

Frittenden  
CoE  
Primary School



Scheme of work:  
PE

## Embedding our Intent- PE

At Frittenden CoE Primary School we aim to enrich children's lives with fun and engaging experiences and activities in our PE lessons. Lessons encourage children to progressively learn and apply skills to games and sports. Within lessons we encourage children to use perseverance and be ambitious with the challenges that are given to them. This is achieved by the use of progressive differentiation in lessons where children are able to work at a pace which allows them to persevere and continue to practise skills or push themselves to achieve extended challenges and applications.

In KS1 children's learning is focused around development of fundamental movement, catching and throwing, twisting and balancing, running and jumping. These are key elements which need to be learnt and practised in order for children to be able to apply these in later years. By the end of KS2 children will have had opportunities to enhance these learnt skills and apply them in games and sports.

Respect, joy and compassion are at the core of every lesson. We encourage children to work independently in individual activities as well as in team activities. This is important to encourage children to respect others when involved in sports and activities and further apply these skills outside of school. We encourage children to find and experience joy in their learning and take joy at their successes and the successes of others. Adults model these values by encouraging children to persevere and offering support for children to achieve and excel.

Our Christian values underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. As mentioned earlier, every effort and opportunity for praise should be celebrated. The school values are integrated into every PE lesson as follows:

**Respect:** Respect is at the core of our PE lessons. Children are encouraged to respect each other by helping those who need support and respecting those individual differences. Respect is also encouraged through team work where children are expected to work together and support each other.

**Joy:** Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy. This is done through cheering on a team member, offering supportive advice and giving praise to peers for brilliant effort and achievements.

**Compassion:** Our school community is supportive and care about each other. We are compassionate and supportive. A compassionate athlete is a better teammate and a better role model to their peers.

### Implementation

We aim to ensure that our PE lessons are engaging, allowing children time to discover, play and spend time on a task when learning a new skill, as well as being progressive in order to challenge every pupil to fulfil their unique potential. It is essential children go through the process of attempting, failing and succeeding to build resilience and determination to achieve personal challenges.

Our children have the opportunity to experience a wide range of activities arranged through teaching by **skilled teachers** and a **quality specialist coach**. Children in Key Stage 2 also access swimming lessons to ensure they meet the minimum requirement at the end of KS2. Catch up swimming is also offered in Upper Key Stage 2 in order to help all children to meet this requirement.

Our curriculum is further enriched through children taking part in PE events and competitions, which take place in a host of different locations around our area. Children have access to after school sports clubs which are led by specialist coaches. We also promote competitive sport and have a number of teams who compete locally throughout the year which gives the children an opportunity to develop their communication and team working skills. To further promote a healthy attitude towards keeping fit, children take part in the 'Daily Mile' or 'Daily Circuits' to challenge themselves to beat their personal best.

During our Summer Term each year, we hold a Sports Day where families and carers are invited to share and celebrate the success of our children and their talents in sport. Children complete a range of activities both competitively and non-competitively.

Furthermore, each year we take a group of children for a week-long residential. The aim of this week is to encourage an active, outdoor lifestyle and provide experiences that otherwise children may not have the opportunity to do. The residential aims to promote independence and allow children to recognise and flourish in areas outside of the classroom, not only does this help personal development but also allows them to develop the independence they will need as they transition into KS3.

We use a range of formative assessment tools and strategies within our PE curriculum and believe wholly that self and peer assessment during lessons is just as, if not more, effective. Allowing children to reflect upon their own performance and solve problems for themselves is key to their independence and growth. Peer assessment provides children the opportunity to appraise one another and suggest constructive feedback for each other's work. Children's progression is evidenced through photographs and videos as well as regular oral feedback.

Alongside formal assessment, we actively encourage our children to speak out using our pupil voice strategy. This ensures that we are providing the best opportunities for all pupils by listening to how they feel the PE curriculum is being delivered as well as suggestions they might have going forward to guarantee the utmost engagement from all of our pupils. To help engage children with sporting events and opportunities we often share local clubs with our pupils, which has proven successful, this helps those children who have shown a particular skill or engagement in an area of PE to develop this further. We aim to encourage those who appear to be particularly in their element to seek these opportunities out to enable them to showcase their skills and talents beyond school.

#### **Enrichment 2021 – 223 included:**

- Bounce beyond
- Quidditch
- Bollywood Dance
- Skateboarding
- Cricket

#### **Impact**

**By the end of KS2 children will have:**

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE.
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

# Physical Education

|        |  | Term 1         | Term 2     | Term 3         | Term 4                | Term 5    | Term 6              |
|--------|--|----------------|------------|----------------|-----------------------|-----------|---------------------|
| Dahl   |  | Infant agility | Dance      | Ball Skills    | Invasion              | Athletics | Strike and field    |
|        |  | Yoga           | Gymnastics | Tri-Golf       | Football<br>Tag Rugby | Athletics | Cricket<br>Rounders |
| Wells  |  | Invasion Games | Dance      | Invasion Games | Net and Wall          | Athletics | Strike and field    |
|        |  | Hockey         | Gymnastics | Football       | Tennis                | OAA       | Cricket             |
|        |  | Rugby          |            | Netball        | Tri-golf              |           | Rounders            |
| Shakes |  | Invasion Games | Dance      | Handball       | Net and Wall          | Athletics | Strike and field    |
|        |  | Rugby          | Gymnastics | Netball        | Tennis                | OAA       | Baseball            |
|        |  | Hockey         |            |                | Volley Ball           |           | Rounders            |

|                           | Dahl A | Dahl B | Wells A | Wells B | Shakes A | Shakes B |
|---------------------------|--------|--------|---------|---------|----------|----------|
| FMS                       |        |        |         |         |          |          |
| Competence                |        |        |         |         |          |          |
| Performance               |        |        |         |         |          |          |
| Creativity                |        |        |         |         |          |          |
| Healthy, active lifestyle |        |        |         |         |          |          |
| Evaluation and Analysis   |        |        |         |         |          |          |

## Key concepts:

As pupils progress through each unit of work, the following five key concepts will be explored and revisited to develop pupils' knowledge, skills and competence in Physical Education:

**1. Competence:** The selection and application of skills, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.

- **Movement (self):** travelling, rolling balancing, sliding, jogging, running, jumping, dodging, spinning, skipping
- **Movement (object control):** bouncing, throwing, catching, kicking, striking
- **Balance:** control, stability
- **Agility:** changing and controlling direction and position
- **Coordination:** using senses together, dribbling, hand-eye co-ordination, completing movements in dance
- **Speed:** moving body or parts of body at controlled pace
- **Tactics:** strategy, plans
- **Attacking and defending:** 5 principles (width in attack, width in defence, depth in attack, depth in defence, delay in defence)

**2. Performance:** Using physical competence and knowledge to gain a better understanding of physical activity.

- **Technique:** Skill, ability, capability, proficiency, expertise, style
- **Performance:** conduct, accomplishment, achievement, completion, fulfilment, implementation, execution, presenting, improving, refining
- **Spatial awareness:** awareness, understanding of self and objects within a space, changes in position
- **Physical literacy:** performing with confidence, performing actions accurately
- **Rules:** regulation, directions, commands, guidelines, safety, referee, decision making

**3. Creativity:** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

- Applying tactics: strategy, games, planning, sequencing, creating
- Competition: rivalry, contesting, opposition, match, game, round, heat, event
- Co-operation: collaboration, working together, combined effort, teamwork, partnership, coordination
- Communication: instructions, discussion, interaction, encouragement, clarity

**4. Healthy, active lifestyles:** Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their future lives

- Safety: Ourselves, others, dangers, risks, long term effects of exercise, keeping healthy, rescue, confidence, limitations, rules
- Health and fitness: mental, physical and social well-being, types of exercise (aerobic, circuit, yoga/Pilates)

**5. Evaluation and analysis:** Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best

- Evaluation: assessment, appraisal, judgement, analysis, improving
- Determination: self-improvement, resilience, personal best

### **Second order concepts:**

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- Teamwork (Communication and the understanding of the strengths of others)
- Respect (Respect for inclusion, diversity and the rules of the game)
- Self-discipline (regulate own emotions)
- Participation (Confidence and a positive mental attitude towards partaking within a range of physical activities)

## MY LEARNING PATHWAY: PHYSICAL EDUCATION

### EYFS

|                                 |   |
|---------------------------------|---|
| <b>Three and Four-Year-Olds</b> | <p><b>Physical Development:</b></p> <p>Continue to develop movement including balancing and ball skills.</p> <p>Skip and hop.</p> <p>Balance by standing on one leg and holding a pose.</p> <p>Begin to take parts in group activities in teams or playing individually against an opponent.</p> <p>Continue to develop confidence with using and remembering sequences and patterns of movements which are related to music and rhythm.</p> <p>Increase confidence with matching physical skills to activities.</p> <p>Develop balance by crawling, walking and running along planks.</p> <p><b>Personal, Social Emotional Development:</b></p> <p>Continue to develop following of rules</p> <p>Remember and recall rules with growing independence</p>   |
| <b>Children in Reception</b>    | <p><b>Physical Development:</b></p> <p>Revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Develop control and grace when moving.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside.</p> <p>Continue to develop body-strength, balance, co-ordination and agility in dance gymnastics and other physical disciplines.</p> <p>Develop and refine a range of ball skills such as throwing, catching, kicking, passing and batting. Begin to aim with growing confidence.</p> <p><b>Personal, Social Emotional Development:</b></p> <p>Know and talk about different factors such as regular physical activity and healthy eating that support their overall health and wellbeing.</p> |
| <b>Early Learning Goals</b>     | <p><b>Physical Development:</b></p> <p>Demonstrate strength, balance and coordination when playing and demonstrating fundamental movement skills.</p> <p>Demonstrate fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Negotiate space and obstacles safely.</p> <p><b>Personal, Social Emotional Development:</b></p> <p>Be confident to try new activities. Demonstrate independence, resilience and perseverance.</p> <p>Manage own personal needs by understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p>   |

