow the leader	-Create shapes with our bodies -Work with a partner to create shapes -Link more than one shape together	-Show how to stop and perform actions -Move and stop appropriately on cue	-Listen, respond and coordinate hands and feet to touch a target -Send and stop objects using hands and feet.

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Year	Reception	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key Vocabulary
<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.</li> </ul> <b>Physical Development</b> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>		<b>Personal, Social and Emotional Development</b> <b>Managing self:</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <b>Building relationships:</b> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul> <b>Physical Development</b> <b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <b>Expressive Arts and Design</b> <b>Being imaginative and expressive:</b> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>		<p>Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing</p> <p>Africa, beat, curl, dance, elephants, fast, feet, flow, giraffes, high, join, link, low, monkeys, music, rhythm, slow, step, stretch, teamwork, turn, twist</p> <p>Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, roll, hands, feet, weight, roll, slide, slither, apparatus, low</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, slide, slither, apparatus, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat</p> <p>Step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, spin, slide, slither, apparatus, low, pause, prepare, anticipate, freeze, high, low, switch, agility, music, beat, hop, jump, step, grip</p>

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	Sequence of Learning	Sequence of Learning Gymnastics Unit 2	Sequence of Learning Dance Unit 2	Sequence of Learning Body Management Unit 2	Sequence of Learning Speed, agility and travel Unit 2	Sequence of Learning Manipulation and co-ordination - Unit 2
1	The first half term of Reception focuses on children settling into the class and getting to know the school and the school rules	-Discover shapes and ways to travel -Choose shapes and different ways of travelling -Link 2 shapes and 2 ways of travelling to make short movement patterns	-Discover how to move and keep time to beats of 8 -Work with others to move to a beat of 8 -Follow a movement pattern with a partner in time with the music	-Experiment with twisting and turning and beginning to roll -Perform roll demonstrating some body control -Transition from roll to crawl to slither	-Move objects at speed -Play games in an organised manner taking turns -Send and receive a ball	-Take part in a variety of parachute games -Listen to and follow instructions
2	Short PE sessions, with a focus of independent changing for PE, listening games and ring games.	-To demonstrate previous lessons shapes and movements -To be able to perform an egg roll and a log roll -To add 2 rolls to previous movement pattern	-Work in a pair and perform to counts of 8 -Use correct handhold for promenade -Recognise and perform different roles within the dance	Follow a pathway using a variety of stepping patterns -Follow simple instructions to co-ordinate limbs -Show control to hold body shape	-Move by inching, crawling and jumping -Follow, copy and repeat fast and slow actions -Link fast and slow travel movements	-Perform a variety of collecting, moving and placing actions -Perform actions with a variety of equipment
3		-To travel in different directions and pathways -To follow a partner through different pathways -To show increased body control when rolling	-Perform as part of a group a Circassian circle dance -Perform confidently with a partner -Recall, remember and repeat a phrase of dance	-Explore working with a stimulus of music -Follow jumping patterns -Jump in combination	-Use different types of jumps Jump on, off and over with speed and control -Recognise which jumps are easier and which are harder	-Use own baton to hot a variety of objects in different ways -Play simple invasion games using a baton to score and save goals
4		-Identify different part of the body to balance on -Discuss what it means to balance -Discover points and patches	-Recap how to move and keep a time of beats of 8 -Copy and repeat 4 actions -Perform actions to music	-Jump for height on to apparatus with confidence -Jump accurately with control -Land with control	-Perform circle dances as part of a group -Recognise cues in lyrics to change actions	-Using baton and different body parts steer objects to targets -Combine steering with others actions using bilateral movements
5		-Include points and patches in the Giant's story -Perform their story to music -Say what they like about other pupils stories	-Remember and recall four dance actions from the previous week -Explore two new dance actions -(Some) begin to perform in a circle formation	-Travel along a variety of equipment using different modes of locomotion -Incorporate stretch, shapes and rolls	-Perform with agility and strength in a variety of runs -Use strength to maintain a body shape	-Practise and perform a variety of skips with and without a rope -Recognise the difference between jumps, skips and hops
6		-Choose three points or patch balances from the Giant's story -Link balances by travelling along pathways -To use a start and finish shape	-Perform six animal actions as a group -Incorporate change of direction and pathway -Use gesture to signify the start of your dance	-Work as part of a team to perform -Perform basic actions learned together with others	-Work as a team to complete an obstacle course in the quickest time possible -Identify appropriate actions to complete tasks quickly and efficiently -Demonstrate agility in an obstacle course	-Roll, spin, rotate, throw, catch hoops -Work with self and others to control hoops in a variety of ways

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Year	1	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key Vocabulary
<p>Gym unit 1: Experienced taking off, jumping and landing. Has a concept of space and use of space. Has developed confidence in fundamental movements.</p> <p>Attack, Defend, Shoot - Unit 1: Learners will have experienced a variety of games playing with beanbags and hoops. They will have practised throwing and catching and can demonstrate the basics of these skills.</p> <p>Dance Unit 1: Followed simple instructions. Moved using simple rhythms and actions. Copied and repeated simple action.</p> <p>Send and Return - Unit 1: Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.</p> <p>Gymnastics - Unit 2: Identified and used simple gymnastics actions and shapes. Applied basic strength to a range of gymnastics actions. Began to carry and move gymnastics apparatus</p> <p>Run, Jump, Throw - Unit 1: 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.</p> <p>Dance - Unit 2: Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts</p> <p>Attack, Defend, Shoot - Unit 2: Have experienced hitting an object with hand or bat. Have tracked and retrieved a rolling ball. Practised throwing and catching a variety of balls and objects.</p> <p>Send and Return - Unit 2: 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</p> <p>Hit, Catch, Run - Unit 1: 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.</p> <p>Run, Jump, Throw - Unit 2: 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.</p> <p>Hit, Catch, Run - Unit 2: Have experienced hitting an object with hand or bat. Have tracked and retrieved a rolling ball. Practised throwing and catching a variety of balls and objects.</p>		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul>		<p>Gymnastics: balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel, rock turn.</p> <p>Dance: beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.</p> <p>Attack, Defend, Shoot: Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm, cooperate, fluency, heart rate, outwit, physical activity, pitch.</p> <p>Send and Return: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court, serve.</p> <p>Run, Jump, Throw: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, slow, straight, step, throw, skipping, track, relay, tag, partner, sprint.</p> <p>Hit, Catch, Run: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>

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	Sequence of Learning: Gymnastics - Unit 1 Attack, Defend, Shoot - Unit 1	Sequence of Learning: Dance - Unit 1 Send and Return - Unit 1	Sequence of Learning: Gymnastics - Unit 2 Run, Jump, Throw - Unit 1	Sequence of Learning: Dance - Unit 2 Attack, Defend, Shoot - Unit 2	Sequence of Learning: Send and Return - Unit 2 Hit, Catch, Run - Unit 1	Sequence of Learning: Run, Jump, Throw - Unit 2 Hit, Catch, Run - Unit 2
1	<p>1. Be able to choose and link like actions. 2. Understand and use the term 'like actions'. 3. Choose 3 rolls or 3 jumps and link them together and repeat the movements.</p> <p>1. Practice throwing at targets accurately 2. Pass a beanbag between pairs with some control 3. Explain/show ways you can pass a beanbag/ball to a partner.</p>	<p>1. Compose a travelling sequence using a variety of body parts 2. Explore ideas, moods and feelings 3. Show control, coordination and spatial awareness.</p> <p>1. Slide a beanbag/ball over an opponent's goal line 2. Move to defend (stop) the ball/beanbag going over your goal line 3. Explore which objects are easier to slide and defend.</p>	<p>1. Recap 'like actions' from the previous unit (jumps and rolls) 2. Show creative ways to move on, off and over the apparatus 3. Perform to others their adapted sequence.</p> <p>1. Discover ways to move objects quickly. 2. Identifying which ways to move objects is quickest. 3. Experience competition against themselves.</p>	<p>1. Read the nursery rhyme and discuss its content and theme 2. Children identify characters within the nursery rhyme 3. Perform a series of character movements to the nursery rhyme.</p> <p>1. Recognise the reasons why heart rate increases during exercise. 2. Discuss what makes exercise fun. 3. Play a range of pulse raising activities.</p>	<p>1. Attempt to send a ball that can be returned by others consistently. 2. Feed a beanbag or ball into space to make it difficult for your opponent to return. 3. Work with a partner to track balls and return them over the net.</p> <p>1. Use a range of throwing and rolling skills to put the ball in space. 2. To be able to move quickly with agility to score points. 3. To be able to keep count of the score.</p>	<p>1. Perform running challenges in set times 2. Support partner to improve their performance 3. Recognise agile movements.</p> <p>1. Perform quick runs. 2. Work as a team to send and receive. 3. To send and receive the ball to score points.</p>
2	<p>1. Able to move mats and benches safely. 2. Transfer like sequence to low apparatus.</p> <p>1. Experiment catching a variety of beanbags and different sized balls 2. Recognise how you can intercept a ball or beanbag 3. Use basic defensive technique.</p>	<p>1. Perform with an awareness of body shape with a partner 2. Show control, coordination and spatial awareness 3. Demonstrate some musicality throughout the performance.</p> <p>1. Explore different ways of sending a ball 2. Practice sending a ball in a variety of ways to a partner 3. Attempt to hit the ball.</p>	<p>1. Introduce rocking 2. Experiment with rocking on different parts of the body 3. Link rock into simple sequences with a start, balance, rock and jump.</p> <p>1. Run in a straight line at different speeds. 2. Show power at the start of a run. 3. Perform runs as part of a team.</p>	<p>1. March as an individual 2. Incorporate turns into marches 3. Work as an individual to create a marching pattern.</p> <p>1. Play in a game with defined areas. 2. Play as part of a team to attack and defend. 3. Anticipate the direction of an attack.</p>	<p>1. Use a variety of movements to track balls in different ways 2. Chase, stop and control balls and objects 3. Work collaboratively with a partner to complete skill-based challenges.</p> <p>1. Able to collect a moving ball from along the ground. 2. Return the ball back to base/zone using rolls and throws.</p>	<p>1. Repeat repetitive actions for sustained periods of time 2. Recognise improvements in performance 3. Select the best movement and describe the reasons why.</p> <p>1. To hit balls off cones. 2. To decide where to hit a. 3. Attempt to hit with power.</p>
3	<p>1. Identify shapes that are thick, wide, curled, straight, piked and tucked. 2. Copy and change shapes. 3. Demonstrate four different shapes.</p> <p>1. Experiment with different ways you can send a ball or beanbag 2. Roll/slide a ball or beanbag to a partner and a target.</p>	<p>1. Compose a movement pattern to demonstrate unison 2. Develop partner work 3. Explore ideas and movements showing a friendship theme.</p> <p>1. Move position to get in line with a ball. 2. Get into positions to return balls to partners. 3. Use a variety of return responses.</p>	<p>1. Experiment with spinning and turning on different parts of the body 2. Adapt spins and turns on and off of the apparatus 3. Link spins and turns to rock through changing levels.</p> <p>1. Experience a variety of jumps. 2. Perform a standing long jump. 3. Work in partnership, supporting each other to do well.</p>	<p>1. Collaborate as a group to follow a marching sequence 2. Perform a group marching sequence 3. Remember, recall and perform one chosen sequence.</p> <p>1. Bounce the ball with some control to self. 2. Begin to bounce a ball to a partner. 3. Play 2-on-1 using bouncing skills to score.</p>	<p>1. Hit a moving ball from a sitting position. 2. Maintain a tucked position for an extended period. 3. Control body and limbs to move efficiently on the floor.</p> <p>1. Catch over a short distance to stop players from scoring points 2. Work with other fielders to stop players from scoring.</p>	<p>1. Develop stamina through a range of running activities 2. Negotiate obstacles while maintaining running position.</p> <p>1. Identify where batters are hitting the ball. 2. Work together to attempt to intercept balls. 3. Apply different body positions to intercept the path of the ball.</p>
4	<p>1. Take off and land with (some) control. 2. Jump for height and distance. 3. Link jumps and shapes into a simple sequence.</p> <p>1. Score points by throwing a beanbag or ball into an opponent's hoop 2. Demonstrate simple</p>	<p>1. Compose a sequence demonstrating mirroring and following 2. Watch what others do and suggest improvements to their work 3. Create a short dance based on visual stimulus.</p>	<p>1. Introduce the concept of unison 2. Count to keep in time with others 3. Practice and perform a simple jump, spin and rock movement pattern in unison.</p> <p>1. Throw a range of objects over a distance. 2. Adapt throwing styles</p>	<p>1. Dance in canon to the lyrics of wheels on the bus 2. Copy and repeat actions in time with others.</p> <p>1. Play with a partner using throwing, catching and bouncing skills to score points. 2. Work under pressure to hit targets. 3.</p>	<p>1. Send objects from a variety of positions such as sitting, kneeling, and standing 2. Play cooperatively in a competitive game situation 3. Identify that there is a class of sport for people with disabilities.</p>	<p>1. Practise &amp; perform a wide variety of core strength movements 2. Suggest where exercises are relevant to other physical activities 3. Improve throwing accuracy.</p>



