



# PE at Grove Church of England Primary

Revised 2026

## LONG TERM PLAN



### Statement of Intent

The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

#### **End of KS1 and KS2 expectations in Physical Education:**

- Physical Education is the perfect vehicle through which to develop the crucial skills and attributes required for the modern world.
- Effective delivery of the National Curriculum Expectations will ensure that children develop into thinking physical beings and doing physical beings which impact on the behavioural change to equip them for lifelong participation.
- Using the concept of Head (thinking) Hands (doing) and Heart (behavioural change) this poster is designed to support primary teachers to assess their children at the end of Key Stages One and Two.
- Most should be well established within the end of Key Stage Attainment Target, a few will still be emerging and a few will be exceeding it.

THE THINKING PHYSICAL BEING:

- Decision maker
- Analytical-deep understanding
- Confident
- Creative



THE DOING PHYSICAL BEING:

- Physically competent
- Grows and develops
- Physically active
- Competitive

THE BEHAVIOURAL CHANGE PHYSICAL BEING:

- Involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle

**We aim to:**

- Create a curriculum that develops, motivates and enthuses every child
- Give opportunities for all pupils to develop their leadership and coaching skills
- Improve health and wellbeing
- Provide high quality opportunities
- Assist each individual to be the best they can be
- Promote lifelong learning, active participation and competition
- Promote competition and excellence within sport and help foster links with and encourage attendance of 'higher sporting institutions'

### **Implementation**

- PE at Grove Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.
- The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Children in Year 4, 5 and 6 will be given the opportunity to swim during the course of the year. This is aimed to improve their life skills.
- We ensure that every pupil, regardless of SEN(D) or ability, is able to participate in the curriculum.

### **Planning and Lessons**

From the long-term overview, teachers will plan a sequence of lessons using skills and progression. Teachers will use Complete PE planning alongside the National Curriculum expectations.

### **Assessment**

All pupils will be assessed using Complete PE criteria which are linked to the National Curriculum expectations.

### **Impact**

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

## EYFS

	Knowledge and Skills	Key Vocabulary
<b>Autumn 1</b>	<p><b>Locomotion: Walking</b></p> <ol style="list-style-type: none"> <li>1.To explore walking.</li> <li>2. To begin to walk efficiently.</li> <li>3. To explore relationships with others.</li> <li>4. To experience sustained walking following a route and instructions.</li> <li>5. To apply pupils' learning about walking developing into marching.</li> <li>6. To apply their understanding of walking, applying it into a game.</li> </ol> <p><b>Gymnastics: Moving</b></p> <ol style="list-style-type: none"> <li>1.To introduce 'champion gymnastics' by moving and making shapes using different body parts.</li> <li>2. To introduce 'champion gymnastics' by moving in different directions.</li> <li>3. To apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.</li> <li>4. To apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.</li> <li>5. To apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.</li> <li>6. To apply 'champion gymnastics,' exploring movements and shapes in different ways, transitioning between different zones.</li> </ol>	<p>Defender Change of direction Space Speed Walking Marching Tag</p> <p>Shapes Big Small High Low Apparatus Transition</p>
<b>Autumn 2</b>	<p><b>Ball Skills: Hands 1</b></p> <ol style="list-style-type: none"> <li>1.To explore different ways of using our hands to move with a ball.</li> <li>2. To explore different ways of using our hands to move with a ball.</li> <li>3. To explore different ways of using our hands to move with a ball.</li> <li>4. To continue to explore different ways of using our hands to move with a ball.</li> <li>5. To continue to explore different ways of using our hands to move with a ball.</li> <li>6. To continue to explore different ways of using our hands to move with a ball, keeping control.</li> </ol>	<p>Space Control Defender Bouncing Rolling Pushing</p>