DAHL YEAR A  
LEARNING JOURNEY

'I CAN'

*The skills I have learnt...*

'I KNOW'

*The knowledge I have...*

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| <p><b>TERM 1</b><br/>Infant agility / Yoga</p> | <p>I can <b>explore</b> static balancing and understand the concept of bases.</p> <p>I can <b>combine</b> a number of co-ordination drills, using upper and lower body movements.</p> <p>I can <b>aim a variety of balls</b> and equipment accurately.</p> <p>I can time running to stop or intercept the path of a ball.</p> <p>I can travel in <b>different ways, showing clear transitions between movements.</b></p> <p>I can travel in <b>different directions</b> (side to side, up and down) with <b>control and fluency.</b></p> <p>I can <b>practise ABC</b> (agility, balance and co-ordination) at circuit stations.</p> <p>I am beginning to know how to do some <b>simple stretches.</b></p>   | <p>I know how to use my arms to help my balance.</p> <p>I know how to cup my hands to stop a ball and to move my foot on top of the ball to stop it.</p> <p><b>I know that running, hopping, jumping and skipping are ways of travelling.</b></p> <p><b>Key vocabulary (multiskills):</b> balance, push, co-ordinate, aim, target, direction, movement, travel</p> <p><b>Key vocabulary (core):</b> transition, control, core, bridge, strength, support, posture</p>  |
| <p><b>TERM 2</b><br/>Dance / Gymnastics</p>    | <p>I can explore basic body patterns and movements to music.</p> <p>I can <b>link together</b> dance moves with gestures and changing direction in time to music.</p> <p>To practise taking off from different positions.</p> <p><b>To show contrasts in simple dances with good body shape and position.</b></p> <p><b>To develop a range of dance movements and improve timing.</b></p> <p><b>To work to music, creating movements that show rhythm and control.</b></p> <p>I can explore gymnastic actions and shapes, <b>and repeat actions with increased control</b></p> <p>I can explore travelling on benches <b>and can explore ways of travelling around on large apparatus.</b></p> <p>I can explore movement actions with control, and to link <b>(a number of)</b> them together with flow.</p> <p>I can choose and use simple composition ideas by creating and performing sequences.</p> <p>I can repeat and link combinations of gymnastic actions.</p> <p><b>I can choose and use a variety of gymnastic actions to make a sequence and link them together with increased control.</b></p> | <p>I know what how to tap a beat.</p> <p>I know what a sequence is.</p> <p>I know how to link some movements together.</p> <p>I know why it is important to warm up and cool down.</p> <p><b>Key vocabulary (dance):</b> perform, beat, speed, sequence, travel</p> <p><b>Key vocabulary (running):</b> direction, run, relay, control</p> <p>I know how to make shapes such as pike, straddle, pencil and tuck.</p> <p>I know how to travel safely on and around equipment.</p> <p>I know to bend my knees when I jump.</p> <p>I know why it is important to warm up and cool down.</p> <p><b>Key vocabulary (gymnastics):</b> travel, link, sequence, tuck, pike, straddle, straight, roll (egg, log and teddy bear), along, over, onto</p> <p><b>Key vocabulary (skipping):</b> direction, hop, jump, control, skip, step</p> |



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| <b>TERM 3</b><br>ball skills / Tri-Golf                | <p>I am beginning to master/ <b>I am showing increased control</b> basic sending and receiving techniques, using balance, agility and co-ordination.</p> <p><b>I am developing my dribbling skills.</b></p> <p>To use ball skills in game-based activities.</p> <p>I can use the terms 'opponent' and 'team-mate'</p> <p>I can use rolling, running, jumping and kicking skills in combination, <b>with increased accuracy</b></p> <p>I can participate in team games</p> <p>I can beginning / <b>can</b> demonstrate tactics for attacking and defending.</p> | <p>I know to cup my hands to catch a ball or beanbag</p> <p>I know how to work as a team</p> <p>I know how to use my arms to defend.</p> <p>I know why is it important to warm up and cool down.</p> <p><b>Key vocabulary:</b> <i>attack, defend, team, game, bounce, catch, send, receive, throw, underarm, overarm</i></p>   |
|  | <p>I can roll a ball underarm</p> <p>I can play golf without equipment.</p> <p>I can use a putter, with increased accuracy and confidence.</p> <p>I can work in a team and understand where different areas of a golf course are.</p> <p>I am beginning to be able to chip a golf ball.</p> <p>I can pull my new skills together to play a whole round of golf</p>   | <p>I know how to roll a ball underarm.</p> <p>I can use a putter</p> <p>I can chip a ball through a hoop</p> <p>I know why it is important to warm up and cool down.</p> <p><b>Key Vocabulary:</b> bunker, green, water, tees, holes, putter, iron, chip</p>   |
| <b>TERM 4</b><br>Invasion Games<br>Tag Rugby/ Football | <p>I am beginning to/ <b>I can</b> master basics movements including running, jumping, throwing and catching.</p> <p>I am developing/ <b>can use</b> balance, agility and co- ordination to aid my game play.</p> <p>I can begin to apply these in a range of activities.</p> <p>I can participate in team games, developing simple tactics for attacking and defending.</p> <p><b>I am beginning to understand simple tactics and can apply them in play.</b></p>   | <p>I know how to kick a ball using the side of my foot.</p> <p>I know how to dribble a ball and that dribbling is not kicking distance.</p> <p>I know how to kick / pass with increased accuracy</p> <p>I know some simple rules for safely playing invasion games.</p> <p>I know why it is important to warm up and cool down.</p> <p><b>Key Vocabulary:</b> <i>dodge, weave, direction, speed, pass, run, aim, space</i></p> |
| <b>TERM 5</b><br>Athletics linked to Sports Day        | <p>Vary my pace and speed when running, <b>describing my pace.</b></p> <p>Run with a basic technique over different distances, <b>travelling at different speeds</b></p> <p>Show good posture and balance.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p><b>Use a variety of different stride lengths.</b></p> <p><b>Begin to select the most suitable pace and speed for distance.</b></p>   | <p>I know how to move my arms when I run.</p> <p>I know how to aim by look where I want a ball or bean-bag to land.</p> <p>I know why is it important to warm up and cool down.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> <p><b>Key vocabulary:</b> <i>land, hop, balance, run, control, jog, sprint, throw, obstacle, relay, speed, travel</i></p>                                      |

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|   | <p>Perform <b>and compare</b> different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p><b>Jump for distance from a standing position with accuracy and control.</b></p> <p><b>Investigate and choose the best jumps to cover different distances.</b></p> <p>I can perform learnt/ <b>and apply</b> skills and techniques with control and confidence, <b>control and accuracy.</b></p> <p>I can compete against self and others in a controlled manner.</p> <p><b>I can take part in a range of competitive games and activities.</b></p>   |   |
| <p><b>TERM 6</b></p> <p>Throwing and catching<br/>Cricket &amp; Rounders</p>  | <p>I can learn skills for striking and fielding games.</p> <p>I can practise basic striking, sending and receiving.</p> <p>I can throw underarm and overarm</p> <p>I can throw a ball towards a target with increasing accuracy and throw further by using more power.</p> <p><b>Throw different types of equipment in different ways, with accuracy, altering technique for distance and height.</b></p> <p>I can <b>position my body</b> to strike with a racket or bat.</p> <p>I am beginning to perform learnt skills with some / <b>increasing</b> control.</p> <p>I can play a game fairly and in a sporting manner.<br/>I can use fielding skills to play a game.</p> <p>I can engage in competitive activities and team games, competing against self and others.</p> | <p>I know how to hold a bat.</p> <p>I know how to position my body to make a strike.</p> <p>I know why it is important to warm up and cool down.</p> <p>I know the rules of rounders and some of the rules for cricket</p> <p><b>Key vocabulary:</b> strike, field, target, score, attack, defend, team, game, catch, send, receive, throw, underarm, overarm</p> |
| <p>Greater<br/>Depth</p>  | <p>Begin to throw and catch with one hand.<br/>Begin to use different types of throw more independently.<br/>Travel and perform with increased levels of control.</p>   | <p>Begin to make decisions about type of throw and movement.<br/>Begin to show creativity when using skills and tactics.</p>  |
| <p><b>In all Units:</b></p> <p>I can <b>recognise</b> and describe how the body feels before, during and after <b>different</b> exercise.</p> <p>I can carry and place equipment safely.</p> <p>I can explain what they need to stay healthy.</p> <p><b>I can recognise and describe how the body feels during and after different physical activities.</b></p> <p>I can watch and describe performances and begin to say how they could improve <b>what they see to improve my own performance</b></p> <p>I can talk about the differences between my work and that of others.</p> |   |   |

DAHL YEAR B  
LEARNING JOURNEY

'I CAN'

*The skills I have learnt...*

'I KNOW'

*The knowledge I have...*

TERM 1  
Infant agility / yoga

I am beginning to **can** move my body in different ways including twisting and turning, changing speed and direction, **with greater control**

I can copy and link movements **with more accuracy**

I can participate in games and follow rules, **knowing why playing by rules is important.**

I can throw use throwing (**with correct speed and strength**) and catching in these games.

I am beginning to/ **can maintain** bridge, plank and wheelbarrow positions.

I am beginning to / I **can** balance using a stable base and hold my position

I can jump, balance and **transfer weight using core strength.**

I can watch and describe performances and begin to say how they could improve **what they see to improve my own performance**

I can talk about the differences between their work and that of others.

I know how to use my arms, legs and feet to twist.

I know how to stand when I throw.

I know to watch what I am catching.

I know how to use a stable base.