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	defending to stop beanbag/ball going into hoops 3. Describe how they threw the beanbag and how they defended their hoop.	1. Work with a partner to receive and return objects to score points against opposition. 2. Describe how you work with a partner to receive and return successfully. 3. Work as part of a team to score points.	to different objects. 3. Using a leading arm to direct a throw over a longer distance.	Transfer target skills into a competitive game.	1. Attempt to hit an object with the hand. 2. Self-feed ball to hit. 3. Describe the movements needed to hit successfully.	1. Introducing the concept of 'bases'. 2. Work together to place balls on bases to stop runners. 3. Describe the reasons why runners have to stop when balls are returned to bases.
5	1. Discover ways of travelling using a variety of body parts. 2. Link ways of travelling together. 3. Refine movements using body tension. 1. Work with a partner to attack and defend a target against an opposition 2. Describe simple ways you can work with your partner to score and defend points 3. Play AFL Task, 2 v 2.	1. Compose a short dance sequence that shows sensitivity to the theme 2. Show greater control, coordination and spatial awareness in their movement patterns 3. Demonstrate an ability to create a dance with a clear start, middle and end. 1. Play in a rally with a partner. 2. Use skills previously learnt to move towards and return a ball in a rally game. 3. Describe the necessary skills to play in a rally.	1. Introduce the concept of canon 2. Practice and perform a simple jump, spin and rock movement pattern in canon. 1. To explore and refine basic agility, balance and coordination skills. 2. Perform and show improvement.	1. Perform as a class. 2. Perform canon in a small group. 3. Some groups will change positions to create different formations as a class. 1. Play in a game where rules apply. 2. Adapt to play to the rules. 3. Recognise when rules have changed.	1. Identify tactics to outwit an opponent 2. Identify and exploit the space available on the court 3. Work as part of a team to score points. 1. Running between bases to score points. 2. Work with others to retrieve balls. 3. Make decisions to make it difficult for hitters.	1. Throw for accuracy and use footwork to dodge 2. Develop stamina through a range of jumping and agility activities 3. Practise, repeat and refine an action. 1. Attempt to catch a ball that has been hit in the air. 2. Restrict runs by fielding effectively. 3. Identify how to position to cover more space.
6	1. Choose three ways of travelling to make a short movement pattern. 2. Choose a shape to start and finish. 3. Remember and perform movement pattern. 1. Participate in competitive games against an opponent using attacking and defending skills. 2. Comment on how you used different attacking and defending skills you have already learned to help you in your games.	1. Choose and link actions to make short dance phrases that reflect rhythmic qualities 2. Explore repetition through a dance sequence 3. Perform dance phrases and short dances that express ideas and feelings. 1. I can hit over a bench to my partner. 2. I can play with my partner in a game over a bench. 3. I can send the ball to space to make it hard for my partner to catch/return.	1. To work with a partner to create a short sequence that must include elements of spin, turn and/or rock 2. Select whether your sequence is going to be in unison or canon. 1. Use running, throwing and jumping skills. 2. Compete with others. 3. Say how you could have improved.	1. Read the nursery rhyme and discuss its content and theme 2. Children identify characters within the nursery rhyme and create actions 3. Perform actions in rounds. 1. Identify where to stand to defend goals (hoops) best. 2. Play in competitive games. 3. Play using defined rules in a game.	1. Use skills learned in more challenging situations against others. 2. Describe and show how to get into the correct body position to send the ball. 1. Show collaborative work as a team to score points. 2. Show awareness of teammates when fielding. 3. Throw and retrieve the ball.	1. Explore and practise a variety of alternative start positions for running 2. Choose the quickest position for starting a run 3. Work with others to judge different running speeds. 1. Work collaboratively to restrict runs. 2. To hit into space to score runs. 3. Describe key differences in the role of the striker and the role of the fielders.

# St Joseph's Catholic Voluntary Academy, Leicester



Year	2	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key Vocabulary
<p>Gym unit 1: 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.</p> <p>Attack, Defend, Shoot - Unit 1: 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.</p> <p>Dance Unit 1: Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts.</p> <p>Send and Return - Unit 1: 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</p> <p>Gymnastics - Unit 2: Can describe and explain how performers transition and link gymnastic elements. Has performed basic actions with control and consistency at different speeds and on different levels. Can challenge him or herself to develop strength and flexibility. Can create and perform simple sequences that are judged using simple gymnastic scoring</p> <p>Run, Jump, Throw - Unit 1: Children have attempted to link running and jumping, and have practised some simple throwing techniques Children have worked on increasing stamina, strength, balance, agility and coordination in a variety of activities and exercises Children have worked on cooperative activities in run, jump and throwing games.</p> <p>Dance - Unit 2: 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. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform short movement sequences to music</p> <p>Attack, Defend, Shoot - Unit 2: 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</p> <p>Send and Return - Unit 2: 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.</p>		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ participate in team games, developing simple tactics for attacking and defending</li> <li>♣ perform dances using simple movement patterns.</li> </ul>		<p>Gymnastics: jump, roll, balance, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, carry, relaxation, extension, body tension, muscles, strength, rock, turn, spin, control, hang, relaxation, travel.</p> <p>Dance: dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, direction, huddle, group, mood, feeling, musicality, respond, galloping, flying, jumping, unison, phrase, links, dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage, mirror, match, copy, repeat, emotion.</p> <p>Attack, Defend, Shoot: Aim, attack, compete, controlling, cooperate, defend, direction, fluency, following, heart rate, kick, outwit, physical activity, pitch, play against, rebound, receive, scoring, send, speed, receive, tactics.</p> <p>Send and Return: 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, front, back, send, receive, feeder, tactics, compete, score, umpire, wide, deep, rotate.</p> <p>Run, Jump, Throw: Run, throw, handle, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect, lunges, strength, power, repetition, power, accuracy, burn, fitness, persevere, tally, develop, lap, cooperate, compete.</p> <p>Hit, Catch, Run: Hit, catch, runs, wicket, bats, bowl, feed, throw, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p>