	<p><b>Gymnastics: High, Low, Over, Under</b></p> <ol style="list-style-type: none"> <li>1.To introduce, 'champion gymnastics' by moving in a high way and explore making high shapes.</li> <li>2. To apply, 'champion gymnastics' by moving in a low way and explore making low shapes.</li> <li>3. To apply, 'champion gymnastics' while exploring how to move safely using apparatus.</li> <li>4. To apply, 'champion gymnastics' to explore movements and shapes in high and low ways on the apparatus.</li> <li>5. To apply, 'champion gymnastics' to explore movements and shapes in high, low, over and under ways on the apparatus.</li> <li>6. To apply, 'champion gymnastics,' to explore movements and shapes in high, low, over and under ways on the apparatus.</li> </ol>	<p>Shapes High Low Over Under Apparatus Transition</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<p><b>Spring 1</b></p>	<p><b>Ball Skills: Feet</b></p> <ol style="list-style-type: none"> <li>1.To explore different ways of using our feet to move with a ball.</li> <li>2. To develop using our feet to move with a ball.</li> <li>3. To develop dribbling using our feet to move with a ball.</li> <li>4. To teach pupils to understand where to dribble and why.</li> <li>5. To continue to explore moving with a ball.</li> <li>6. To develop pupils' kicking and dribbling skills during competitions.</li> </ol> <p><b>Dance: Ourselves</b></p> <ol style="list-style-type: none"> <li>1.To explore different movements using different parts of the body.</li> <li>2. To explore larger scale travelling movements.</li> <li>3. To respond to words and music using their bodies and props.</li> <li>4. To create their own movement ideas relating to specific words.</li> <li>5. To explore different movements using qualities of movement.</li> <li>6. To explore movements such as creeping, tiptoeing and hiding.</li> </ol>	<p>Attacker Defender Space Opponent Dribbling Control</p> <p>Beat Moving Control Rhythm Timing Sequence Opposite</p>

	<p><b>Spring 2</b></p> <p><b>Ball Skills: Hands 2</b></p> <ol style="list-style-type: none"> <li>1.To explore different ways of throwing a beanbag.</li> <li>2. To explore throwing (underarm) a beanbag.</li> <li>3. To explore throwing (overarm) a beanbag.</li> <li>4. To explore different ways of rolling a ball using our hands.</li> <li>5. To explore different ways of stopping a ball using our hands.</li> <li>6. To explore catching a beanbag and a small ball.</li> </ol> <p><b>Dance: Dinosaurs</b></p> <ol style="list-style-type: none"> <li>1.To explore different movements using different parts of the body.</li> <li>2. To explore different movements using different parts of the body.</li> <li>3. To explore the contrasting movements linked to predators and prey.</li> <li>4. To add emotion to their movements as they move in character.</li> <li>5. To extend the ideas that pupils have, ensuring expression and working in pairs to create movements together.</li> <li>6. To develop movement ideas in pairs while exploring the different relationships between dinosaurs.</li> </ol>	<p>Control</p> <p>Accuracy</p> <p>Aiming</p> <p>Distance</p> <p>Power</p> <p>Throwing</p> <p>Catching</p> <p>Rolling</p> <p>Stopping</p> <p>Beat</p> <p>Moving</p> <p>Control</p> <p>Rhythm</p> <p>Timing</p> <p>Sequence</p> <p>Expression</p>	
	<b>Knowledge and Skills</b>		<b>Key Vocabulary</b>
	<p><b>Summer 1</b></p> <p><b>Locomotion: Jumping</b></p> <ol style="list-style-type: none"> <li>1.To explore jumping in a variety of ways.</li> <li>2. To begin to jump efficiently.</li> <li>3. To develop their jumping technique applying it into a game.</li> <li>4. To explore jumping for distance.</li> <li>5. To explore jumping for height.</li> <li>6. To explore hopping in a variety of ways; in different directions, at different speeds and different levels.</li> </ol> <p><b>Dance: May Day Fair Dancing</b></p> <ol style="list-style-type: none"> <li>1.To explore and discuss movement ideas linked to the event of May Day.</li> <li>2.To move confidently and safely in space, using changes of speed, level and direction.</li> </ol>	<p>Jumping</p> <p>Distance</p> <p>Height</p> <p>Space</p> <p>Hopping</p> <p>Speed</p> <p>Landing</p> <p>Movement</p>	