**Key vocabulary (infant agility):** speed, direction, twist, thrown, catch, speed  
*(previous year: aim, target, direction, movement, travel, transition, control)*

TERM 2  
Dance / Gymnastics

Dance

I can explore basic body patterns and movements to music.

To use a variety of moves that change speed and direction.

To link together dance moves with gestures and changing direction in time to music.

**I can create a dance with a clear, middle and end by using stillness**

I can move with different levels and speeds.

I can link movements and perform dance sequences.

To work to music, creating movements that show rhythm and control.

To work to music, creating movements that show rhythm and control.

Gymnastics

I can use my hands and feet to travel around an area, **at different levels and speeds**

I can create a variety of different shapes with their

I know I know what how to tap a beat.

I know what a sequence is and I can link several movements together.

I know why it is important to warm up and cool down.

I know how to use my arms to help me balance.

I know that exercise keep my body and mind healthy

**Key vocabulary (dance):** travel, movement, beat, dance, sequence, control, rhythm  
*(previous year: perform, beat, speed, sequence, travel, direction)*

I know how to walk safely on a bench and look where I am travelling to.

I know how to safely dismount from apparatus

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|   | <p>body.</p> <p>I can jump effectively and safely and apply this in a routine.</p> <p>I can perform a variety of different balances, <b>with control and confidence.</b></p> <p>I can use small apparatus safely within a routine.<br/> <b>I can develop a gymnastics sequence, using shapes, balancing, jumping and travel</b></p> <p>I am beginning to put shapes together and be able to perform a small sequence.</p> <p>I can watch and describe performances and begin to say how they could improve <b>what they see to improve my own performance</b></p> <p>I can talk about the differences between their work and that of others.</p>   | <p><b>Key vocabulary:</b> balance, movement, perform, routine, mirror, safe, sequence, hop, skip, jump, travel (previous year: travel, link, sequence, tuck, pike, straddle, straight, roll (egg, log and teddy bear), along, over, onto, direction, hop, jump, control, skip, step)</p>   |
| <p><b>TERM 3</b><br/>ball skills / tri golf</p> | <p>Ball Skills<br/>I can participate in team games.</p> <p>I can use the terms 'opponent' and 'team-mate'</p> <p>I am beginning / <b>can demonstrate</b> tactics for attacking and defending.</p> <p>I am beginning to master basic sending and receiving techniques, using balance, agility and co-ordination.</p> <p><b>I can move a ball using hands and feet (kicking, dribbling, throwing and catching).</b></p> <p><b>Demonstrate different ways of sending a ball including (overarm, underarm and bounce pass).</b></p> <p>I can / am beginning to <b>catch a ball at different heights and move with the ball.</b></p> <p>I can watch and describe performances and begin to say how they could improve <b>what they see to improve my own performance</b></p> <p>I can talk about the differences between their work and that of others.</p> | <p>I know how to move to attack.</p> <p>I know to use the side of my foot to move a ball.</p> <p>I know how to mark and defend.</p> <p>I know different ways to send a ball.</p> <p><b>Key vocabulary:</b> send, receive, control, target, throw, underarm, overarm, bounce pass, dribble, kick, height, catch, defend, attack (previous year: attack, defend, team, game, bounce, catch, send, receive, throw, underarm, overarm)</p> |
|   | <p>Tri-Golf<br/>I can work in a team and understand where different areas of a golf course are, <b>and understand the rules of golf</b></p> <p>I can roll a ball underarm, <b>and how this relates to tri golf</b></p> <p>I can use a putter, <b>with increased accuracy and confidence, focusing on power and technique.</b></p> <p><b>I can use a putter and in a game situation using a score card.</b></p> <p>I am beginning to be able to chip a golf ball.</p>   | <p>I know the areas of a golf course</p> <p>I know how to use a putter and chip a ball.</p> <p>I know how to use a score card.</p> <p><b>Key Vocabulary:</b> bunker, green, water, tees, holes, putter, iron, chip</p>   |

|   |   |   |
|---|---|---|
|   | <p>I can pull my new skills together to play a whole round of golf</p> <p><b>I can work in a team &amp; understands the rules of golf.</b></p> <p>I can watch and describe performances and begin to say how they could improve <b>what they see to improve my own performance</b></p> <p><b>I can talk about the differences between their work and that of others.</b></p>  |   |
| <p><b>TERM 4</b></p> <p>Invasion Games</p> <p>Tag Rugby/ Football</p> | <p>Football</p> <p>I can use my feet to move around an area and learn the basic rules of football.</p> <p>I can dribble a ball and pass a ball over a short distance using the inside of my foot, <b>with increased accuracy and control.</b></p> <p>I can pass a ball over a longer distance using a long pass, <b>with increased accuracy and control.</b></p> <p>I can strike a ball and I know the difference between passing and shooting.</p> <p>I can play a game of football using the skills I have learned.</p> <p>I can participate in team games, developing simple tactics for attacking and defending.</p> <p><b>I am beginning to understand simple tactics and can apply them in play</b></p> <p>I can watch and describe performances and begin to say how they could improve <b>what they see to improve my own performance</b></p> <p><b>I can talk about the differences between their work and that of others.</b></p> | <p>I know to pass a short distance I need to use the inside of my foot.</p> <p>I know how to pass a longer distance and that it needs a greater amount of power.</p> <p>I know how to dribble a ball and that dribbling is not kicking distance.</p> <p>I know how to kick / pass with increased accuracy</p> <p>I know some simple rules for safely playing invasion games.</p> <p>I know why it is important to warm up and cool down.</p> <p><b>Vocabulary:</b> striking, agile, attacking, defending, tactics, accuracy. <b>Touch, movement, control, dribble, direction, short, long, power, side-foot, pass</b></p> |
|   | <p>Tag-Rugby</p> <p>I am beginning to / <b>I can</b> dodge and weave an object using speed and direction, <b>with a greater awareness of my position and speed.</b></p> <p>I am familiar with a rugby ball: how to hold it and how to catch it with two hands.</p> <p><b>I know the correct technique to throw the rugby ball (and I am beginning to throw) in a straight line, focusing on aiming at a target.</b></p> <p>I can mark/shadow another person and I am starting to understand tagging.</p> <p>I am beginning to/ <b>I can</b> pass and move towards a goal area, combining passing and running skills.</p> <p>I can work in a team communicating my ideas and rules.</p>  | <p>I know how to dodge and weave.</p> <p>I know how to hold a rugby ball and throw it.</p> <p>I know why I have to mark / shadow my opponent.</p> <p>I know where I have to place the ball if I want to score.</p> <p><b>Key Vocabulary:</b> accuracy, direct, dodging, straight lines, control. <b>dodge, weave, direction, speed, pass, run, aim, space</b></p>   |

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| <p style="text-align: center;"><b>TERM 5</b><br/>Athletics</p>             | <p>Athletics</p> <p><b>I can recognise</b> and describe how the body feels before, during and after <b>different</b> exercise.</p> <p>I can carry and place equipment safely.</p> <p>I can explain what they need to stay healthy.</p> <p><b>I can recognise and describe how the body feels during and after different physical activities.</b></p> <p>I can show good posture and balance.</p> <p>I can jog in a straight line and change direction, <b>varying the speed.</b></p> <p>I can sprint in a straight line and change direction, <b>varying the speed.</b></p> <p>I can maintain control as they change direction when jogging or sprinting.</p> <p><b>I can use a variety of different stridelengths.</b></p> <p>I can perform a short jumping sequence.</p> <p>I can jump as high or as far as possible, landing safely with control.</p> <p><b>I can jump for distance from a standing position with accuracy and control.</b></p> <p><b>I can investigate and choose the best jumps to cover different distances.</b></p> <p>Perform learnt/ <b>and apply</b> skills and techniques with control and confidence, <b>control and accuracy.</b></p> <p>Compete against self and others in a controlled manner.</p> <p><b>Take part in a range of competitive games and activities.</b></p> | <p>I know to use more power if I want to throw further.</p> <p>I know why exercise is good for my body and mind.</p> <p>I know what good posture is.</p> <p>I know how to land safely when jumping.</p> <p><i><b>Key vocabulary:</b> direction, speed, balance, change, throw, obstacle, distance, control (previous year: land, hop, balance, run, control, jog, sprint, throw, obstacle, relay, speed, travel)</i></p>   |
| <p style="text-align: center;"><b>TERM 6</b><br/>Throwing and catching</p> | <p>I can learn skills for striking and fielding games.</p> <p>I can practise basic striking, sending and receiving.</p> <p>I can throw underarm and overarm</p> <p>I can throw a ball towards a target with increasing accuracy and throw further by using more power.</p> <p><b>Throw different types of equipment in different ways, with accuracy, altering technique for distance and height.</b></p> <p>I can <b>position my body</b> to strike with a racket or bat.</p> <p>I am beginning to perform learnt skills with some / <b>increasing</b> control.</p> <p>I can play a game fairly and in a sporting manner.</p>  | <p>I know how to hold a bat.</p> <p>I know how to field.</p> <p>I know how to position my body to make a strike.</p> <p>I know why it is important to warm up and cool down and why exercise is good for me.</p> <p>I know the rules of rounders and some of the rules for cricket</p> <p><b>Key vocabulary:</b> underarm, overarm, bounce, receive and return, catch, throw, strike (previous year: strike, field, target, score, attack, defend, team, game, catch, send, receive, throw, underarm, overarm)</p> |

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|                      | I can use fielding skills to play a game.<br>I can engage in competitive activities and team games, competing against self and others.                             |  |
| <b>Greater Depth</b> | Choose appropriate throws or passes when participating in games with less guidance.<br>Move into a space independently.<br>Use creativity when creating sequences. | Evaluate performances.<br>Begin to make suggestion for improvements and apply these with support.<br>Show creativity when developing tactics and skills during activities. |

**In all Units:**

I can recognise and describe how the body feels before, during and after different exercise.

I can carry and place equipment safely.

I can explain what they need to stay healthy.