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<p>Hit, Catch, Run - Unit 1: 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</p> <p>Run, Jump, Throw - Unit 2: Developed power, agility, coordination and balance over a variety of activities Can throw and handle a variety of objects including quoits, beanbags, balls, hoops Can negotiate obstacles showing increased control of body and limbs</p> <p>Hit, Catch, Run - Unit 2: Have developed hitting skills with a variety of bats. Practised feeding/bowling skills. Can hit and run to score points in games.</p>						
	Sequence of Learning: Gymnastics - Unit 1 Attack, Defend, Shoot - Unit 1	Sequence of Learning: Dance - Unit 1 Send and Return - Unit 1	Sequence of Learning: Gymnastics - Unit 2 Run, Jump, Throw - Unit 1	Sequence of Learning: Dance - Unit 2 Attack, Defend, Shoot - Unit 2	Sequence of Learning: Send and Return - Unit 2 Hit, Catch, Run - Unit 1	Sequence of Learning: Run, Jump, Throw - Unit 2 Hit, Catch, Run - Unit 2
1	<p>1. Use prior learning to create a 4-element sequence 2. Combine balance, rolling, jumping, rocking and spinning 3. Perform using a recognised start and finish shape</p> <p>1. Send the ball with feet by kicking 2. Send the ball varying distances using harder and softer kicks</p>	<p>1. Explore whole body actions to create movements as a group or pair 2. Apply the idea of a theme to a dance 3. Compose a dance phrase which responds to the visual stimulus</p> <p>1. Anticipate the flight of the ball fed from partner 2. On toes move towards the line of the ball and return 3. Keep track of score with partner</p>	<p>1. Transfer movement pattern to floor, mat and apparatus 2. Work with a partner to copy and create (joining sequences) 3. Introduce relevé walk and front support</p> <p>1. Play with a partner to gather objects from around the room 2. Count objects gathered to record a score 3. Be aware of others around when running</p>	<p>1. Pupils can perform short dances reflecting different emotions and moods 2. Able to say what actions define contrasting emotions 3. Able to identify in others &amp; themselves dynamics within the dance</p> <p>1. Pass and receive the ball around the playing area showing some control 2. Work collaboratively to keep possession by passing accurately</p>	<p>1. Play a variety of roles in games 2. Accurately send a ball to specified areas 3. (Some) respond to partner and play a simple rally</p> <p>1. Work as a team to field a ball back to a base. 2. Run and touch cones to score points. 3. Make choices about where to hit the ball.</p>	<p>1. Work individually to run for a sustained period 2. Discuss thoughts and feelings surrounding the physical challenges 3. Work cooperatively to complete a jumping and throwing task</p> <p>1. Work as a team to return a ball to a base 2. Work individually to score runs 3. Increase running pace to score runs and stay 'safe.'</p>
2	<p>1. Recognise how to create power in jumps 2. Attempt a variety of different jumps 3. Show ways to jump with power and control</p> <p>1. Receive and stop the ball with feet 2. Pass the ball to another player</p>	<p>1. Create a sequence of movements for performance with starting and finishing positions 2. Demonstrate comprehension of the story through dance 3. Work cooperatively to improve and adapt sequence</p> <p>1. Players to identify their dominant and non-dominant side for sending a ball 2. Play a modified game to send and return using dominant and non-dominant sides</p>	<p>1. Identify which muscles they are using in their core to control movement 2. Copy and repeat arch and dish shapes 3. Work collaboratively to move a hoop along a line of rolling children</p> <p>1. Recognise powerful actions 2. Explore different ways to generate power to start different actions such as running, jumping, hopping, striding</p>	<p>1. Follow a clock face to develop dance steps 2. Work with rhythm 3. Combine dance steps to create a movement pattern</p> <p>1. To send and receive moving into space 2. Play with a variety of balls 3. Move into space in a game situation</p>	<p>1. Use a long high ball to reach the back court 2. Send a low short ball to the front court</p> <p>1. Sprint to correct areas to score points 2. Work to better runs scored 3. Use kicking to send a ball to score points</p>	<p>1. Play games to improve jumping skills 2. Develop strength through isolated strength-building activities 3. Participate in a jumping game</p> <p>1. Make decisions about directions to send the ball 2. Use a variety of kicking techniques to send the ball 3. Experience the role of the backstop</p>
3	<p>1. Define how gymnastic elements can link smoothly and continuously 2. Explore transitions between elements 3. Compare linking movements that improve a performance</p> <p>1. Working as a team to keep possession in a defined area 2. Pass the ball for accuracy 3. Demonstrate receiving and passing</p>	<p>1. Create a duet based on the relationship between the penguin and the snowman 2. Explore, unison, levels and cannon within the choreography 3. Discuss how others could develop their performances</p> <p>1. Play a modified game introducing boundaries 2. Use throwing and catching skills to play with a team to score points</p>	<p>1. With a partner, make as many bridges and tunnels as they can with body control 2. Travel over, under and through your partner's shapes in a variety of ways (sliding, jumping, rolling, etc.) 3. Introduce back support and crab actions</p> <p>1. Participate in obstacle relay 2. Modify movements to adapt to the task, e.g. doing a burpee and then jumping on a box top.</p>	<p>1. Remember and recall dance steps 2. Work independently to perform a movement pattern 3. (Some) Create own dance steps to add to a movement pattern</p> <p>1. To work with a partner to progress towards a target 2. Co-ordinate hands and feet to progress forwards 3. Attempt to use simple attacking play in a game</p>	<p>1. Throw into space to make it difficult for your opponent (sitting) 2. Develop catching and throwing skills while seated 3. Develop collaborative team skills</p> <p>1. Use underarm throwing skills to feed/bowl a ball to a player. 2. Position body to perform stepping action for bowling. 3. Use bowling/feeding skills in a game situation.</p>	<p>1. Throw demonstrating power 2. Attempt to throw with accuracy 3. Explain how resistance affects the flight of an object, e.g. ball/shuttlecock</p> <p>1. Outwit bowler to kick in different directions 2. Use both feet to kick the ball 3. Kick a ball bowled in a variety of ways</p>



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4	<p>1. Define in simple terms flexibility 2. Demonstrate in shapes their full range of flexibility 3. Choose, adapt and perform shapes at different levels</p> <p>1. Play in a game with defined areas 2. Play as part of a team to attack and defend 3. Move the ball independently by bouncing</p>	<p>1. Explore the theme of Penguin Small's adventure 2. Create a short dance solo which demonstrates changes in direction and speed</p> <p>1. Develop agility in isolated challenges 2. Perform with increased agility in a conditioned game</p>	<p>1. Introduce frog jump and L-sit 2. Play a variety of competitive games using leapfrog jumps 3. Refine leap frog movements</p> <p>1. Participate in three different throwing games 2. Use a variety of different throws according to the game 3. Explore which throws are better for accuracy, which are better for distance and which are better for height</p>	<p>1. Perform 'freestyle' moves 2. Watch, copy and repeat learnt 'moves' to make a motif 3. Perform Motif to music</p> <p>1. Examine the role of a goalkeeper 2. Perform defensively as an individual in a game 3. Recognise quality of goalkeeping</p>	<p>1. Serving into specified area 2. Use a range of sending skills to serve 3. Play out point from serve</p> <p>1. Experiment with different bats to see which are easier or harder to hit with. 2. Make choices about where you are going to hit the ball. 3. Work cooperatively to practice hitting skills.</p>	<p>1. Run as a team 2. Develop stamina through consistent running activity 3. Attempt a new breathing technique</p> <p>1. Recognise the role of a wicketkeeper 2. Position yourself to stop balls 3. Practise the role of wicketkeeper and attempt to stump players out</p>
5	<p>1. Perform various travel movements at different speeds 2. Identify suitable speeds for different types of travel 3. Show how these speeds apply to different moves in a sequence</p> <p>1. To move the ball using basketball-style dribbling 2. Link bouncing and passing 3. Play collaboratively to attack a goal</p>	<p>1. Explore footwork creatively, based on a visual stimulus 2. Use movement imaginatively, responding to the music with some attempt at musicality 3. Change the speed, level and direction of movements</p> <p>1. Use correct grip to hold a tennis racquet 2. Send, receive and stop a ball using a racquet along the ground 3. Use self-feed to hit a ball to partner</p>	<p>1. Demonstrate distance and control in broad jump 2. Accurately replicate pike and use in short sequence 3. Link previous learning to transition elements</p> <p>1. Copy and repeat actions with accuracy 2. Analyse performance to judge differences in the game at the beginning and the end</p>	<p>1. Remember and perform moves from lesson 4 2. Perform the steps (motif) in given formations 3. Work as a group to enter into formations using 'On and Off Stage.'</p> <p>1. Show awareness of opponents and teammates in a game 2. Explore the concept of intercepting in invasion games 3. Choose when to attempt to intercept the ball</p>	<p>1. Develop volleyball skills further to standing 2. Develop throwing into hitting 3. Play using attacking shots</p> <p>1. Stand in positions ready to catch a ball. 2. Throw quickly and accurately under pressure. 3. Field to catch and throw to teammates to stop opponents from scoring runs.</p>	<p>1. Performing under pressure 2. Work cooperatively to develop a skill 3. Throw and catch through a moving target</p> <p>1. Recognise the role of a backstop 2. Attempt to track and stop balls as the backstop</p>
6	<p>1. Choose and apply to a simple sequence elements from unit 1 2. Perform a sequence of between 4 and 6 elements 3. Select appropriate elements to get maximum points</p> <p>1. Play with and against others 2. Make some attempt at attacking collaboratively 3. Make choices on where to stand when defending as part of a team</p>	<p>1. Select actions as a group to create a short dance phrase which reflects rhythmic qualities 2. Explore formations through the dance sequence 3. Perform dance phrases that express ideas and feelings</p> <p>1. Able to self-feed to send a ball to a partner using a racquet 2. Attempt to combine skills to perform a rally</p>	<p>1. Combine all ten elements of the Unit 2 body management in order 2. Refine and develop routine to ensure it is aesthetically pleasing 3. Perform with rhythm and control</p> <p>1. Perform a variety of static and dynamic balances 2. Identify the difference between a static and dynamic balance 3. Devise own static and dynamic balance sequence</p>	<p>1. Explore movement pathways in given formations 2. Practise switching from a group formation to a whole class performance 3. Practise performing and improve timing as a class</p> <p>1. Implement basic goalkeeping, attacking play and intercepting in games 2. Make early decisions in games 3. Practise to improve existing skills</p>	<p>1. Play in a volleyball style game 2. Play as an individual 3. Develop greater control of the ball</p> <p>1. Play as part of a team to field and hit to score. 2. Apply simple tactics to gameplay. 3. Play in different roles and positions.</p>	<p>1. Perform a range of skills in competition 2. Compete as part of a team 3. Persevere to complete a task</p> <p>1. Work as a team to score points as batters 2. Work as a team to restrict runs 3. Demonstrate skills learnt in wicket keeping or backstop</p>