		<p>3. To perform movement phrases using a range of body actions and body parts.</p> <p>4. To link movement phrases to make a simple dance with a clear beginning, middle and end.</p> <p>5. To copy, watch, describe and improve dance movement.</p> <p>6. To recognise how their body feels when still and when exercising.</p>	<p>Beat Beginning Middle End Sequence</p>
	<p><b>Summer 2</b></p>	<p><b>Attack v Defence: Games For Understanding</b></p> <p>1. To understand why it is important to take turns when playing a game.</p> <p>2. To understand why we need to keep the score during a game.</p> <p>3. To understand why we need to follow the rules during a game.</p> <p>4. To explore different ways of avoiding a defender.</p> <p>5. To explore different ways of preventing an attacker (fish) from scoring a point.</p> <p>6. To bring together the suggested sequence of learning into mini games.</p> <p><b>Dance: Nursery Rhymes</b></p> <p>1. To explore different movements using different parts of the body.</p> <p>2. To create their own movement ideas relating to specific words.</p> <p>3. To create simple movement sequences that relate to specific words.</p> <p>4. To explore larger scale travelling movements, responding to words or music.</p> <p>5. To respond to words and music using their bodies.</p> <p>6. To explore character movements with a partner.</p>	<p>Attacker Defender Space Rules Tagging/Tag Sharing</p> <p>Beat Moving Control Rhythm Timing Sequence Tempo</p>

Year 1		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Locomotion: Running</b></p> <ol style="list-style-type: none"> <li>1. To recap jumping, in different directions, at different speeds and different levels.</li> <li>2. To begin to develop their understanding of how to jump efficiently.</li> <li>3. To explore how jumping affects our bodies</li> <li>4. To explore skipping.</li> <li>5. To apply our understanding of jumping and skipping into a game.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol>	<p>Attacker Defender Space Speed Acceleration Tagging/Tag</p>
	<p><b>Gymnastics: Wide, Narrow and Curled</b></p> <ol style="list-style-type: none"> <li>1. To apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.</li> <li>2. To apply 'champion gymnastics' to explore movements and balances in a narrow way on the floor and on apparatus.</li> <li>3. To apply 'champion gymnastics' to explore movements and balances in a curled way on the floor and on apparatus.</li> <li>4. To allow pupils to continue to explore the three theme words: narrow, wide and curled using different ways of transitioning between each shape using apparatus.</li> <li>5. To allow pupils to explore combining wide, narrow and curled movements together. Introduce, 'linking.'</li> <li>6. To link two movements together by exploring the concept of 'linking'.</li> </ol>	<p>Wide Narrow Curled Transition Interesting Linking</p>
Autumn 2	<p><b>Ball Skills: Hands 1</b></p> <ol style="list-style-type: none"> <li>1. To develop using our feet to move with a ball.</li> <li>2. To apply dribbling with our feet into games.</li> <li>3. To consolidate pupils understanding of where to dribble and why.</li> <li>4. To explore kicking (passing) a ball.</li> <li>5. To develop pupils kicking (passing) technique applying this into a game to score points.</li> </ol> <p><b>Gymnastics: Body parts</b></p>	<p>Possession Space Control Attacker Dribbling Accuracy Power</p>

	<ol style="list-style-type: none"> <li>1. To apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</li> <li>2. To apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</li> <li>3. To apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'</li> <li>4. To explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) changing the combinations on different apparatus.</li> <li>5. To explore adding movement combinations together to create mini sequences.</li> <li>6. To adapt our mini sequences, exploring how we can make them more creative.</li> </ol>	<p>Wide Narrow Curled Big Small Interesting Linking</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Spring 1</b>	<p><b>Ball Skills: Feet</b></p> <ol style="list-style-type: none"> <li>1. To recap the different ways of using our feet to move with a ball.</li> <li>2. To develop using our feet to move with a ball.</li> <li>3. To apply dribbling with our feet into games.</li> <li>4. To consolidate pupils understanding of where to dribble and why.</li> <li>5. To explore kicking (passing) a ball.</li> <li>6. To develop pupils kicking (passing) technique applying this into a game to score points.</li> </ol> <p><b>Dance: Heroes</b></p> <ol style="list-style-type: none"> <li>1. To create a range of controlled movements that represent a superhero.</li> <li>2. To extend their sequence whilst performing as their character.</li> <li>3. To extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something.</li> <li>4. To create a range of controlled movements that represent a villain.</li> <li>5. To respond to a rhythm performing a range of controlled movements that represent a superhero and villain.</li> <li>6. To respond to create movements that represent a real life hero.</li> </ol>	<p>Attacker Defender Space Dribbling Passing Control</p> <p>Beat Moving Control Rhythm Sequence Motif Expression</p>
<b>Spring 2</b>	<b>Ball Skills: Hands 2</b>	Batter