I can recognise and describe how the body feels during and after different physical activities.

I can watch and describe performances and begin to say how they could improve what they see to improve my own performance

I can talk about the differences between my work and that of others.

WELLS YEAR A  
LEARNING JOURNEY

| 'I CAN'<br><i>The skills I have learnt...</i>  | 'I KNOW'<br><i>The knowledge I have...</i>  |
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| <p><b>TERM 1</b><br/>Invasion Games<br/>Hockey &amp; Rugby</p> <p>Rugby:<br/>I can dodge and weave using speed and direction <b>and agility</b></p> <p>I can <b>confidently</b> hold and catch a rugby ball with two hands.</p> <p>I can move my feet towards the ball for a successful catch and to avoid a knock on.</p> <p>I am beginning to / <b>I can</b> use the correct technique to throw the rugby ball backwards.</p> <p>I can tag a player and use the rules associated with tagging.</p> <p>I can pass and move towards a goal area, <b>showing an awareness of my position and that of others.</b></p> <p>I beginning to use passing and running skills using the magic diamond tactic.</p> <p>I can work as a team communicating ideas and rules</p> | <p>I know what agility is and why it is important when dodging in Tag Rugby.</p> <p>I know where to place the ball down in a target area.</p> <p>I know what the magic diamond tactic is and when to use it.</p> <p>I know the rules of tag rugby.</p> <p><b>Key Vocabulary:</b> Spatial awareness, teamwork, wide hands, eye contact, knock on, <b>accuracy, direct, dodging, straight lines, control. dodge, weave, direction, speed, pass, run, aim, space</b></p> |
| <p>Hockey:<br/>I can explore ways of using the stick to move the ball.</p> <p>I am developing dribbling skills with control in a small area.</p> <p>I can use different passing techniques and am developing passing skills.</p> <p>I can control passes and <b>understand when to use power in different situations.</b></p> <p>I can pass and shoot <b>with increased accuracy and control</b></p> <p>I can dribble, pass and shoot into a game situation.</p>   | <p>I know the basic rules of hockey</p> <p>I know how to hold a hockey stick</p> <p>I know how to control passes and use power in different situations.</p> <p>I know the difference between passing and shotting.</p> <p><b>Key vocabulary:</b> strongside, head-up, control, dribble, push/ hit pass, transfer weight, stance, follow through, power, control, free hit, stick tackle</p>   |
| <p><b>TERM 2</b><br/>Dance and Gym</p> <p>Dance:<br/>I can create and develop basic movement patterns in small group</p> <p>I am beginning to/ <b>I can</b> respond to a variety of stimuli e.g. words, poetry, pictures, sounds, videos, and objects.</p> <p>I am beginning to /<b>I can</b> explore different ways to use movement to reflect the stimulus and link movements together in a small group.</p> <p><b>I can use stage directions in dance, and (attempt) to use these directions in the dance that has been created.</b></p> <p>I am beginning to/ <b>I can use formations in dance to make it more creative and pleasing to watch.</b></p> <p><b>I can make formation flow in a smooth and controlled way.</b></p>                                 | <p>I know to keep tempo.</p> <p>I know how to use stillness and symmetry to in routes</p> <p>I know how to link movements together to create a routine.</p> <p>Key vocabulary (dance): formation, stage direction, stimuli, symmetrical, direction, tempo, timing, stillness, improvise, creative, dynamics, unison (<b>previous years: perform, beat, speed, sequence, travel direction, speed, level, balance, co-ordinate</b>)</p>                                 |



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|  | <p>I can create a clear, middle and an end to my routines by using stillness and symmetrical shapes.</p> <p>I can work in a groups to communicate ideas</p> <p>I can count beats, keep tempo, change direction when dancing and perform movements and dance patterns to beats</p>   |  |
|  | <p><b>Gymnastics :</b></p> <p>I can find and explore <b>confidently</b> different ways to travel across a small area using different levels and body parts <b>using control and being aware of my posture</b></p> <p>I can explore and link different shapes to create a small (<b>extended</b>) sequence.</p> <p>I can jump effectively and safely and apply this in a sequence.</p> <p>I can use point and patch balances and link them together within my sequences.</p> <p>I can use the fundamental skills of rolling and link them together within a controlled way.</p> <p>I can perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus</p>   | <p>I know how to travel using my body as apparatus.</p> <p>I know how to create and perform a sequence.</p> <p>I know how to jump and land safely.</p> <p>I know what point and patch balances are.</p> <p><b>Key vocabulary:</b> <i>position, shape, tension, posture, counter balance, point / patch balance, core strength (previous years: travel, link, sequence, tuck, pike, straddle, straight, roll (egg, log and teddy bear), along, over, onto, direction, hop, jump, control, skip, step, balance, movement, perform, routine, mirror, safe, sequence, hop, skip, jump, travel)</i></p>   |
| <p><b>TERM 3</b></p> <p>Invasion games</p> <p>Football and Netball</p> | <p><b>Football</b></p> <p>I can explore ways of using my feet to move the ball with <b>accuracy, power and poise, with increased control</b></p> <p>I can use the correct technique to dribble a ball and change direction with <b>increased speed and control</b></p> <p>I can use <b>a range of</b> different passing techniques and begin to control the ball.</p> <p>I can use different passing techniques to pass over a long distance, <b>using increased power and the correct part of the foot</b></p> <p>I can use different shooting techniques to strike a ball using laces.</p> <p>I can use all the skills learnt and put them into a game situation</p> <p><b>Netball</b></p> <p>I can attempt the two footed landing and the pivot action.</p> <p>I can pass short distance: and attempt the chest throw and bounce pass within a game situation.</p> <p>I can pass long distance: and attempt the shoulder pass and overhead pass and use them within a game situation.</p> <p>I am beginning to use basic attacking skills, creating space with the straight dodge technique.</p> <p>I am beginning to use basic defending skills, learning man to man marking technique.</p> | <p>I know how to pass a longer distance and that it needs a greater amount of power.</p> <p>I know how to dribble a ball change direction</p> <p>I know a range of techniques to pass a ball.</p> <p>I know the rules of football.</p> <p>I know how to laces.</p> <p><b>Vocabulary:</b> touch, movement, direction, pass, control, strike, laces, <i>striking, agile, attacking, defending, tactics, accuracy.</i></p> <p>I know the footwork rule and I can pivot</p> <p>I know how to pass short (chest and bounce pass) and longer (shoulder and overhead) distances</p> <p>I know basic attacking and defending strategies</p> <p><b>Key vocabulary:</b> sticky feet, balance, wide stance, aim, control, power, co-ordination, agility, speed, communication, timing, space, shadow, side stance, reaction, accuracy, teamwork</p> |

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|                                    | I am beginning to attempt the shooting technique and basic positions in a game situation   |  |
| <b>TERM 4</b><br>Tennis & Tri-Golf | <p>Tennis</p> <p>I am beginning to develop my ability to play a forehand shot in Tennis.</p> <p>I am beginning to use the volley shot.</p> <p>I can use the correct stance and hold my racket properly.</p> <p>I can start a rally in Tennis using a Serve.</p> <p>I can serve with increased accuracy.</p>  | <p>I know the similarities between throwing and rolling the ball underarm to the forehand shot.</p> <p>I know what is meant by the term 'Volley'.</p> <p>I know how to stand and that my racket should be facing up when the ball contacts.</p> <p>I know how to serve.</p> <p><b>Key vocabulary:</b> low, high, volley, ready, face up, grip, serve, no bounce, forehand.</p>   |
|                                    | <p>Tri-Golf</p> <p>I can putt the ball with a partner, with increased accurately and control..</p> <p>I can use the chipper focusing on technique.</p> <p>I am beginning to use /I can use tactics to avoid obstacles, focusing of shot and club selection.</p> <p>I can put all the skills together to play a round of golf</p>   | <p>I know when and why a putter is used in golf.</p> <p>I know how to use a chipper</p> <p>I know some tactics to avoid obstacles</p> <p><b>Key Vocabulary:</b> obstacles, accuracy, techniques, <b>bunker, green, water, tees, holes, putter, iron, chip</b></p>  |
| <b>Term 5</b><br>OAA and Athletics | <p>Athletics:</p> <p>Focus on their arm and leg action to improve their sprinting technique, <b>and demonstrate an improved technique to carry out an effective sprint finish</b></p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p> <p>Perform a relay, <b>focusing on the baton changeover technique.</b></p> <p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take- off and flight phase for the standing long jump.</p> <p>Land safely and with control.</p> <p>Learn how to combine a hop,step and jump to perform the standing triple jump, landing safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Perform a push <b>and pull</b> throw, and continue to develop techniques to throw for increased distance.</p> <p>Measure the distance of my throw.</p> | <p>I know that pace is important and should be consistently applied until the end when a sprint finish should complete a race.</p> <p>I know how to pass and receive a baton.</p> <p>I know how to jump and land safely.</p> <p>I know how to do the long jump</p> <p>I know how to hold and throw a javelin.</p> <p><b>Key vocabulary:</b> direction, competition, throw, catch, relay, long jump, javelin, distance, run, improve, jump, technique (previous year: <b>land, hop, balance,run, control, jog, sprint, throw, obstacle, relay, speed, travel, direction, speed, change, throw, obstacle, distance, control</b>)</p> |
|                                    | <p>OAA</p> <p>I can work in a team and develop trust in partners.</p> <p>I can develop teamwork and communication through planning and completing tasks.</p>   | <p>I know how to counter balance with a partner.</p> <p>I know how to work as part of a team.</p> <p>I know how to read a compass.</p>   |