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Year	3	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key vocabulary
<p>Gymnastics Unit 1: Develop body management 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>Netball: 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</p> <p>Dance Unit 1: 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. Worked as part of a group to create and perform short movement sequences to music.</p> <p>Tag Rugby: Can send a ball using hands and 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, passing and running with ball.</p> <p>Gymnastics unit 2: 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 sequence work—unison.</p> <p>Football: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.</p> <p>Dance Unit 2: Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Tennis: Experienced different types of hitting with their hand and racquets. Able to recognise boundaries on courts/playing areas. Recognise how to score points in a game.</p> <p>Hockey: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ 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</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ perform dances using a range of movement patterns</li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		<p>Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different.</p> <p>Dance: dance, twist, turn, rhythm, step, music, beat, stretch, levels, fast, slow, direction, huddle, group, mood, feeling, musicality, emotions, facial expression, improvisation, rehearse, director, Do Se Do, hop step ball change, dynamics, partner work, floor patterns, shape, angular, energetic, strong, mirroring, linear.</p> <p>Games</p> <p>Netball: space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, shooting, zones, intercept</p> <p>Tag Rugby: space, pass, accurately, mark, dodge, attack, defend, footwork, possession, change of direction, tactics, teamwork, zones, intercept, sidestep, send, tag, release, safe, passing back, feint</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p> <p>Tennis: hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.</p> <p>Cricket: batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings</p> <p>Rounders: batting, fielding, bowling, bat, bases, ball, run, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce</p>

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<p>Cricket: 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</p> <p>Rounders: 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.</p> <p>Athletics: 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.</p>						
	Sequence of Learning: Gymnastics - Unit 1 Netball	Sequence of Learning: Dance Unit 1 Tag Rugby	Sequence of Learning: Gymnastics unit 2 Football	Sequence of Learning: Dance - Unit 2 Tennis	Sequence of Learning: Hockey Cricket	Sequence of Learning: Rounders Athletics
1	<p>1. Create a sequence of 2 contrasting elements 2. Demonstrate extension in shapes 3. Produce flow in sequence.</p> <p>1. Pass and receive the ball in a variety of ways 2. Work collaboratively to keep possession by passing accurately 3. Explain how accurate passes help when attacking</p>	<p>1. Explore creating characters and narratives 2. Select and apply actions to a dance phrase 3. Discuss your own and others work with some awareness of dance choreography.</p> <p>1. Grasp the principle of moving forward to score over a line. 2. Judge when to move to evade taggers. 3. Select when to use speed to score points</p>	<p>1. Recap front support and rolling from dish to arch 2. Introduce leaning towards 'Japania.' 3. Link smoothly Japania—arch—front support—lower to ground.</p> <p>1. Work collaboratively to work towards and score goals. 2. Move towards the ball and receive under control 3. Recap and use passing and trapping skills to play in a game.</p>	<p>Discuss examples of professional work and identify the style 2. Copy and apply dance actions in a specified order 3. Work with a partner to perform a dance phrase.</p> <p>1. Play in a game against an opponent 2. Throw or hit a ball over a bench to score points 3. Get in the ready position to catch or return a ball before it bounces twice.</p>	<p>1. Recognising key features of a hockey stick, including how to hold it 2. Play and control the ball using the flat part of the stick 3. Attempt to dribble and score.</p> <p>1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs</p>	<p>1. Hit a stationary ball into space 2. Retrieve and throw the ball as a fielder 3. Explain how fielders work together to restrict batters runs.</p> <p>1. Challenge yourself to jump in a variety of ways 2. Beat previous distances when jumping 3. Copy and describe what others have done</p>
2	<p>1. Explore a greater range of contrasting actions 2. Copy a partners sequence 3. Define what contrast is and how it applies to sequences.</p> <p>1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free.' 3. Discuss &amp; explain why you need to be free from a player when receiving the ball</p>	<p>1. Explore characters using keywords 2. Use performance skills to communicate.</p> <p>1. Perform a range of ball handling skills. 2. Find ways of managing sending and receiving (experiment). 3. Practice techniques for retrieving, sending and receiving.</p>	<p>1. Identify the primary muscles used for jumping 2. Engage muscles to jump high, straight and far 3. Bouncing and broad jumping in sequence.</p> <p>1. Move to stay with an attacking player. 2. Demonstrate two types of marking and attacking the player (front marking and goal side marking). 3. Discuss and debate the benefits and weaknesses of each type of marking.</p>	<p>1. Explore different ways of travelling and link it to the style of dance. 2. Work as a team to follow floor patterns and create shapes 3. Create some travelling dance steps which follow a floor pattern.</p> <p>1. Recognise the types of hitting needed for different areas of the court 2. Throw/hit to targets on a court 3. Use long high throws/hits for far targets and short low throws/hits for closer targets.</p>	<p>1. Control the ball and pass into space 2. Work collaboratively to move the ball 3. Play in a 2 v 3 game.</p> <p>1. Bowl an underarm ball at a target 2. Bowl with some consistency in a game situation 3. Work collaboratively to send the ball back to the bowler.</p>	<p>1. To bowl an underarm ball at a target at an appropriate height 2. To bowl with some consistency in a game situation 3. To work collaboratively to send the ball back to the bowler.</p> <p>1. Run at different speeds 2. Start-stop and change pace with control 3. Demonstrate agility in running</p>
3	<p>1. Consolidate and improve the quality of basic rolls 2. Explain how strength and flexibility applies to rolls 3. Work with a</p>	<p>1. Perform and communicate ideas as part of a group 2. Develop movements using improvisation 3. Demonstrate</p>	<p>1. Mirror and match actions with a partner 2. Move in unison with a partner 3. Perform a leg raise dish and half leaver with partner.</p>	<p>1. Identify different dance quality dynamics and apply these to movement 2. Explore performance quality (facial</p>	<p>1. Use defensive body position in preparation for tackling 2. Use defensive position to force a mistake and knock balls away</p>	<p>1. Strike a bowled ball 2. To apply simple tactics to choose where to hit the ball 3. Count and remember runs scored.</p>

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	<p>partner to perform a roll sequence.</p> <p>1. To play in attacking &amp; defending zones 2. To demonstrate collaborative attacking play 3. To keep possession of the ball to build an attack</p>	<p>awareness of cannon and accumulation.</p> <p>1. Explore a range of techniques to avoid being tagged. 2. Evade players to score points. 3. Communicate with others to score points.</p>	<p>1. Practice defensive tackling. 2. Apply defensive tackling to game scenarios. 3. Describe important aspects of tackling.</p>	<p>expression and focus) and apply these to the dance 3. Create some dance movements which demonstrate the stylistic dynamics of Barn Dance.</p> <p>1. Demonstrate an underarm serve (over cones or benches) 2. Explain when a service is used 3. Serve with some accuracy to targets.</p>	<p>from ball carrier 3. Attempt defensive body positioning in a game to force a mistake.</p> <p>1. Strike a bowled ball 2. Apply simple tactics to choose where to hit the ball 3. To score runs.</p>	<p>1. Combine running and jumping 2. Jump over apparatus with control and balance 3. Judge speed to jump safely.</p>
4	<p>1. Consolidate and improve the quality of basic jumps 2. Jump high and far off low apparatus 3. Work in groups of 3/4 to create a rolling and jumping sequence.</p> <p>1. Create opportunities to shoot 2. Identify and use the 1m distance rule in a game 3. Apply the role of a goal shooter</p>	<p>1. Introduce the use of a prop 2. Work with others to improve a 4 action routine.</p> <p>1. Improve passing skills on cue. 2. Accept when you've been tagged. 3. Play in a sportsmanlike way in both defence and attack.</p>	<p>1. Revisit previous learning on front support and arch 2. Introduce Japana and its progressions 3. Link smoothly from Japana—front support—lower to ground.</p> <p>1. Use dribbling to progress forward. 2. Combine dribbling and passing to benefit the team. 3. Show dribbling in a game.</p>	<p>1. Identify different types of action used in Barn Dance 2. Create original dance actions which suit the style of Barn Dance 3. Recognise Barn Dance style actions in others' work.</p> <p>1. Move towards a ball to return (hand or racquet) 2. Perform a forehand shot on a moving ball.</p>	<p>1. Control the ball and pass unchallenged 2. Move into space to receive the ball 3. Use control to work together as a team to score points.</p> <p>1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball to the field.</p>	<p>1. Stop a moving ball with consistency 2. Collect and return a moving ball 3. Work as a team to stop and pass the ball to the field.</p> <p>1. Throw for accuracy 2. Throw for distance 3. Experiment with a variety of throws.</p>
5	<p>1. Perform in unison with a partner 2. Translate unison into contrasting actions 3. Identify when they use strength in their sequence.</p> <p>1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter &amp; longer distances 3. Use shoulder pass in a game to build attacking play.</p>	<p>1. Incorporate facial expression into a dance phrase 2. Describe ways to improve self and others performances.</p> <p>1. When defending get close to the ball carrier. 2. Work together as defenders. 3. Explain what is meant by closing down space.</p>	<p>1. Introduce box splits; full, right and left 2. Introduce shoulder flexibility shape (see diagram) 3. Perform some dynamic and static stretches to improve range of movement.</p> <p>1. Pass the ball to players over distance. 2. Work collaboratively to select when is the best time to use a long pass. 3. Attempt distance passes in games to work towards a goal.</p>	<p>1. Identify different types of partner action used in Barn Dance 2. Create original partner dance actions which suit the style of Barn Dance 3. Recognise Barn Dance style partner actions in others' work.</p> <p>1. Perform in a rally with a partner 2. Keep track of the score and aim to beat the previous score during a rally 3. Describe the skills needed to keep a rally going.</p>	<p>1. Practise agility skills 2. Identify when you would need to use agility in hockey 3. Use agility in a small sided game.</p> <p>1. Throw over longer distances using overarm throw 2. Recognise when to throw over longer distances 3. Recognise rules of the modified game and use fairly.</p>	<p>1. Throw over longer distances using overarm throw 2. Throw to appropriate bases based on the scenario of each conditioned game.</p> <p>1. Practice a variety of skipping techniques 2. Participate in skipping challenges against self and others 3. Discover ways to skip with a partner.</p>
6	<p>1. Choose and apply contrasting shapes in a sequence 2. Work in a group of 3 or 4 to produce a contrasting sequence 3. Include unison in sequence.</p> <p>1. Use a range of accurate passes to build an attack 2. Use tactics and work together to score goals 3. Suggesting ways to improve own &amp; others game.</p>	<p>1. Perform to an audience 2. Describe and evaluate features in a dance 3. Watch and make decisions on how to improve own performance.</p> <p>1. Implement new skills in AFL game. 2. Experienced passing back in an unopposed situation. 3. Listen to others to work as a team.</p>	<p>1. Combine all elements of unit 2 body management in the order taught: Bounce—the dish with an alternating leg out—half lever—Japana—arch—front support—lower to ground—right split—box split—left split—shoulder shape—broad jump 2. Perform demonstrating flexibility and extension in actions.</p> <p>1. Implement skills learnt over the 6 lessons into games. 2. Use</p>	<p>1. Refine dance material for performance 2. Identify strengths and areas for improvement in other groups' Barn Dances 3. Apply feedback from others to improve performance.</p> <p>1. Play in games against other children 2. Use forehand hitting skills to score points 3. Move towards the ball to return to the other side.</p>	<p>1. Grasp and use some of the basics rules of the game 2. Play avoiding control with ball and feet 3. Implement some skills learned throughout unit in the game.</p> <p>1. Use accurate throws to return a ball from the field 2. Strike a bowled ball to score runs for your team 3. Suggesting ways to improve own &amp; others game.</p>	<p>1. Use accurate throws to return a ball to the bases/bowler 2. Strike a bowled ball to score runs for your team 3. Suggest ways to improve own &amp; others game.</p> <p>1. Participate in running, throwing and jumping activities 2. Work as a team to try and score points in running, throwing and jumping activities 3. Identify ways to improve own, and others work.</p>