	<ol style="list-style-type: none"> <li>1. To introduce throwing (underarm).</li> <li>2. To develop throwing (underarm) a beanbag.</li> <li>3. To work in a team and apply the underarm throw in a competitive situation.</li> <li>4. To explore different ways of stopping a ball using our hands.</li> <li>5. To develop pupils' ability to accurately roll a ball towards a target.</li> <li>6. To consolidate pupils ability to accurately roll a ball towards a target.</li> </ol> <p><b>Dance: The Zoo</b></p> <ol style="list-style-type: none"> <li>1.To respond to the stimulus (big animals) using a range of different, controlled movements showing character expression.</li> <li>2. To respond to the stimulus (small animals) using a range of different and controlled movements.</li> <li>3. To respond to rhythm using a range of controlled movements.</li> <li>4. To respond to rhythm using a range of controlled movements that represent arctic animals.</li> <li>5. To respond to a rhythm performing a range of controlled movements that represent a big cat and a zookeeper.</li> <li>6. To explore the relationship between a zookeeper and a big cat, creating movement patterns.</li> </ol>	<p>Fielder Opponent Aiming Accuracy Throwing Catching Rolling</p> <p>Beat Moving Control Rhythm Sequence Motif Expression</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Summer 1</b>	<p><b>Locomotion: Jumping</b></p> <ol style="list-style-type: none"> <li>1.To recap jumping, in different directions, at different speeds and different levels.</li> <li>2. To begin to develop their understanding of how to jump efficiently.</li> <li>3. To explore how jumping affects our bodies.</li> <li>4. To explore skipping.</li> <li>5. To apply our understanding of jumping and skipping into a game.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol> <p><b>Dance: May Day Fair Dancing</b> (Pat a cake polka)</p>	<p>Jumping Distance Space Attacker Defender Skipping Landing</p> <p>Movement</p>

		<p>1.To explore and discuss movement ideas linked to the event of May Day.  2.To move confidently and safely in space, using changes of speed, level and direction.  3. To perform movement phrases using a range of body actions and body parts.  4. To link movement phrases to make a simple dance with a clear beginning, middle and end.  5. To copy, watch, describe and improve dance movement.  6. To recognise how their body feels when still and when exercising.</p> <p><b>Cross Country:</b>  1.To know how to prepare the body for physical exercise and how to cool down afterwards.  2. To run the cross country distance appropriate to their year group and record a time.  3. To develop and maintain a better running technique.  4. To be able to maintain a consistent running pace.  5. To work as part of a team.</p>	<p>Beat  Beginning  Middle  End  Sequence</p> <p>Stride  Pace  Steady  Respiration  Recover  Sprint</p>
	<p><b>Summer 2</b></p>	<p><b>Team Building</b>  1. To introduce teamwork.  2. To develop the skills required to make an effective team.  3. To understand why it is important to trust our partner (team) if we are going to be successful.  4. To continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team.  5. To explore simple strategies as a team.  6. To explore simple strategies as a team to help us solve a problem.</p> <p><b>Attack and Defence: Games for Understanding</b>  1.To understand the basic principles of attack.  2.To apply simple attacking principles into a game situation.  3.To understand the basic principles of defence.  4.To apply simple defending principles into a game situation.</p>	<p>Teamwork  Inclusion  Communication  Cooperation  Trust  Team member  Fairness</p> <p>Attacker  Defender  Space  Rules  Tactics  Team</p>