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|   | <p>I can use my short term memory and creative thinking in OAA.</p> <p>I can design a map and use problem solving skills as a team.</p> <p>I know what the points of a compass are and I can use these to help orientate me.</p> <p>I can develop team work and trust with partners whilst exploring compass directions.</p>  | <p>I know what half and whole turns are.</p> <p><b>Key Vocabulary:</b> warm up, team work, trust, team work, communication, planning, tactics, memory, problem solving, maps, key, orientation, compass direction, half-turn, whole-turn.</p>  |
| <b>TERM 6</b><br>Strike and Field<br>Rounders and Cricket | <p><b>Cricket</b></p> <p>I am beginning to / I <b>can</b> field and throw.</p> <p>I am beginning to / I <b>can</b> use the over arm throw.</p> <p>I can further develop my throwing and catching and include fielding tactics.</p> <p>I am beginning to/ I <b>can</b> bat, with a kwik cricket bat.</p> <p>I am developing my batting and fielding skills in kwik cricket.</p> <p><b>I can playing a kwik cricket game.</b></p> <p>I can / I am beginning to use tactics and teamwork in a kwik cricket game</p>  | <p>I know how to field, bat and throw.</p> <p>I know how to stand, hold and hit a ball when batting.</p> <p>I know some fielding tactics.</p> <p><b>Key Vocabulary:</b> opposite leg to throwing arm, follow through with the arm, overarm throw, underarm throw, bat, stance, side on, wicket keeper, runs, overthrow backing up <b>underarm, overarm, bounce, receive and return, catch, throw, strike</b></p>   |
|   | <p><b>Rounders</b></p> <p>I am beginning to / I <b>can perform</b> a two handed and a one-handed catch when a partner feeds them the ball.</p> <p>I am beginning to / I <b>can consistently</b> throw and catch with a partner at different distances.</p> <p>I am beginning to / I <b>can</b> strike a bowled ball, <b>focussing on using power and strength.</b></p> <p>I can use running skills and experiment with the speed in which I run.</p> <p><b>I am beginning to use overarm throw long for distance to develop fielding techniques.</b></p> <p>I can play enjoyable modified games with a competitive element to practise the skills I have learned, in a game situation</p> | <p>I know the rules and positions of rounders.</p> <p>I know how to carry out a two and a one-handed catch.</p> <p>I know how to strike a ball.</p> <p>I know how to complete an over arm throw.</p> <p><b>Key vocabulary:</b> accuracy, underarm, overarm, throw, strike, field, bat, aim, control, evaluate, improve (previous years: strike, field, target, score, attack, defend, team, game, send, receive, throw, underarm, overarm, bounce, receive and return, catch, throw)</p> |
| <b>Greater Depth</b>                                      | <p>Link movements with increased fluency and control.</p> <p>Choose appropriate passes and throws during games. Begin to explain reasoning for this.</p>  | <p>Suggest improvements and apply these.</p> <p>Knows and can verbalise vocabulary when evaluating performances.</p> <p>Begin to explain when different throws and passes are needed and why.</p>  |

**All units:**

Recognise and describe the effects of exercise on the body, **and how this affects performance**  
 Know the importance of strength and flexibility for physical activity.  
 Explain why it is important to warm- up and cool-down.  
**Explain why exercise is good for your health.**

Watch, describe and evaluate the effectiveness of a performance, **giving ideas for improvements**  
 Describe how their performance has improved over time.  
**Modify their use of skills or techniques to achieve a better result.**

Wells Year B  
Learning journey

| 'I CAN'<br><i>The skills I have learnt...</i>       |  | 'I KNOW'<br><i>The knowledge I have...</i>  |
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| <b>TERM 1</b><br>Invasion games<br>Hockey and Rugby | <p>Tag-Rugby</p> <p>I can use agility when dodging in tag rugby.</p> <p>I can confidently catch a rugby ball.</p> <p>I can pass the ball backwards down a line <b>with control and accuracy</b>.</p> <p>I can <b>confidently</b> use the tagging technique displaying the correct rules.</p> <p>I can use <b>tactics</b> using the magic diamond with <b>more confidence</b></p> <p>I know how to score a 'try' and to learn basic game rules <b>and I can apply the rules with greater consistency and confidence.</b></p>  | <p>I know how to pass the ball forward and backwards.</p> <p>I know how to tag an opponent.</p> <p>I know how to apply tactics including the magic diamond.</p> <p>I know how to score a try.</p> <p>I know the rules of tag rugby.</p> <p><b>Key Vocabulary:</b> Spatial awareness, teamwork, wide hands, eye contact, knock on, <b>accuracy, direct, dodging, straight lines, control.dodge, weave, direction, speed, pass, run, aim, space</b></p> |
|   | <p>I can explore ways use of using the stick to move the ball (<b>I can confidently</b>)</p> <p>I am beginning to / <b>I can</b> control and turn quickly under pressure.</p> <p>I am beginning to / <b>I can</b> use different passing techniques and focus on ball control.</p> <p>I know what type of pass to use in different situations and I can make a long pass using <b>power and control</b>.</p> <p>I can strike a ball on the move, <b>with confidence, control and accuracy</b></p> <p>I can play a hockey game and use skills learnt to beat opponents.</p>  | <p>I know the basic rules of hockey.</p> <p>I know how to control passes and use power in different situations.</p> <p>I know how to attack and defend.</p> <p>I know how to make a long and short pass.</p> <p><b>Key vocabulary:</b> c-shape, attacking, defending, long/short pass, tournament, <b>strongside, head-up, control, dribble, push/ hit pass, transfer weight, stance, follow through, power, control, free hit, stick tackle</b></p>  |
| <b>TERM 2</b><br>Dance and Gymnastics               | <p>Dance</p> <p>I can be creative when exploring basic movement patterns, using travel and <b>floor patterns</b>.</p> <p>I am beginning / <b>I can</b> develop ways to respond to different stimuli using different directions, <b>levels and dynamics</b>.</p> <p>I can link movements together fluidly in a small group.</p> <p>I can use different stage directions in my dances making them more creative and aesthetically pleasing.</p> <p>I can develop my dance by using different direction at different times.</p> <p>I can use formations in dance to make it more creative and nice to watch</p> <p>I can make formations flow in a smooth and controlled way <b>using unison, canon and different levels</b>.</p> <p>I can create a clear, middle and an end to their</p> | <p>I know how to perform patterns of movements.</p> <p>I know how to work in unison</p> <p>I know how to add interest to my dance by varying movement, levels and direction.</p> <p><b>Key vocabulary:</b> Unison, cannon, start, finish, relationship, <b>formation, stage direction, stimuli, symmetrical, direction, tempo, timing, stillness, improvise, creative, dynamics,</b></p>  |

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|  | <p>routines by using stillness, <b>different levels, directions, and symmetrical shapes.</b></p> <p>Gymnastics</p> <p>I am beginning / <b>I can</b> explore ways of travelling across a bench using <b>different levels</b>, body parts and <b>speeds.</b></p> <p>I am beginning to / <b>I can confidently</b> explore matching and mirroring when performing shapes with a partner.</p> <p><b>I can develop my jumping technique by learning how to turn in mid-flight.</b></p> <p><b>I can (attempt) a variety of partner balances exploring counter tension and counter balance techniques.</b></p> <p>I can use the fundamental skills required to perform the forward roll.</p> <p>I can perform a full routine that involves shapes, travelling, balances, jumping, rolling and small apparatus.</p>           | <p>I know what symmetrical and asymmetrical means</p> <p>I know ways to link movements and balances using counter balance.</p> <p><i><b>Key vocabulary:</b> rotation, vertical axes, counter tension, <b>position, shape, tension, posture, counter balance, point / patch balance, core strength</b></i></p>  |
| <p><b>TERM 3</b></p> <p>Invasion Games</p> <p>Football and Netball</p> | <p>Football.</p> <p>I can take part in a number of dribbling exercises and use different parts of my feet.</p> <p>I can dribble and change direction with <b>increased skill and speed using different techniques.</b></p> <p>I am beginning to / <b>I can</b> perform a short distance pass in Football using the correct technique: the non-striking foot comes beside the ball and the striking foot comes through with the side of the foot connecting with the ball.</p> <p>I can perform a short distance pass <b>whilst thinking about accuracy and power.</b></p> <p>I can pass the ball over a variety of different distances.</p> <p>I can shoot using my laces and <b>I can do this with increased control and confidence.</b></p> <p>I can take part in games using; dribbling, passing and shooting</p> | <p>I know the basic rules of football and can apply them.</p> <p>I know how to control a ball when I dribble using different techniques and part of the foot.</p> <p>I know to pass and receive a ball with the side of my foot and the ball of my foot.</p> <p>I know that laces means hitting the ball with the top of my foot, having scoop the ball</p> <p><b>Vocabulary:</b> touch, movement, direction, pass, control, strike, laces</p>   |
|  | <p>Netball</p> <p>I am beginning to / <b>I can</b> use the one-two (sticky steppy) footwork rule and pivot action.</p> <p><b>I can (attempt) the shoulder pass and overhead pass on the move using signalling and communication, within a game situation.</b></p> <p>I am beginning to use basic attacking skills, creating space with the feint dodge technique.</p> <p>I am beginning to use basic defending skills learning to intercept the ball whilst man to man marking.</p> <p>I know the basic starting positions for shooting.</p>   | <p>I know the importance of short distance passing and moving into space.</p> <p>I know how to support a team member in their shooting technique.</p> <p>I know how to attack, creating space with the feint dodge technique.</p> <p>I know how to defend by intercepting when man marking.</p> <p><b>Key vocabulary:</b> sticky feet, balance, wide stance, aim, control, power, co-ordination, agility, speed, communication, timing, space, shadow, side stance, reaction, accuracy, teamwork</p> |