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			passing on the move skills with a teammate where appropriate (moving towards the goal) 3. Evaluate what areas you have been applying well and which require improvement.			
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Year	4	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key vocabulary
<p>Gymnastics Unit 1: 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.</p> <p>Netball: To be able to perform basic netball skills including passing and catching using recognised throws. To use space effectively to build attacking play. To implement the basic rules of netball.</p> <p>Dance Unit 1: Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop.</p> <p>Tag Rugby: 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.</p> <p>Gymnastics Unit 2: Can identify similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive moves into floor work through jumps and leaps. Can show increasing flexibility in shapes and balances.</p> <p>Football: 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</p> <p>Dance Unit 2: Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position.</p> <p>Tennis: Have experienced playing some tennis rules. Have explored serving in tennis. Can play with a racquet to hit using some shots.</p> <p>Hockey: Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ 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</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ perform dances using a range of movement patterns</li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		<p>Gymnastics: fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.</p> <p>Dance: dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames, Contact, dynamics, communicate, character, focus, floor pattern, speed, size, background, ornamentation, facing.</p> <p>Netball: control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass.</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, compete, evade, pace, pickup, step.</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession.</p> <p>Tennis: hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot.</p> <p>Cricket: 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</p> <p>Rounders: batting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder, balls, shot, forward.</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce.</p>

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<p>Cricket: 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</p> <p>Rounders: Experienced different types of striking and fielding games including some rounders game. Able to throw and catch balls. Experienced striking a bowled ball and applying the rules of a game</p> <p>Athletics: 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.</p>						
	Sequence of Learning: Gymnastics - Unit 1 Netball	Sequence of Learning: Dance Unit 1 Tag Rugby	Sequence of Learning: Gymnastics unit 2 Football	Sequence of Learning: Dance - Unit 2 Tennis	Sequence of Learning: Hockey Cricket	Sequence of Learning: Rounders Athletics
1	<p>1.Compose and perform a sequence of 6 elements 2. Use compositional ideas including changes in speed &amp; direction 3. Teach your sequence to a partner.</p> <p>1. Pass and receive the ball in a variety of ways 2. Work collaboratively to keep possession by passing accurately 3. Explain how accurate passes help when attacking</p>	<p>1. Develop dance 'freeze frames' based on a visual stimulus 2. Work in small groups to create freeze-frame positions.</p> <p>1. Pass and receive the ball with accuracy 2. Work as a team to attack 3. Explain the importance of accurate passing</p>	<p>1. Link balance and travel with given actions 2. Introduce weighted bunny hop 3. Show control and tension.</p> <p>1. Work collaboratively to work towards and score goals. 2. Move towards the ball and receive under control 3. Recap and use passing and trapping skills to play in a game.</p>	<p>1. Watch professional work and describe how the action communicates the theme 2. Watch and copy/perform specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts.</p> <p>1. Be in correct position to move and receive/return balls 2. Be alert to your opposing player 3. Identify types of throws to different targets</p>	<p>1. Pass and receive the ball with accuracy 2. Work collaboratively to attack a goal 3. Explain how accurate passes help when attacking.</p> <p>1. Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score.</p>	<p>1.Throw and catch the ball with increasing accuracy 2. Hit the ball into zones to score points 3. Work as an individual to keep score.</p> <p>1. Challenge yourself to jump in a variety of ways for distance and height 2. Show different ways of running 3. Compare different throws with different equipment</p>
2	<p>1.Work with a partner to create a sequence in unison 2. The sequence should be taught to and combined with another pair to make a four-person sequence.</p> <p>1. Recognise the need to get 'free' from opposition players 2. Demonstrate dodging techniques to get 'free.' 3. Discuss &amp; explain why you need to be free from a player when receiving the ball</p>	<p>1. Develop freeze frame positions to include transitions 2. Demonstrate how to link positions in a variety of ways 3. Practice and perform a slide and roll.</p> <p>1. Run with the ball using the correct technique 2. Receive the ball in a game and use changes of speed to create space 3. Able to successfully pick up the ball when running.</p>	<p>1. Experiment with one footed balances 2. Introduce roll over the shoulder to knees 3. Combine start, weighted bunny hop, three travelling steps, arabesque, roll over the shoulder to knees.</p> <p>1. Move to stay with an attacking player. 2. Demonstrate two types of marking and attacking the player (front marking and goal side marking). 3. Discuss and debate the benefits and weaknesses of each type of marking.</p>	<p>1. Perform movements with specific dynamic qualities to give them meaning 2. Create movement in specific dynamic qualities to tell a story 3. Recognise and apply formations to group work to help communicate the story.</p> <p>1. Explore techniques used in a forehand shot 2. Play in small games against opposition using forehand shots to score points.</p>	<p>1. Control ball when moving around players unchallenged 2. Move into space at speed to receive and send the ball 3. Use control on the ball to keep possession within a game.</p> <p>1. Anticipate when to run to score singles 2. Work with a partner to score runs 3. Run at speed to avoid being run out.</p>	<p>1.Anticipate how many zones the batter can run to 2. Run at speed to avoid being stumped out.</p> <p>1. Assess what fast running feels like 2. Practice and perform running at speed 3. Compete over shorts distances against self and others.</p>
3	1.Compose a sequence of actions including some element of weight	1. Learn and replicate a set phrase 2. Develop a short dance	1. Identifying muscle groups to support front and side support 2.	1. Copy and rehearse travelling movements across space and	1. Keep possession of the ball in small groups un-challenged 2.	1.Choosing position when fielding to try to stop a ball 2. Intercept