		5.To consolidate pupils' knowledge of how, where and why to attack in a game. 6.To consolidate pupils' knowledge of how, where and why to defend in a game.	
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Year 2		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Locomotion: Dodging</b></p> <ol style="list-style-type: none"> <li>1. To explore dodging and learn how to dodge effectively.</li> <li>2. To develop pupils' dodging technique applying this into games.</li> <li>3. To apply pupils' knowledge of how, where and why to dodge, into game situations.</li> <li>4. To apply pupils' knowledge of how, where and why to dodge in game situations working as a team.</li> <li>5. To consolidate pupils' knowledge of how, where and why to dodge in game situations, working in teams.</li> <li>6. To apply pupils' knowledge of how where and why to dodge, into a level 1 competition.</li> </ol>	<p>Dodge Tag or tagging</p>
	<p><b>Gymnastics: Linking</b></p> <ol style="list-style-type: none"> <li>1. To apply 'champion gymnastics' to explore different movements that pupils can link together.</li> <li>2. To apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.</li> <li>3. To apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance</li> <li>4. To apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</li> <li>5. To apply 'champion gymnastics' to create pupils own sequences.</li> <li>6. To perform their completed sequences.</li> </ol>	<p>Champion gymnastics Linking Flow Transition Jump Roll Sequence</p>
Autumn 2	<p><b>Ball Skills: Hands 1</b></p> <ol style="list-style-type: none"> <li>1. To develop dribbling in order to keep control and possession of the ball.</li> <li>2. To develop passing and receiving in order to keep possession of the ball.</li> <li>3. To combine dribbling, passing and receiving in order to keep possession of the ball.</li> <li>4. To develop dribbling in order to keep possession and score a point.</li> <li>5. To develop passing and receiving in order to keep possession and score a point.</li> </ol>	<p>Attacker Defender Opponent Team Dribbling Chest pass</p>

		<p>6. To combine dribbling, passing and receiving in order to keep possession and score a point.</p> <p><b>Gymnastics: Pathways</b></p> <p>1.To apply 'champion gymnastics' exploring different pathways (zig-zag), creating movements that pupils can link together.</p> <p>2. To apply 'champion gymnastics' developing different pathways (zig-zag), creating movements that pupils can link together on apparatus.</p> <p>3. To apply 'champion gymnastics' exploring different pathways (curved), creating movements that pupils can link together.</p> <p>4. To apply 'champion gymnastics' developing different pathways (curved), creating movements that pupils can link together on apparatus.</p> <p>5. To apply 'champion gymnastics' to create pupils own sequences.</p> <p>6. To perform their completed sequences.</p>	<p>Champion gymnastics Linking Flow Transition Zig-zag Curved sequence</p>
		<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
	<b>Spring 1</b>	<p><b>Ball Skills: Feet</b></p> <p>1. To develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>2. To develop passing and receiving using our feet in order to keep possession of the ball.</p> <p>3. To combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p> <p>4. To develop dribbling using our feet in order to keep possession and score a point.</p> <p>5. To combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p> <p>6. To apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.</p> <p><b>Dance: Water</b></p> <p>1.To explore and respond to a stimuli through structured tasks.</p> <p>2. To initiate whole group movement and to understand how to work safely in the dance space, responding to music through movement.</p>	<p>Attacker Defender Possession Space Dribbling Passing</p>

		<p>3. To use improvisation to explore various dynamics and movement qualities.</p> <p>4. To use our whole body to create sequences of movement.</p> <p>5. To explore and respond to music as a stimulus.</p> <p>6. To use basic actions as an individual and in sequence.</p>	<p>Champion dancers</p> <p>Control</p> <p>Rhythm</p> <p>Expression</p> <p>Emotion</p> <p>Stimulus</p> <p>Flow</p> <p>Timing</p>
	<p><b>Spring 2</b></p>	<p><b>Ball Skills: Hands 2</b></p> <p>1.To develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>2. To consolidate pupils' execution of an underarm throw and to further extend their understanding of why we need to be accurate when we throw.</p> <p>3. To work in a team, applying their understanding of underarm throwing and the basic principles of attack vs defence to win a game.</p> <p>4. To apply their understanding of underarm throwing to beat their opponent.</p> <p>5. To introduce overarm throwing, applying their understanding of overarm throwing to win a game.</p> <p>6. To bring together the suggested sequence of learning into mini games.</p> <p><b>Dance: Explorers</b></p> <p>1.To respond to the stimulus using a range of different, controlled movements.</p> <p>2. To develop our character work, adding movements, expression and emotion to our motif.</p> <p>3. To develop our character work, adding movements, expression and emotion to our motif.</p> <p>4. To explore a variety of movements in a character (explorer and jungle animal) with a partner.</p>	<p>Attacker</p> <p>Defender</p> <p>Batting</p> <p>Fielder</p> <p>Space</p> <p>Throwing</p> <p>Catching</p> <p>Champion dancers</p> <p>Control</p> <p>Rhythm</p> <p>Expression</p> <p>Emotion</p> <p>Choreography</p>