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| <b>TERM 4</b><br>Ball games<br>Tennis & Tri-Golf | Tennis<br>I <b>can</b> / I am beginning to play a Forehand shot in Tennis.<br><br>I <b>can</b> / I am beginning to perform the Backhand shot.<br><br>I <b>can</b> / I am beginning to perform a volley shot.<br><br>I <b>can</b> / I am beginning to perform an underarm serve<br><br>I can play a competitive game of tennis with a partner apply skills learned.  | I know how to play a forehand shot<br><br>I know the correct technique for a backhand shot.<br><br>I know what a volley shot is and how it can be used in tennis<br><br>I know when a serve is used in tennis.<br><br><b>Key vocabulary:</b> backhand, volley, underarm serve, forehand shot, <b>low, high, volley, ready, face up, grip, serve, no bounce, forehand</b>  |
|  | Tri-Golf<br>I can <b>use power and accuracy</b> in putting and underarm throwing.<br><br>I can use the putter <b>in a controlled manner</b> .<br><br>I can use the chipper <b>focusing on elevation of the ball</b><br><br>I can make the ball cover a long distance using a chipper.<br><br><b>I can select an appropriate shot to overcome obstacles.</b><br><br>I can put all the skills together to play a whole round of golf against other pupils.  | I know when and how to use a putter and in a controlled manner.<br><br>I know how to use the chipper to cover a long distance<br><br><b>Key Vocabulary:</b> tick-tock, swing, accuracy, elevation, obstacle, angle, target, tactic, decisions, <b>bunker, green, water, tees, holes, putter, iron, chip</b>   |
| <b>TERM 5</b><br>Athletics & OAA                 | Athletics<br>I can focus on my arm and leg action to improve my sprinting technique, <b>and demonstrate an improved technique to carry out an effective sprint finish</b><br><br>I understand the importance of adjusting running pace to suit the distance being run.<br><br>I can perform a relay, <b>focusing on the baton changeover technique</b> .<br><br>I can use one and two feet to take off and to land with.<br><br>I can develop an effective take- off and flight phase for the standing long jump.<br><br>I can land safely and with control.<br><br><b>I can combine a hop, step and jump to perform the standing triple jump, landing safely and with control.</b><br><br><b>I can measure the distance jumped.</b><br><br>I can perform a push <b>and pull</b> throw, and continue to develop techniques to throw for increased distance.<br><br><b>I can measure the distance of my throw.</b> | I know that pace is important and should be consistently applied until the end when a sprint finish should complete a race.<br><br>I know how to pass and receive a baton.<br><br>I know how to jump and land safely.<br><br>I know how to do the long jump and triple jump.<br><br>I know how to hold and throw a javelin.<br><br><b>Key vocabulary:</b> direction, competition, throw, catch, relay, long jump, javelin, distance, run, improve, jump, technique ( <b>previous year: land, hop, balance, run, control, jog, sprint, throw, obstacle, relay, speed, travel, direction, speed, change, throw, obstacle, distance, control</b> ) |
|  | OAA<br>I can use basic tactical thinking and team work to overcome a task.<br><br>I can use team building skills to overcome physical   | I know how to use tactical thinking to achieve an end goal.<br><br>I know how to be a team player.  |

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|   | <p>tasks.</p> <p>I can use verbal communication and trust building skills.</p> <p>I can develop leadership qualities by working together communicating ideas and tactics to complete the various balance tasks.</p> <p>I can use team work and trust with partners whilst exploring all their senses</p>  | <p>I know how to navigate around obstacles</p> <p><b>Key Vocabulary:</b> nonverbal communication, shape, balance, determination, obstacle, <b>warm up, team work, trust, team work, communication, planning, tactics, memory, problem solving, maps, key, orientation, compass direction, half-turn, whole-turn.</b></p> <p><b>Key Vocabulary:</b></p>   |
| <b>TERM 6</b><br>Strike and Field<br>Cricket and Rounders | <p>Rounders</p> <p><b>I can/</b> I am beginning to perform a two handed and one handed catch when a partner feeds me the ball.</p> <p><b>I can/</b> I am beginning to over arm throw and catch consistently with a partner at long distances.</p> <p>I can strike a bowled ball <b>focussing on using power and strength.</b> I am beginning to identify and use batting.</p> <p>I can use running skills <b>and experiment with the speed in which I run</b> to get to bases.</p> <p>I can use fielding techniques, <b>and test running and throwing skills.</b></p> <p>I know the basic rules and positions and I can play modified games with a competitive element using the skills I have learned.</p> | <p>I Know the rules and positions of rounders.</p> <p>I know how to carry out a two and a one-handed catch.</p> <p>I know how to strike a ball.</p> <p>I know how to complete an over arm throw.</p> <p>I know how to use tactical strategies in the game.</p> <p><b>Key vocabulary:</b> tactics, experiment, position, <b>accuracy, underarm, overarm, throw, strike, field, bat, aim, control, evaluate, improve</b></p>   |
|   | <p>Cricket</p> <p>I can field the ball and attack the stumps.</p> <p>I can continue developing fielding/catching skills and returning the ball on the move.</p> <p>I can use batting skills, <b>focusing on the hook shot.</b></p> <p>I can continue developing batting and fielding skills in kwik cricket, <b>with controlled and accurate over arm bowling.</b></p> <p>I can play a kwik cricket game with the use of overarm bowling.</p>   | <p>I know how to field, bat and over arm throw.</p> <p>I know how to field the ball and attack the stumps.</p> <p>I know how to stand, hold and hit a ball when batting.</p> <p>I know what a hook shot is</p> <p>I know some fielding tactics.</p> <p>I know bowling and batting rules of kwik cricket game</p> <p><b>Key Vocabulary:</b> hook shot, attack, stumps, control, accurate, bowling, <b>opposite leg to throwing arm, follow through with the arm, overarm throw, underarm throw, bat, stance, side on, wicket keeper, runs, overthrow backing up</b></p> |
| <b>Greater Depth</b>                                      | <p>Link movements with increased fluency and control. Choose appropriate passes and throws during games. Begin to explain reasoning for this.</p>   | <p>Suggest improvements and apply these. Knows and can verbalise vocabulary when evaluating performances. Begin to explain when different throws and passes are needed and why.</p>  |

**All units:**

Recognise and describe the effects of exercise on the body, **and how this affects performance**

Know the importance of strength and flexibility for physical activity.

Explain why it is important to warm- up and cool-down.

**Explain why exercise is good for your health.**

Watch, describe and evaluate the effectiveness of a performance, **giving ideas for improvements**

Describe how their performance has improved over time.

**Modify their use of skills or techniques to achieve a better result.**

**Compassion. Respect. Joy.**



**SHAKESPEARE YEAR A  
LEARNING JOURNEY**

| 'I CAN'<br><i>The skills I have learnt...</i>   | 'I KNOW'<br><i>The knowledge I have...</i>  |
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| <p style="text-align: center;"><b>TERM 1</b><br/>Invasion Games<br/>Rugby &amp; Hockey</p> <p>Rugby<br/>I can dodge and weave an object using speed and direction</p> <p>I can move my feet towards the ball for a successful catch and <b>I can turn in the air away from the defenders to avoid a knock on.</b></p> <p>I can use the correct technique to throw the rugby ball backwards down a line and whilst moving, <b>I can do this with power, accuracy and control</b></p> <p>I can tag a player and know the rules associated with tagging.</p> <p>I can pass and move towards a goal area with agility</p> <p>I can <b>confidently</b> combine passing and running skills using and developing tactics</p> | <p>I know different positions that are played in games. I know a range of passes.</p> <p>I know how to turn in the air to avoid a knock on.</p> <p>I know the rules of tag rugby.</p> <p><b>Key Vocabulary:</b> Spatial awareness, teamwork, wide hands, eye contact, knock on,</p>     |
| <p style="text-align: center;"><b>TERM 1</b><br/>Hockey</p> <p><b>I can</b> (I am beginning to) explore the shake hands grip and the reverse grip when travelling with the ball.</p> <p><b>I can</b> (I am beginning to) use dribble with direction and explore the reverse stick.</p> <p>I can explore / <b>confidently using skills for</b> passing over distance whilst on the move and learn how to stop the ball.</p> <p>I can <b>confidently use a range of tactics</b> to attack, defend and tackle.</p>   | <p>know the rules of hockey.</p> <p>I know what the shake hands and reverse grip are.</p> <p>I know how to use the reverse stick</p> <p><b>Key vocabulary:</b> shake-hands, reverse grip, reverse stick, tackle, <b>c-shape, attacking, defending, long/short pass, tournament,</b></p> |
| <p style="text-align: center;"><b>TERM 2</b><br/>Dance and Gymnastics</p> <p>Dance<br/>I am beginning to understand how to adapt a basic motif in small groups.</p> <p>I can respond to different piece of stimuli.</p> <p>I can explore different ways to use movement to reflect the theme and link movements together in a small group.</p> <p><b>I can identify different dance relationships used in dances and (attempt) to use these relationships within dances.</b></p> <p>I can use a canon.</p> <p>I can confidently use formations in dance to make them more creative and more aesthetically pleasing.</p> <p>I can use partner balance to develop stillness ideas.</p>                                  | <p>I know how to perform patterns of movements.</p> <p>I know how to work in unison</p> <p>I know how to use partner balances</p> <p><b>Key vocabulary:</b> motif, stimuli, partner balance, <b>Unison, cannon, start, finish, relationship,</b></p>                                    |