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	<p>on hands 2. Demonstrate control &amp; body tension when taking weight on hands.</p> <p>1. To play in attacking &amp; defending zones 2. To demonstrate collaborative attacking play 3. To keep possession of the ball to build an attack</p>	<p>using unison and formations 3. Describe different formations.</p> <p>1. Keep possession of the ball in small groups unchallenged 2. Keep possession of the ball and progress up the pitch consistently.</p>	<p>Take part in a series of mini Tabata.</p> <p>1. Practice defensive tackling. 2. Apply defensive tackling to game scenarios. 3. Describe important aspects of tackling.</p>	<p>perform with control 2. Create travelling movements with floor patterns which help to tell a story 3. Perform with the music, in front of peers without prompts.</p> <p>1. Introduce backhand shots 2. Attempt to self-feed for backhand shots 3. Identify the differences between forehand and backhand shots.</p>	<p>Use reverse stick to stop the ball on the far side of the body 3. Keep possession of the ball and progress consistently.</p> <p>1. Intercepting a moving ball over varying distances 2. Intercept balls to stop runs in game situations 3. Work with team to return balls in the field.</p>	<p>balls to stop runs in game situations 3. Work with team to return balls in the field.</p> <p>1. Use running to increase the distance of jumps 2. Judge speed to take off a specified point 3. Demonstrate control upon take off.</p>
4	<p>1. Work in groups of 4 to compose a 6 element sequence 2. Each member of the group select and plan a compositional component to change the sequence, e.g. levels, matching, speed.</p> <p>1. Create opportunities to shoot 2. Identify and use the 1m distance rule in a game 3. Apply the role of a goal shooter</p>	<p>1. To perform in cannon routines and cannon lines 2. Improve and extend mission set phrase.</p> <p>1. Increase distances on passes 2. Able to identify when to run or pass 3. 1. catch ball 2. run straight 3. once tagged pass.</p>	<p>1. Recap core muscles needed to support transitions 2. Work with a partner to practise, refine transition between movements with control 3. Practise front support, press up, to side support and pike using increased control of core from the last session.</p> <p>1. Use dribbling to progress forward. 2. Combine dribbling and passing to benefit the team. 3. Show dribbling in a game.</p>	<p>1. Copy and perform actions which communicate the way a snake moves 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices.</p> <p>1. Demonstrate ready position to return serve 2. Move towards and return a moving ball 3. Return balls to different places on the court.</p>	<p>1. Increase distance on passes 2. Be able to use the slap pass with some accuracy 3. To be able to use the rules of the game to monitor play.</p> <p>1. Bowl overarm from a stationary position at a target 2. Attempt to bowl overarm in a game 3. Bowl from both ends of the wicket (over or underarm).</p>	<p>1. Attempt to under arm bowl to batters 2. Use underarm bowl technique in a game situation 3. Describe the rules of and surrounding underarm bowling.</p> <p>1. Introduce sling technique for discus throws 2. Practice wind up technique 3. Practice with different equipment.</p>
5	<p>1. Each member of the group implement a compositional component to change the sequence, e.g. levels, matching, speed 2. Refine and perform as a group a 6 element sequence.</p> <p>1. Throw over longer distances using shoulder pass 2. Recognise which throw is needed over shorter &amp; longer distances 3. Use shoulder pass in a game to build attacking play.</p>	<p>1. Sequence movements in a logical order 2. Work collaboratively in small groups to refine movements 3. Evaluate my work.</p> <p>1. Receive ball and run into space 2. Receive ball in a game and use a change of speed to create space.</p>	<p>1. Develop balances for taking weight on shoulders 2. Progress shoulder balance to shoulder stand 3. Recapping cartwheel.</p> <p>1. Pass the ball to players over distance. 2. Work collaboratively to select when is the best time to use a long pass. 3. Attempt distance passes in games to work towards a goal.</p>	<p>1. Work with others sensibly as part of a team 2. Stay in contact with others to create large movements 3. Stay focused and perform contact work with others.</p> <p>1. Use tennis skills to play in doubles games 2. Work together to score points 3. Work together to stop opposition scoring points.</p>	<p>1. Turn with the ball unchallenged 2. Receive the ball and turn in to space 3. Receive the ball in a game &amp; move into space by turning.</p> <p>1. Use the pull shot in isolation 2. Attempt a pull shot in a game situation 3. Decide where to field against someone who can hit a pull shot.</p>	<p>1. Show the standing position of a backstop 2. Make quick decisions about where to throw to backstop 3. Play in backstop role in a small game situation.</p> <p>1. Perform running on a curve 2. Perform a baton exchange 3. Analyse as a team how to improve the baton exchange.</p>
6	<p>1. Perform existing sequence to be judged 2. Act as judges to evaluate a group sequence 3. Compare and contrast group performances.</p> <p>1. Use a range of accurate passes to build an attack 2. Use tactics and work together to score goals 3. Suggesting ways to improve own &amp; others game.</p>	<p>1. Create a 5 action routine following the theme 2. Practice and perform a routine which includes an 'entering' start position.</p> <p>1. Use different length passes to attack 2. Use tactics and teamwork to score tries 3. Suggest ways to improve own and others game.</p>	<p>1. Combine all elements of Unit 2 Sequence in order taught 2. Perform demonstrating smooth transitions.</p> <p>1. Implement skills learnt over the 6 lessons into games. 2. Use passing on the move skills with a teammate where appropriate (moving towards the goal) 3. Evaluate what areas you have</p>	<p>1. Refine dance material for performance 2. Identify strengths and areas for improvement in other groups' choreography 3. Apply feedback from others to improve performance.</p> <p>1. Play in a game keeping score 2. Describe how to score in a variety of different sceneries in tennis 3. Play competitively and</p>	<p>1. Use a range of passes to build an attack 2. Use tactics and teamwork to score goals 3. Suggest ways to improve own &amp; others game.</p> <p>1. Use overarm bowling in a game situation with some consistency 2. Effectively stop a bouncing ground ball 3. Identify and describe successful play.</p>	<p>1. Identify and describe successful play 2. Play in a game using rounders scoring system 3. Describe how to score a full rounder and how to score a half rounder.</p> <p>1. Work together in small teams to score points on running, jumping and throwing activities 2. Challenge self to improve scores using appropriate techniques 3.</p>

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			been applying well and which require improvement.	cooperatively with others and against others.		Evaluate to aim to improve performance second time.
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Year	5 and 5/6	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key vocabulary
<p>Gymnastics Unit 1: 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.</p> <p>Netball: Introduced to high five netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules of high five. Developed netball skill such as marking and footwork</p> <p>Dance Unit 1: 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.</p> <p>Tag Rugby: To consistently perform basic tag rugby skills. Implement rules, develop tactics in competitive situations. To increase speed and endurance during gameplay.</p> <p>Gymnastics Unit 2: Have created longer and more complex sequences and can adapt performances. Can compare performances and judge strengths and areas for improvement. Can select a component for improvement, for example, timing or flow. Have developed an increased range of body actions and shapes to include in a sequence.</p> <p>Football: Introduced to some defensive skills. Can dribble in different directions using different parts of their feet. Pass for distance. Evaluate skills to aid improvement.</p> <p>Dance Unit 2: 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.</p> <p>Tennis: Explored forehand and backhand shots. Worked to serve and return serve. Can identify good positions to stand on court.</p> <p>Hockey: Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>♣ use running, jumping, throwing and catching in isolation and in combination</li><li>♣ 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</li><li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>♣ perform dances using a range of movement patterns</li><li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li><li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>		<p>Gymnastics: symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical.</p> <p>Dance: dance, stretch, levels, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, locomotion, Bangra, wall patterns, steps, dance style, Performance quality, dynamics, floor patterns, assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chaîné, retrograde, inversion, instrumentation, fragmentation.</p> <p>Netball: control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop pass, turn over, lose pass</p> <p>Football: control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side.</p> <p>Tennis: hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles</p> <p>Hockey: control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.</p> <p>Cricket: stance, bowling, bat, wicket, stumps, crease, boundary, batsman, bowler, wicketkeeper, bail, field, innings, strike, cross, four, six, single, over, balls, shot, forward, defensive, offensive.</p> <p>Rounders: stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive</p> <p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass.</p>

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<p>Cricket: Developed a range of striking, fielding &amp; Cricket 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.</p> <p>Rounders: Developed a range of striking, fielding &amp; 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.</p> <p>Athletics: 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.</p>						
	Sequence of Learning: Gymnastics - Unit 1 Netball	Sequence of Learning: Dance Unit 1 Tag Rugby	Sequence of Learning: Gymnastics unit 2 Football	Sequence of Learning: Dance - Unit 2 Tennis	Sequence of Learning: Hockey Cricket	Sequence of Learning: Rounders Athletics
1	<p>1. Complete a four-element sequence containing actions at different heights and speeds 2. Take weight on hands to move forward 3. Include symmetrical and asymmetrical shapes</p> <p>1. Practise/recap the techniques for a bounce pass 2. Use a bounce pass in a game situation 3. Play as an attacking team and as a defending team</p>	<p>1. To be able to perform a non-locomotor movement 2. To apply some basic Bollywood actions to a dance phrase 3. To perform solo.</p> <p>1. Explain the role of a defender in a competitive game 2. Tag opposition players in isolation 3. Apply basic defensive positions in a game.</p>	<p>1. Work with a partner to create a 6 element sequence 2. Perform a variety of actions 3. Work within/on set pathway.</p> <p>1. Turn with the ball unchallenged 2. Receive the ball and turn into space 3. Receive the ball and turn to shoot</p>	<p>1. Watch professional work and describe how the action communicates the theme 2. Watch and copy/perform specific dance actions to communicate the theme 3. Create dance actions which communicate the theme using prompts.</p> <p>1. Play against an opponent to score points 2. Recap the different shots learnt in the previous unit and apply to the game (forehand &amp; backhand)</p>	<p>1. Explain the role of a defender in a competitive game 2. Use the block tackle in isolation 3. Apply basic defensive positions in a game.</p> <p>1. Work with a partner to score runs 2. Start sprints with power to run between wickets 3. Select a shot to direct the ball.</p>	<p>1. Apply rules of the game consistently 2. Sprint with power to run between zones 3. Direct the ball to hit target areas.</p> <p>1. Run as part of a relay team for speed and distance 2. Run for as long as possible as an individual 3. Identify and use appropriate encouragement for teammates.</p>
2	<p>1. Explore symmetry as applied to both balance and travel 2. Compose an individual symmetrical sequence 3. Attempt to combine sequences with a partner to create paired symmetrical sequences.</p> <p>1. Attempt to find space in activity/game 2. Communicate with teammates when moving into space 3. Practise using different techniques when trying to find space</p>	<p>1. To be able to perform non-locomotor and locomotor movements together 2. To link movements into a short dance phrase 3. To work with a partner to develop and remember dance phrase.</p> <p>1. Running and passing accurately and consistently 2. Identifying when to run into space and when to pass into space 3. Work as a team to score trys.</p>	<p>1. Refine round off technique with a focus on the extension of limbs 2. Create three asymmetrical balances with partner 3. Select one asymmetrical balance to link with a round-off and perform with a partner.</p> <p>1. Recognise space and opportunities for running with the ball 2. Travel quickly and effectively with the ball 3. Select appropriate conclusion to run e.g. shoot, pass, dribble.</p>	<p>1. Copy and perform actions which communicate the idea of a hero 2. Manipulate and develop given action using devices 3. Manipulate and develop own action using devices.</p> <p>1. Identify the techniques used in a volley shot 2. Be prepared and ready to return using a volley shot 3. Describe the purpose of/when to use a volley shot.</p>	<p>1. Dribble and shoot with accuracy 2. Pass into the D to shoot 3. Work as a team to score within the D.</p> <p>1. Throwing a ball for accuracy 2. Using the short throw to run players out 3. Positioning to catch the ball for run out in a game scenario.</p>	<p>1. Throwing a ball for accuracy 2. Using the short throw to stump players out 3. Positioning to catch the ball on a base to stump.</p> <p>1. Measure distance of run in a given time 2. Recognise the importance of setting a pace for longer runs 3. Work to improve distance covered in set times.</p>