	<p>5. To extend our sequences as our characters (explorer and jungle animal).</p> <p>6. To consolidate our learning from previous suggested sequences of learning performing a sequence with extended movements.</p>	<p>Unison</p> <p>Motif</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Summer 1</b>	<p><b>Locomotion: Jumping</b></p> <p>1.To consolidate pupils jumping and to apply an effective jumping technique.</p> <p>2. to consolidate pupils knowledge of how, where and why we jump in a game.</p> <p>3. To apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.</p> <p>4. To develop pupils' application of jumping.</p> <p>5. To develop pupils' application of linking jumps together.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: May Day Fair Dancing</b> (Dancing Round the Maypole – Circassian Circle)</p> <p>1.To explore and discuss movement ideas linked to the event of May Day.</p> <p>2.To move confidently and safely in space, using changes of speed, level and direction.</p> <p>3. To perform movement phrases using a range of body actions and body parts.</p> <p>4. To link movement phrases to make a simple dance with a clear beginning, middle and end.</p> <p>5. To copy, watch, describe and improve dance movement.</p> <p>6. To recognise how their body feels when still and when exercising.</p> <p><b>Cross Country</b></p> <p>1.To know how to prepare the body for physical exercise and how to cool down afterwards.</p> <p>2. To run the cross country distance appropriate to their year group and record a time.</p> <p>3. To develop and maintain a better running technique.</p> <p>4. To be able to maintain a consistent running pace.</p> <p>5. To work as part of a team.</p>	<p>Jumping</p> <p>Distance</p> <p>Space</p> <p>Attacker</p> <p>Defender</p> <p>Speed</p> <p>Landing</p> <p>Circassian circle</p> <p>May Fair</p> <p>Left</p> <p>Right</p> <p>Ceilidh dancing</p> <p>Pace</p> <p>Technique</p> <p>Consistent</p> <p>Distance</p>

	<p><b>Summer 2</b></p>	<p><b>Team Building</b></p> <ol style="list-style-type: none"> <li>1.To introduce teamwork.</li> <li>2. To develop the skills required to make an effective team.</li> <li>3. To understand why it is important to trust our partner (team) if we are going to be successful.</li> <li>4. To develop our cooperation and communication skills to help us successfully complete a challenge as a team.</li> <li>5. To explore simple strategies as a team.</li> <li>6. To explore simple strategies as a team to help us solve a problem.</li> </ol> <p><b>Attack and Defence: Games for Understanding</b></p> <ol style="list-style-type: none"> <li>1. To create and understand simple attacking principles, applying them as a team into a game.</li> <li>2. To create and understand simple defending principles, applying them as a team into a game.</li> <li>3. To understand the transition from defence into attack.</li> <li>4. To create and understand simple attacking tactics applying them as a team into a game.</li> <li>5. To create and understand simple defending tactics applying them as a team into a game.</li> <li>6. To apply pupils' knowledge and understanding of attacking and defending, into mini games (level 1 competition).</li> </ol>	<p>Teamwork Inclusion Communication Cooperation Strategy Courage Motivation</p> <p>Attacker Defender Space Tactics Transition Team</p>
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Year 3		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Invasion: Football</b></p> <ol style="list-style-type: none"> <li>1.To introduce dribbling in order to keep control and possession of the ball.</li> <li>2. to develop dribbling in order to keep control and possession of the ball.</li> <li>3. to introduce passing and receiving in order to keep possession of the ball.</li> <li>4. To use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</li> <li>5. To develop passing, moving and dribbling building up into mini game where pupils must keep possession in order to win.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol> <p><b>Gymnastics: Symmetry and Asymmetry</b></p> <ol style="list-style-type: none"> <li>1. To apply the concept of 'excellent gymnastics'.</li> <li>2. To apply 'excellent gymnastics' when exploring movements and balances in a symmetrical and asymmetrical way.</li> <li>3. To re-create pupils symmetrical balances on apparatus and look at how they can begin to move out of them, forming the start of a sequence.</li> <li>4. To start with symmetrical balances on apparatus, moving out of them, travelling to a new piece of apparatus and completing the start and middle section of a sequence.</li> <li>5. To complete their sequences.</li> <li>6. To perform their completed sequences.</li> </ol>	<p>Attacker Defender Space Possession Free kick Penalty</p> <p>Linking Flow Interesting Extension Symmetrical Asymmetrical</p>
	Autumn 2	<p><b>Invasion: Hockey</b></p> <ol style="list-style-type: none"> <li>1.To introduce dribbling in order to keep control and possession of the ball.</li> <li>2. To introduce passing and receiving in order to keep possession of the ball.</li> <li>3. To use pupils' prior knowledge and understanding of passing and dribbling, to create space whilst keeping possession, developing this concept into mini games.</li> <li>4. To develop passing, receiving and dribbling to create space when attacking, building up into mini games where pupils will explore the transition between attack and defence.</li> </ol>