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|   | <p>Gymnastics</p> <p><b>I can</b> / I am beginning to perform <b>confidently</b> point and group balances.</p> <p>I can link balances and shapes to create a short routine.</p> <p>I can incorporate a piece of equipment into a short routine.</p> <p>I can create and perform a routine which involves all skills learnt from previous weeks.</p>   | <p>I know the difference between symmetrical and asymmetrical shapes.</p> <p>I know how to link balances and shapes together in a routine.</p> <p>I know how to jump effectively</p> <p><b>Key vocabulary:</b> point, group balances, symmetrical, asymmetrical, <b>rotation, vertical axes, counter tension,</b></p>  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TERM 3</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handball &amp; Netball</p>                | <p>Handball</p> <p>I can use different types of passing and shooting.</p> <p>I can dribble the ball.</p> <p>I can link dribbling and passing together.</p> <p>I can link dribbling and shooting together.</p>   | <p>I know that there are different types of passes and shooting I can use.</p> <p>I know when to pass, take 3 steps or dribble.</p> <p>I know how to dribble.</p> <p><b>Key Vocabulary:</b> shoot, follow through, set your body, aim, dribble, soft hands, movement into space, communication, 3 step rule, jump shot, evade defenders</p>  |
|   | <p>Netball</p> <p>I can control my footwork when moving at speed.</p> <p>I can use short distance passing skills on the move.</p> <p>I can use long distance passing on the move <b>using signaling and communication.</b></p> <p><b>I can</b> / I am beginning to use basic attacking skills, by understanding the principle of creating and moving forward into space to receive the ball.</p> <p>I can use simple / <b>more complex</b> defending skills when marking the ball, demonstrating good control and quick reactions within a game situation.</p> <p>I can shoot using a practiced technique <b>showing greater control and accuracy</b></p> | <p>I know the importance of long distance passing and moving into space.</p> <p>I know how to use signaling to communicate with team members.</p> <p>I know the rules of game play</p> <p>I know how to defend.</p> <p><b>Key vocabulary:</b> signaling, distance, <b>sticky feet, balance, wide stance, aim, control, power, co-ordination, agility, speed, communication, timing, space, shadow, side stance, reaction, accuracy, teamwork</b></p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TERM 4</b></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Net and Wall Tennis &amp; Volley Ball</p> | <p>Tennis</p> <p>I am beginning to play a forehand return shot in tennis, developing my technique.</p> <p>I am beginning to develop my backhand return shot, honing my technique.</p> <p>I can serve in tennis is and <b>I am beginning to perform the underarm serve to begin a game of tennis.</b></p> <p>I can use a volley shot and <b>can use it at the correct time in a game of tennis.</b></p> <p>I can apply the skills I have learned in competitive games.</p>   | <p>I know how to play a forehand shot</p> <p>I know the correct technique for a backhand shot.</p> <p>I know what a volley shot is and when to use it.</p> <p>I know when a serve and an underarm serve is in tennis.</p> <p><b>Key vocabulary:</b> backhand return, underarm serve, forehand return shot, <b>low, high, volley, ready, face up, grip, serve, no bounce, forehand</b></p>  |
|   | <p>Basketball</p> <p>I can explore different ways of moving with the ball effectively.</p> <p>I can dribble the ball with control.</p> <p>I can pass using a variety of different passes.</p> <p>I can shoot using the correct technique.</p>   | <p>I know the basic rules of basketball</p> <p>I know different techniques to dribble the ball, with control.</p> <p>I know a variety of passes and when to use them.</p> <p>I know how to attack and defend.</p>  |

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|   | <p>I can work as a team to attack and defend effectively.</p> <p>I can use spatial awareness to evade defenders</p> <p>I can use the skills I have learnt in a game.</p>  | <p><b>Key vocabulary:</b> control, dribble, movement, head-up, direction, W Grip, accuracy, elbow, hands, power, technique, target, focus, attack, defend, pass, movement, teamwork, positioning</p>   |
| <p><b>TERM 5</b><br/>Athletics &amp; OAA</p>        | <p>Athletics</p> <p>I can accelerate from a variety of starting positions and select my preferred position.</p> <p>I can continue to practise and refine my technique for sprinting, focusing on an effective sprint start.</p> <p>I can identify and demonstrate stamina, explaining its importance for runners.</p> <p><b>I can recap, practise and refine an effective sprinting technique, including reaction time.</b></p> <p><b>I can build up speed quickly for a sprint finish.</b></p> <p>I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p><b>I can work as a team to competitively perform a relay.</b></p> <p><b>I can confidently and independently select the most appropriate pace for different distances</b></p> <p>Improve techniques for jumping for distance.</p> <p>Land safely and with control.</p> <p>I can Investigate different jumping techniques.</p> <p><b>I can maintain control at each of the different stages of the triple jump and land safely and with control.</b></p> <p><b>I can develop and improve my techniques for jumping for distance and support others in improving their performance.</b></p> <p><b>I can perform and apply different types of jumps in other contexts.</b></p> | <p>I know how to perform a long jump, triple jump and standing jump.</p> <p>I know how to pace myself when running</p> <p>I know how to land safely when jumping</p> <p><b>Key vocabulary:</b> sprint start, take off, land, long jump, broad jump, extend, bend, distance, control, power, pace, position, handover, javelin, direction, target, technique, standing start (previous years: continuous, push, pull, technique, accuracy, power, receive, footwork, jump, extend, bend, distance, throw position, direction, target, technique, distance, pull, safe, run, relay, handover, pace, take off, competition, catch, relay, long jump, improve, technique, land, hop, balance, control, jog, sprint, obstacle, speed, travel, speed, change, obstacle, distance, control)</p> |
|   | <p>OAA</p> <p>I can communicate to develop directions.</p> <p>I can use compass directions and orientation.</p> <p>I can use team and compass work through designing pathways on an orienteering map.</p> <p>I am beginning to use map orientation and route planning.</p> <p>I am beginning to organise and plan activities for others to follow</p>   | <p>I know how to use confidently communicate to develop leadership skills.</p> <p>I know what orientation means.</p> <p>I know how to plan a route</p> <p><b>Key Vocabulary:</b> leadership, organization, verbal communication, birds-eye view, setting the map, pacing, nonverbal communication, shape, balance, determination, obstacle, warm up, team work, trust, team work, communication, planning, tactics, memory, problem solving, maps, key, orientation, compass direction, half-turn, whole-turn.</p>   |
| <p><b>TERM 6</b><br/>Strike &amp; Field Cricket</p> | <p>Rounders</p> <p>I can confidently perform a two handed and one handed catch when a partner feeds the ball.</p>   | <p>I know the rules and positions of rounders.</p> <p>I know how to strike a bowled ball.</p>  |

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|   | <p>I can consistently throw and catch with a partner at long distances.</p> <p><b>I can strike a bowled ball. Focus on using power and strength.</b></p> <p><b>I am beginning to use batting tactics for aiming into zone areas.</b></p> <p>I can use running skills and experiment with the speed.</p> <p>I am beginning to explore (<b>I can use</b>) bowling technique and target throwing.</p>   | <p>I know how to use targeted throws</p> <p>I know how to complete an over arm throw.</p> <p><b>Key vocabulary:</b> spin, sideways stance, eye contact, fast arm, spatial awareness, high elbow, under / over arm throw, <b>accuracy, underarm, overarm, throw, strike, field, bat, aim, control, evaluate, improve</b></p>  |
|   | <p>Cricket</p> <p>I can use fielding skills whilst moving.</p> <p>I can catch and receive the ball on the move and <b>throwing it at the correct wicket.</b></p> <p>I can develop batting skills to <b>use the correct shot to hit the ball away from fielders.</b></p> <p>I can use batting and fielding skills in kwik cricket, with over arm bowling <b>being used accurately and with control.</b></p> <p>I can further development my game with the use of overarm bowling.</p> | <p>I know how to field, bat and throw.</p> <p>I know how to stand, hold and hit a ball when batting.</p> <p>I know throw the ball towards the correct wicket.</p> <p>I know some fielding, batting and bowling tactics.</p> <p><b>Key Vocabulary:</b> accuracy, wicket, <b>opposite leg to throwing arm, follow through with the arm, overarm throw, underarm throw, bat, stance, side on, wicket keeper, runs, overthrow backing up</b></p> |
| <p><b>Greater Depth</b></p>   | <p>Demonstrate control, aim, power and accuracy in games.</p> <p>Show leadership skills while demonstrating strong understanding of reasons behind different tactics.</p> <p>Creatively link movements and work to a beat.</p>   | <p>Explain the rules of a range of games using vocabulary.</p> <p>Evaluate, make improvements and show creativity when exploring performances.</p>   |
| <p>In all units</p> <p>I Know and understand the reasons for warming up and cooling down.</p> <p>I can explain some safety principles when preparing for and during exercise.</p> <p><b>I can carry out warm-ups and cool-downs safely and effectively.</b></p> <p><b>I can understand why exercise is good for health, fitness and wellbeing.</b></p> <p><b>I know ways that I can become healthier.</b></p> <p>I can choose and use criteria to evaluate my and others' performance.</p> <p>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</p> <p><b>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</b></p> |  |  |