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3	<p>1. Explore asymmetrical balances and travels 2. Compose an individual asymmetrical sequence 3. Attempt to combine sequences with a partner to create a paired asymmetrical sequence.</p> <p>1. Both opposed and in isolation, use different dodging skills 2. Describe the different ways of 'dodging' and which you could improve 3. (Some) – use dodging effectively to get away from opponents.</p>	<p>1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use performance skills in their dance.</p> <p>1. Identify the basic principles of defence 2. Developing tactics to deny space for the opposition 3. Apply basic defensive principles to a game situation.</p>	<p>1. Practise, refine and perform over shoulder roll into a handstand 2. Attempt full turn and half turn jump with control 3. Link elements together with elements from lesson 2.</p> <p>1. Combine running with the ball and sending into space 2. Selecting where to pass the ball on completion of a run 3. Apply running and sending in a game.</p>	<p>1. Perform clear shapes and build patterns as part of a team using formations 2. Use a variety of levels within one group shape 3. Create varied dance movements in a group using level and formations.</p> <p>1. Recognise components of the overhead shot 2. Use overhead shot to clear from the back of the court 3. Describe when to use an overhead shot.</p>	<p>1. Identify how to mark an opponent 2. Mark and intercept the ball 3. Apply basic marking to a game situation.</p> <p>1. Keeping wicket to stump and run out batters 2. Anticipating the rise of the bowled ball 3. Keeping wicket in a game situation.</p>	<p>1. Following the path of a bowled ball 2. Attempting to catch a backwards hit.</p> <p>1. Identify &amp; recognise most effective jumping style for distance 2. Set targets to jump further 3. Explore combining jumping sequences, e.g. hop, step, jump.</p>
4	<p>1. Introduce partner counter balances 2. Work together to complete trust exercise 3. Create a short sequence that contains counter balances.</p> <p>1. Practise pivoting 2. Use pivoting in a game to make more successful passes.</p>	<p>1. Describe what line dancing is and some of the key features 2. Perform in isolation some line dancing steps 3. Perform a basic 1,2 and 4 wall line dance as a class.</p> <p>1. Maintaining possession having intercepted the ball 2. Moving the ball over short distances 3. Receiving the ball over a short distance.</p>	<p>1. Perform a sequence of actions learned in unit 2 2. Give and receive feedback for sequence and work to improve 3. Link taking weight on hands in preparation for next part of a sequence.</p> <p>1. Play in a restricted position 2. Choose when to change position in a game 3. Move into space to open up play.</p>	<p>1. Copy and execute a high energy jump sequence 2. Create a short elevation sequence communicating the idea of villains 3. Perform an elevation sequence with control.</p> <p>1. Play with others to score and defend points 2. Recognise differences in where you might stand in doubles play 3. Describe any different/additional rules when playing doubles.</p>	<p>1. Clearing the ball from danger in defence 2. Moving the ball over longer distances 3. Receiving the ball from longer distances.</p> <p>1. Increase accuracy of overarm bowling considering flexibility 2. Overarm bowl with a run-up 3. Apply overarm bowling consistently in a game.</p>	<p>1. Applying backwards hit rule as a batter 2. Applying backwards hit tactics as a backstop.</p> <p>1. Develop push technique using a variety of objects 2. Compare and contrast the differences between pushing a variety of objects 3. Use push throw accurately and aim for targets.</p>
5	<p>1. Apply compositional ideas to counter balances 2. Move smoothly from one balance to another with partner 3. Show clear individual movements.</p> <p>1. Recap one-handed shooting 2. Introduce two-handed shooting 3. Play the role of the shooter in a game.</p>	<p>1. Perform 3 line dance steps in isolation 2. With a partner combine 3 steps to make a short movement phrase 3. Use knowledge of basic line dance steps to create their own.</p> <p>1. Keep possession as a team with pressure from defenders 2. Use the 'magic diamond' in a game situation.</p>	<p>1. Devise warm up for stretching core 2. Choose transition from feet to bridge 3. Choose an appropriate finishing position for the sequence.</p> <p>1. Distinguish between when teams are in possession of the ball and when it is lost 2. As an individual challenge themselves to maintain possession 3. Act as a team to maintain possession.</p>	<p>1. Copy and execute movement to communicate narrative 2. Develop movement by using formations and floor patterns 3. Create movement on a low level which communicates an attack.</p> <p>1. Practice and refine moving towards the ball aiming to prevent the second bounce 2. Approach the ball forehand and backhand.</p>	<p>1. Keep possession as a team with pressure from defenders 2. Use a range of simple skills to stop, control and send 3. To drag the ball the move away from a defender.</p> <p>1. Recognise when to play a defensive shot 2. Play a forward defensive shot in isolation 3. Attempt a forward defensive shot in a game situation.</p>	<p>1. Recognise where to play shot to 2. Find the gaps in the field in a game situation.</p> <p>1. Perform baton exchange as part of a relay team 2. Anticipate when to start moving on the exchange 3. Perform baton exchange in a given area.</p>
6	<p>1. Redo AFL task in pairs including symmetrical and asymmetrical balances, travel, partner and counter partner balances 2. Show sequence to another couple, evaluate others sequence to select a component for improvement 3. Practise and refine an area for improvement.</p>	<p>1. Combine 3 new dance steps with previously learnt steps 2. Work collaboratively with a group of 4 3. Practise and improve dance to perform for others.</p> <p>1. To work cooperatively as a team to defend and attack 2. Use simple skills to keep possession 3. Attempt to select the 3 step then</p>	<p>1. Combine all actions: Round off, an asymmetrical balance of choice, over the shoulder roll to handstand, half/full turn, two linked cartwheels/weight on hands, too bridge/crab to finish of own choice.</p> <p>1. Implement skills developed throughout the unit 2. Control a bouncing ball with more confidence 3. Work with team to discuss and</p>	<p>1. Use facial expression, dynamics and focus to communicate character and narrative 2. Work effectively with others to improve movement quality 3. Perform clearly and with confidence.</p> <p>1. Play in games with and against others using a variety of tennis shots 2. Evaluate ways to improve points scored in games.</p>	<p>1. To work cooperatively as a team to defend &amp; attack 2. Use simple skills to keep possession 3. Explain how a passage of play was effective.</p> <p>1. Attempt a range of shots in a game situation 2. Bowl with accuracy from a short run 3. Field with some awareness of batters strengths.</p>	<p>1. Field with some awareness of batters strengths 2. Recognise fielders positioned for left and right handed players 3. Distinguish differences between deep and close fielding.</p> <p>1. Develop as a small group either a run, jump or throwing event 2. Choose appropriate distance,</p>

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1. To work cooperatively as a team to defend and attack 2. Use skills learnt to keep possession 3. Explain how a passage of play was effective.	pass tactic to gain attacking momentum.	improve performance after each game.			equipment, time and space 3. Teach event to another group.
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Year	6	Subject	PE	Academic Year 2023-2024
Prior Knowledge		End Point		Key vocabulary
<p><b>Gymnastics Unit 1:</b> Can create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Can develop symmetry individually, as a pair and in a small group. Can compare performances and judge strengths and areas for improvement.</p> <p><b>Netball:</b> 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</p> <p><b>Dance Unit 1:</b> Have performed different styles of dance fluently and clearly. Refined &amp; improved dances adapting them to include the use of space rhythm &amp; expression. Worked collaboratively in groups to compose simple dances. Recognized and commented on dances suggesting ideas for improvement.</p> <p><b>Tag Rugby:</b> To combine basic tag rugby skills such as catching and quickly passing in one movement. To be able to select and implement appropriate skills in a game situation. To begin to play effectively when attacking and defending. To increase the power of passes so the ball can be moved quickly over greater distance.</p> <p><b>Gymnastics Unit 2:</b> 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.</p> <p><b>Football:</b> Can play effectively in a variety of positions and formations on the pitch. Related a greater number of attacking and defensive tactics to gameplay. Have attempted more skills when performing movements at speed.</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ use running, jumping, throwing and catching in isolation and in combination</li> <li>♣ 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</li> <li>♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>♣ perform dances using a range of movement patterns</li> <li>♣ take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		<p>Gymnastics: flight, vault, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility</p> <p>Dance: motif, phrase, street dance, Hakka, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics, canon, contrast, variation, dynamics, facial expression, focus, devices, group devices, speed, level.</p> <p>Netball: control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking.</p> <p>Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support.</p> <p>Football: 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>Tennis: hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles.</p> <p>Hockey: 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>Cricket: 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>Rounders: stance, bowling, bat, box, batsman, bowler, backstop, field, innings, strike, cross, rounder, half-rounder, over, balls, shot, defensive, offensive, predict, place, select, tactics.</p>