	<p>5. To introduce pupils to shooting. Pupils will understand when, where and why they shoot from in order to increase their chances of scoring.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>OAA: Orienteering</b></p> <p>1.To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>2. To introduce the concept of orienteering.</p> <p>3. To challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find.</p> <p>4. To challenge pupils to orientate a map and locate points on the map in a set order.</p> <p>5. To challenge pupils to orientate a map and locate points on the map in a set order.</p> <p>6. To bring the orienteering topic together into a competition.</p>	<p>Navigate Teamwork Strategy Tactics Communication Orienteering Symbol</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Spring 1</b>	<p><b>Invasion: Netball</b></p> <p>1.To introduce passing and receiving in order to keep possession of the ball.</p> <p>2. To use passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.</p> <p>3. To develop passing and moving, building up into mini games, where pupils explore the transition between attack and defence.</p> <p>4. To ensure pupils understand not just how we shoot but also where we shoot in terms of court position and why?</p> <p>5. To continue to develop pupils understanding of where they shoot in terms of court position and why?</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Weather</b></p> <p>1.To respond to different stimuli being able to add drama and emotion to the dance.</p> <p>2. To continue to respond to different stimuli being able to add drama and emotion to the dance.</p>	<p>Attacker Defender Possession Chest Pass Footwork</p> <p>Expression Creativity Emotion Rhythm</p>

	<p>3. To build on the thematic work in a different context creating motifs.</p> <p>4. To execute a wider variety of movements in extended sequences, with a partner.</p> <p>5. To extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences.</p> <p>6. To bring the entire dance together and perform it.</p>	<p>Timing</p> <p>Stage presence</p> <p>Motif</p>
<b>Spring 2</b>	<p><b>Invasion: Tag Rugby</b></p> <p>1.To introduce moving with the ball, passing and receiving in order to keep possession of the ball.</p> <p>2. To introduce tagging.</p> <p>3. To look at how attackers can create space, creating opportunities for the ball carrier to pass if they are tagged.</p> <p>4. To develop passing and moving forwards to score a try.</p> <p>5. To combine passing and moving to create attacking opportunities to score a try.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Wild animals</b></p> <p>1. To respond to different stimuli being able to sustain characters to add drama and emotion to the dance.</p> <p>2. To build on the character work adding drama and emotion to dance and to create motifs in pairs.</p> <p>3. To execute a wider variety of movements singly and in extended sequences, with a partner.</p> <p>4. To continue executing a wide variety of movements singly and in extended sequences, with a partner.</p> <p>5. To extend dance skills by using more complex actions.</p> <p>6. To bring together the choreography from the suggested sequence of learning to create a final performance.</p>	<p>Attacker</p> <p>Defender</p> <p>Possession</p> <p>Dodge</p> <p>Try</p> <p>Tagging/Tag</p> <p>Ball carrier</p> <p>Expression</p> <p>Creativity</p> <p>Emotion</p> <p>Motif</p> <p>Choreography</p> <p>Character</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Summer 1</b>	<p><b>Striking and Fielding: Cricket</b></p> <p>1.To introduce the concept of batting and fielding.</p>	<p>Throwing</p> <p>Catching</p>