**SHAKESPEARE YEAR B  
LEARNING JOURNEY**

| ‘I CAN’<br><i>The skills I have learnt...</i>     |   | ‘I KNOW’<br><i>The knowledge I have...</i>   |
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| <b>TERM 1</b><br>Invasion Games<br>Rugby & Hockey | <p>Rugby<br/>I can dodge and weave <b>effectively being spatially aware</b>, and using speed and direction.</p> <p>I can pass and move towards a goal area, combining passing and running skills using and developing tactics to defend and attack</p> <p>I can play in a team communicating ideas and rules</p>  | <p>I know how to play tag rugby</p> <p>I know how to use and apply tactics learned.</p> <p>I know how to use a variety of passes and select appropriately depending on the game in play</p> <p><b>Key Vocabulary:</b> forfeit, dodge, opponent, <b>Spatial awareness, teamwork, wide hands, eye contact, knock on,</b></p>   |
|   | <p>Hockey<br/><b>I can use different grips depending on the action needed.</b></p> <p>I can dribble in all directions <b>including reverse dribble.</b></p> <p>I can pass on the move over different distances focusing on the different grips available</p> <p>I can outwit defenders using various dribbling and passing techniques in attack.</p> <p><b>I can explore how to defend and not be outwitted.</b></p> <p>I can use the learnt skills in a game environment</p> | <p>I know how to play hockey.</p> <p>I can dribble, tackle and pass in a variety of ways.</p> <p>I know how to play tactically attacking and defending.</p> <p><b>Key vocabulary:</b> shake-hands, reverse grip, reverse stick, tackle, <b>c-shape, attacking, defending, long/short pass, tournament</b></p>  |
| <b>TERM 2</b><br>Dance and Gymnastics             | <p>Dance<br/>I can explore different ways to use movement to reflect the theme and they link movements together in a small group.</p> <p>I can use all skills learned to perform fluidly using concise and precise movement.</p>  | <p>I know how to create sequences.</p> <p>I know what canon, mirror, match, unison and choreograph mean and how to move in these ways</p> <p><b>Key vocabulary:</b> street dance, routine, music, canon, mirror, match, unison, choreograph <b>dynamics, space, flexibility, co-ordination, stamina, expression, motif, perform, pattern, dance, movement, sequence, co-ordination, timing, unison, canon, motif, phrasing</b></p> |
|   | <p>Gymnastics<br/>I can devise and perform routines with movements to music, <b>showing increased flexibility, control and good posture.</b></p> <p>I can perform routines with a group or partners that include symmetrical and asymmetrical shapes.</p> <p>I can demonstrate flexibility, strength, balance, power and focus when balancing, travelling and making body shapes.</p>   | <p>I know different footwork patterns.</p> <p>I know how to collaborate to create and perform routines.</p> <p><b>Key vocabulary:</b> rhythm, switch arm, push up, flexibility, control, posture, front and back support, symmetrical, asymmetrical, <b>balance, shape, sequence, level, direction, rolling, bridging point, group balances, symmetrical, asymmetrical, rotation, vertical axes, counter tension,</b></p>          |
| <b>TERM 3</b><br>Handball & Netball               | <p>Handball<br/>I can consolidate and practice various Handball passing and shooting techniques.</p> <p>I can practice dribble and pass the ball in Handball.</p>   | <p>I know how to pass in various ways: round the back, bounce pass, under the legs, overhead height, below waist height, under/over arm.</p> <p>I know how to evade defenders through being nimble and spatially aware.</p>  |

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|  | <p>I can dribble and deceive an opponent in Handball.</p> <p>I can use tactics to evade defenders.</p> <p>I can create a shooting opportunity in Handball.</p> <p>I can play handball using skills learned.</p>  | <p>I know how to use a 'lob' shot.</p> <p>I know how to dribble the ball.</p> <p>I know some rules for handball.</p> <p><b>Key Vocabulary:</b> shoot, follow through, set your body, aim, dribble, soft hands, movement into space, communication, 3 step rule, jump shot, evade defenders</p>   |
|  | <p>Netball</p> <p><b>I can</b> confidently/ I am beginning to turn in the air when landing using the correct footwork technique.</p> <p>I can short distance passing skills in a game situation.</p> <p><b>I can</b> / I am beginning to long distance passing on the move and to be able to perform the correct passes in a game situation.</p> <p><b>I can</b>/ I am beginning to use the dodging technique and moving forward into space to develop the centre pass.</p> <p><b>I can</b> / I am beginning to select the correct type of defending technique in various game situations.</p> | <p>I know how to play netball and the positions of the team and roles.</p> <p>I know how to defend and attack.</p> <p>I know how to pass and which passes to use at various points in a game depending on play.</p> <p><b>Key vocabulary:</b> signaling, distance, sticky feet, balance, wide stance, aim, control, power, co-ordination, agility, speed, communication, timing, space, shadow, side stance, reaction, accuracy, teamwork, pivot</p> |
| <p><b>TERM 4</b><br/>Net and Wall Tennis &amp; Volley Ball</p> | <p>Tennis</p> <p>I can use the correct technique to perform the forehand shot whilst thinking about my court position following the shot.</p> <p>I can perform the backhand return shot whilst continuing to think about their position on the court.</p> <p>I can serve underarm and overarm in tennis.</p> <p>I can develop my serve and develop this into a rally.</p> <p>I can perform the backhand, forehand, volley and serve into a tennis game</p>   | <p>I know how to play tennis and serve, apply tactics by varying my shots and play rallies.</p> <p>I know how scoring works.</p> <p><b>Key vocabulary:</b> rally, reverse, backhand return, underarm serve, forehand return shot, low, high, volley, ready, face up, grip, serve, no bounce, forehand</p>  |
|  | <p>Basketball</p> <p>I can explore different ways of moving with the ball effectively, <b>being spatially aware and deploying tactics for evasion</b></p> <p>I can use different techniques to dribble the ball with <b>control</b>.</p> <p>I can shoot with <b>control and accuracy</b>.</p> <p>I can use skills learnt and put them into a game situation.</p>   | <p>I know the rules of basketball</p> <p>I know a variety of different passes and tactics that I can use in a game situation.</p> <p><b>Key vocabulary:</b> roles, responsibility, agility, lay-up, confidence, rules, control, dribble, movement, head-up, direction, W Grip, accuracy, elbow, hands, power, technique, target, focusm attack, defend, pass, movement, teamwork, positioning</p>  |
| <p><b>TERM 5</b><br/>Athletics &amp; OAA</p>                   | <p>Athletics</p> <p>Accelerate from a variety of starting positions and select my preferred position.</p> <p>Continue to practise and refine my technique for sprinting, focusing on an effective sprint start.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>  | <p><i>I know how to position my body for a sprint start.</i></p> <p><i>I know how to complete the hurdles using lead leg.</i></p> <p><i>I know how to hand and receive a relay baton.</i></p> <p><i>I know how to throw a shot put</i></p>   |

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|  | <p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances</p> <p>I can perform a fling throw and measure the distance.</p> <p>I can continue to develop techniques to throw for increased distance.</p> <p>I can perform a heave throw and measure and record the distance.</p> <p>I can continue to develop and refine techniques to throw for increased distance and support others in improving their personal best.</p> | <p><i>I know how to jump and land safely</i></p> <p><b>Key vocabulary:</b> sprint start, take off, land, long jump, broad jump, extend, bend, distance, control, power, pace, position, handover, javelin, direction, target, technique, standing start (previous years: continuous, push, pull, technique, accuracy, power, receive, footwork, jump, extend, bend, distance, throw position, direction, target, technique, distance, pull, safe, run, relay, handover, pace, take off, competition, catch, relay, long jump, improve, technique, land, hop, balance, control, jog, sprint, obstacle, speed, travel, speed, change, obstacle, distance, control)</p>         |
|  | <p>OAA</p> <p>I can use strategies when working as a team to overcome challenges.</p> <p>I can use map and orientation skills, with a focus on symbols.</p> <p>I can design an orienteering route and develop map reading skills.</p> <p>I can use a compass to assist in map reading and orientation</p>   | <p>I know how to work as a team to overcome challenges.</p> <p>I know how to design and use a map of the schools grounds.</p> <p>I know how to use symbols on a map</p> <p><b>Key Vocabulary:</b> Map symbols, control point, leadership, organization, verbal communication, birds-eye view, setting the map, pacing, nonverbal communication, shape, balance, determination, obstacle, warm up, team work, trust</p>   |
| <p><b>TERM 6</b><br/>Strike &amp; Field<br/>Cricket &amp; Rounders</p> | <p>Rounders</p> <p>I can consistently throw and catch with a partner at long distances under pressure.</p> <p>I can strike a bowled ball with accuracy and consistently</p> <p>I can explore the bowling technique using a spin and target throwing.</p> <p>I can play an enjoyable modified games</p> <p>Cricket</p> <p>I can confidently field whilst moving, <b>using tactical moves to get the ball to the bowler</b></p> <p>I can catch and receive the ball on the move and throwing it at the correct wicket, <b>with accuracy</b></p> <p>I can bat and use the correct shot to hit the ball away from fielders <b>showing spatial awareness</b></p> <p>I can bat and field in kwik cricket, using over arm bowling.</p>   | <p>I know how to ball, bowl and field tactically.</p> <p>I know what spin bowling is and target throwing.</p> <p>I know how to play rounders and the positions involved.</p> <p><b>Key vocabulary:</b> spin, sideways stance, eye contact, fast arm, spatial awareness, high elbow, under / over arm throw, accuracy, underarm, overarm, throw, strike, field, bat, aim, control, evaluate, improve</p> <p>I know how to use tactics in a game of kwik cricket</p> <p><b>Key Vocabulary:</b> accuracy, wicket, opposite leg to throwing arm, follow through with the arm, overarm throw, underarm throw, bat, stance, side on, wicket keeper, runs, overthrow backing up</p> |

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|   | I can use tactics in a game of kwik cricket  |  |
| <b>Greater Depth</b>  | <p>Demonstrate control, aim, power and accuracy in games.</p> <p>Show leadership skills while demonstrating strong understanding of reasons behind different tactics.</p> <p>Creatively link movements and work to a beat.</p> | <p>Explain the rules of a range of games using vocabulary.</p> <p>Evaluate, make improvements and show creativity when exploring performances.</p> |
| <p>In all units</p> <p>I know and understand the reasons for warming up and cooling down.</p> <p>I can explain some safety principles when preparing for and during exercise.</p> <p>I can carry out warm-ups and cool-downs safely and effectively.</p> <p>I can understand why exercise is good for health, fitness and wellbeing.</p> <p>I know ways that I can become healthier.</p> <p>I can choose and use criteria to evaluate my and others' performance.</p> <p>I can explain why I have used particular skills or techniques, and the effect they have had on my performance.</p> <p>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</p> |  |  |



## Statutory Requirements

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| <b>Key Stage 1</b> | <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. 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><b>Pupils should be taught to:</b></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> |
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| <b>Key Stage 2</b> | <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. 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><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <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>▪ use running, jumping, throwing and catching in isolation and in combination</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 style="text-align: center;"><b>Swimming and water safety</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>▪ perform safe self-rescue in different water-based situations.</li> </ul> |
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