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<p>Dance Unit 2: Using professional examples to inspire ideas for explosive action. Owning and exploring new movement possibilities. Work with devices to add interest to 'action' and explore different types of jumps.</p> <p>Tennis: 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.</p> <p>Hockey: Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.</p> <p>Cricket: Link together a range of basic cricket skills and used in combination. Collaborated as a team to choose, use and adapt rules in games. Relate some aspects of fitness which apply to cricket, e.g. power, flexibility and cardiovascular endurance.</p> <p>Rounders: 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.</p> <p>Athletics: Can sustain pace over short and longer distances. Able to run as part of a relay team working at their maximum speed. Can perform a range of jumps and throws demonstrating increasing power and accuracy. Can identify key strengths of a performer when running, jumping and throwing.</p>						Athletics: run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory.
	Sequence of Learning: Gymnastics - Unit 1 Netball	Sequence of Learning: Dance Unit 1 Tag Rugby	Sequence of Learning: Gymnastics unit 2 Football	Sequence of Learning: Dance - Unit 2 Tennis	Sequence of Learning: Hockey Cricket	Sequence of Learning: Rounders Athletics
1	1.Complete a six element sequence containing flight, contrasting shapes, and balances 2. Can take weight on hands to land on apparatus from flight 3. Include twists/turns and changes of speed and direction. 1. Practise/recap the techniques for a bounce pass 2. Use a bounce pass in a game situation 3. Play as an attacking team and as a defending team.	1. Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics. 1. Play effectively in attack and defence 2. Score points against opposition 3. Support player with the ball.	1.To work collaboratively with others in a small group situation 2. To create a ten element sequence on floor and apparatus 3. To include asymmetry in the sequence. 1. Play as an attacker and a defender 2. Pass to set up another player's shot on goal 3. Run onto the ball to attempt to shoot and score.	1.Use tension and extension to control body 2. Develop a simple sequence using actions and dynamics 3. Recognise the difference between actions and dynamics. 1. Play doubles tennis to score points against opposition 2. Defend points against opposition using teamwork skills to return balls over the court.	1. Play the role of both the defender and the attacker 2. Shoot from close range 3. Score points against opposition. 1. Demonstrate urgency in acquiring runs in a given time 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking bowling.	1. Demonstrate urgency in acquiring rounders in a specified innings length 2. Attempt both attacking and defensive play as a batter 3. Attempt attacking bowling. 1. Use power to improve the start of a short sprint 2. Refine running skills to improve times 3. Work with others to record accurate results.
2	1.Dismounting from varying heights 2. Make simple judgments about own work and choose what level to work 3. Magic chair	1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two	1.Experiment with a variety of stimuli such as a ball, a hoop or ribbon 2. Reproduce movements sympathetically to music.	1. Explore space and relationships in dance 2. Develop a movement phrase that incorporates at least two	1. Devise a warm-up for sending the ball over short distances 2. Perform a long corner routine as part of a team 3. Suggest ways to	1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game.

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	<p>landing, jump forwards beyond cone while still maintaining control, increase distance, jump into balance.</p> <p>1. Attempt to find space in activity/game 2. Communicate with teammates when moving into space 3. Practise using different techniques when trying to find space.</p>	<p>relationships and a spatial element.</p> <p>1. Devise a warm-up for short passes 2. Perform a set play off a free pass 3. Suggest ways to improve the set play.</p>	<p>1. Collaborate with a partner to implement simple defensive principles 2. Aim to deny attackers from moving into space 3. Aim to restrict space attackers have to play in.</p>	<p>relationships and a spatial element.</p> <p>1. Recap principles of a backhand shot 2. Describe why and when to use a backhand shot 3. Use a backhand shot when necessary in a game situation.</p>	<p>improve the success of long corners routines.</p> <p>1. Tracking and catching a high ball 2. Catching a high ball to get players out 3. Attempting catches in a competitive game.</p>	<p>1. Experiment with varying run up lengths for long jump 2. Select as an individual which length run up produces the longest jump.</p>
3	<p>1. Organise equipment in small groups to create flight sequence 2. Express cannon in sequences 3. Work collaboratively to assign a leader and share ideas for the sequence.</p> <p>1. Both opposed and in isolation, use different dodging skills 2. Describe the different ways of 'dodging' and which you could improve 3. (Some) – use dodging effectively to get away from opponents.</p>	<p>1. Remember and perform a simple phrase incorporating at least 3 actions 2. Use expression in a dance phrase 3. Develop movement action phrase in a group of 4.</p> <p>1. Communicate and devise tactics for attacking 2. Using the 'taking the distance, not the time' principle 3. Changing speed and direction to create try-scoring opportunities.</p>	<p>1. In same groups suggest and decide four criteria to judge sequences 2. Split into pairs to create a ten element sequence to be judged against chosen standards.</p> <p>1. Apply speed and accuracy to a penalty shot 2. Work as a team to attack rebounds from a penalty 3. Explain why certain areas of the goal are better than others to aim for.</p>	<p>1. Remember and perform a simple phrase incorporating at least 3 actions 2. Use expression in a dance phrase 3. Develop movement action phrase in a group of 4.</p> <p>1. Introduce the lob shot 2. Demonstrate a lob shot in isolated situations 3. Perform a lob shot in gameplay.</p>	<p>1. Identifying players that need to be marked 2. Use speed and agility to stay with an opponent 3. Consistently mark in an appropriate position.</p> <p>2. 1. Bowling the short ball 2. Using the short ball to tempt players to hit high 3. Attempt to catch the high ball of a short delivery.</p>	<p>1. Bowling the faster ball 2. Using the faster ball to deceive batters.</p> <p>1. Examine the link between height trajectory of a throw on distance 2. Use a variety of techniques including push, pull and sling 3. Work in a group to accurately record data for a range of equipment.</p>
4	<p>1. Include a piece of equipment assigned to the group (For example: throw down spots, hoops, etc.) 2. Refine individual aspects of sequence including jumps, starting and finishing position and use of cannon 3. Perform sequence to an audience.</p> <p>1. Practise pivoting 2. Use pivoting in a game to make more successful passes.</p>	<p>1. To develop a dance using an increased range of actions 2. Identify appropriate dynamics and group formations for a Hakka dance performance 3. To perform with consistency throughout.</p> <p>1. Recognise the difference between attacking and defensive tactics 2. Apply these tactics in games 3. Use the 'spaces not faces' idea to help their attacking play.</p>	<p>1. Work as part of a group to move collaboratively 2. Create pathways and patterns as a group 3. Use single action routines to develop pathway sequences.</p> <p>1. Devise a drill that develops the skill of attacking in pairs 2. Using STEP teach a skill to another group 3. Apply attacking in pairs skill to a game.</p>	<p>1. To develop a dance using an increased range of actions 2. Identify appropriate dynamics and group formations for a Hakka dance performance 3. To perform with consistency throughout.</p> <p>1. Play in a game against the opposition in doubles and singles using full tennis scoring systems 2. Appropriately score a tennis game using full tennis rules 3. Umpire a game of doubles and singles.</p>	<p>1. Channel opposition players away from the middle of the pitch 2. Using the banana run channel players to your strong side 3. Apply channelling skills into a game.</p> <p>1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict runs scored.</p>	<p>1. Track and retrieve the ball over distance 2. Identify when to work as pairs to field long balls 3. Explain how effective fielding can restrict rounders scored.</p> <p>1. Work in groups to set up running, throwing and jumping activities 2. Teach your activities to another group.</p>
5	<p>1. Devise pulse raising warm up which develops flexibility 2. Create a paired flight sequence demonstrating both unison and cannon 3. Recap unison in relation to gymnastics sequences.</p> <p>1. Recap one-handed shooting 2. Introduce two-handed shooting 3.</p>	<p>1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus.</p> <p>1. Communicating effectively when transitioning from attack to defence 2. Use agility and speed to help defend.</p>	<p>1. To be able to work collaboratively with others 2. To be able to identify and use a variety of compositional ideas 3. To show an appropriate entrance to the performance.</p> <p>1. As a defensive pair work to close down one attacker 2. Play the role of covering defender 3. Apply defensive roles into a game.</p>	<p>1. To perform some basic street dance skills 2. To develop a short sequence including basic street dance positions 3. Interpret visual stimulus.</p> <p>1. Recap rules and scoring systems for a full game 2. Play in doubles games (as per lesson 1) and recognise how as a pair you</p>	<p>1. Recognise when and where a hit out should be taken 2. Play the hit out as a defender and position themselves to support the hit out 3. Move to create opportunities for a successful hit out.</p> <p>1. Demonstrate and describe the difference between an on and off drive 2. Discuss why you would</p>	<p>1. Identify when a fellow batter is at risk of being overtaken 2. Apply simple tactics to ensure all batters make it round bases 3. Apply the rule which states once you leave a base as a batter you must run on.</p> <p>1. Take part in a specific athletics events 2. Compete against others</p>

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	Play the role of the shooter in a game.			can improve 3. Implement basic positioning as a pair to score points.	use different types of shot in a game 3. Attempt an on drive.	3. Work collaboratively to judge other and record data.
6	<p>1. Select children to deliver warm-up activity from the previous lesson 2. Create a six element sequence including cannon, unison, dismount (differentiated), a piece of equipment.</p> <p>1. To work cooperatively as a team to defend and attack 2. Use skills learnt to keep possession 3. Explain how a passage of play was effective.</p>	<p>1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently with peers.</p> <p>1. To work as a team to implement defending and attacking strategies 2. Demonstrate skills learnt 3. Observe and analyse peers, offering suggestions to improve an individual or teams performance.</p>	<p>1. To be able to create a sequence to music 2. To be able to perform a sequence to an audience 3. To perform within a given time limit of 1 minute.</p> <p>1. To work cooperatively to implement attacking and defending strategies 2. Use close control to keep possession of the ball 3. Demonstrate previous skills learnt in games.</p>	<p>1. Develop a street dance using relationships in dance 2. Work as part of a pair to compose a street dance performance 3. Perform confidently with peers.</p> <p>1. Use basic doubles positioning learnt in lesson 5 to explore attacking and defensive play 2. Work as a pair to develop tactics against other pairs 3. Compete and identify ways you can improve your play.</p>	<p>1. To work cooperatively to implement attacking and defending strategies 2. Use simple set plays 3. Demonstrate previous skills learnt in games.</p> <p>1. Use a range of defensive and attacking tactics in a game 2. Apply a range of known cricketing rules to a new game format 3. Attempt to bowl a variety of balls to get players out.</p>	<p>1. Use a range of defensive and attacking tactics in a game 2. Apply a range of simple rounders rules in a game 3. Play in on a full four base rounders game.</p> <p>1. Take part in a specific athletics events 2. Compete against others 3. Work collaboratively to judge other and record data.</p>