	<p>2. To introduce throwing overarm.  3. To introduce throwing underarm.  4. To introduce catching.  5. To introduce striking the ball with intent away from fielders to score runs (points).  6. To bring together the suggested sequence of learning into mini games.</p> <p><b>Dance: May Day Fair Dancing</b>  (Dancing Round the Maypole - Ideal Schottische)  1.To explore and discuss movement ideas linked to the event of May Day.  2.To move confidently and safely in space, using changes of speed, level and direction.  3. To perform movement phrases using a range of body actions and body parts.  4. To link movement phrases to make a simple dance with a clear beginning, middle and end.  5. To copy, watch, describe and improve dance movement.  6. To recognise how their body feels when still and when exercising.</p> <p><b>Cross Country</b>  1.To know how to prepare the body for physical exercise and how to cool down afterwards.  2. To design and perform a warm up and a cool down.  3. To run the cross country distance appropriate to their year group and record a time.  4. To develop and maintain a better running technique.  5. To be able to maintain a consistent running pace.  6. To identify tips that help runners improve their times during cross country races.  7. To identify and describe effective training methods for cross country running.  8. To work as part of a team.</p>	<p>Outwit  Strike  Batting  Fielder  Out</p> <p>Movement  Beat  Beginning  Middle  End  Sequence</p> <p>Warm up  Stride  Gait  Sprint  Slipstream  Over take  Recover  Respire</p>
<p><b>Summer 2</b></p>	<p><b>Athletics: Running</b>  1. To explore how we can use our bodies to make us run as fast as possible.</p>	<p>Tactics  Speed</p>

	<p>2. To continue to explore running for speed.</p> <p>3. To apply pupils' understanding and application of running for speed, into running as part of a team.</p> <p>4. To continue to apply pupils' understanding of running for speed into running as part of a team.</p> <p>5. To explore pacing and running for distance.</p> <p>6. To continue to explore pacing and running for distance.</p> <p><b>OAA: Problem Solving</b></p> <p>1.To look at what makes an effective team with the focus on cooperation and responsibility.</p> <p>2. To look at what makes an effective team with the focus on communication.</p> <p>3. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>4. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>5. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>6. To look at what makes an effective team with the focus on collaboration and communication.</p>	<p>Acceleration Distance Accuracy Relay Change over</p> <p>Communication Tactics Teamwork Strategy Problem Solving Cooperation</p>
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Year 4		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Invasion: Football</b></p> <ol style="list-style-type: none"> <li>1. To refine dribbling in order to keep control and possession of the ball.</li> <li>2. To explore the purpose of turning in a game of football and understand why turns can help us to keep possession.</li> <li>3. To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into mini game situations.</li> <li>4. To develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence.</li> <li>5. To introduce pupils to shooting. Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol>	<p>Dribble Space Possession Attacking Defending Pass Direction Speed Control, Opponent Turn, Shoot</p>
	<p><b>Gymnastics: Bridges</b></p> <ol style="list-style-type: none"> <li>1. To explore movements and balances creating bridges.</li> <li>2. To re-create bridge balances on apparatus, looking at how we can begin to move out of them, forming the start of a sequence.</li> <li>3. To move over and under individual bridges on apparatus. These ideas will be used for sequences.</li> <li>4. To apply an understanding of excellent gymnastics by starting to developing a sequence, using pair and individual bridges.</li> <li>5. To complete their sequences.</li> <li>6. To perform completed sequences.</li> </ol>	<p>Gymnast Movement Balance Bridge Extension Apparatus Sequence Flow, Fluidity Improvement</p>
Autumn 2	<p><b>Invasion: Hockey</b></p> <ol style="list-style-type: none"> <li>1. To refine dribbling in order to keep control and possession of the ball.</li> <li>2. To refine passing and receiving in order to keep possession of the ball.</li> <li>3. To apply prior learning of passing and dribbling to create an attack that results in a shooting opportunity.</li> </ol>	<p>Dribbling Control Possession Opponent, Blocking Barrier, Opportunities</p>

		<p>4. To develop passing and dribbling to create space to create an attack that results in a shooting opportunity.</p> <p>5. To introduce pupils to the concept of defending (intercepting, blocking and tackling) and how this can be applied during a game to prevent attacking opportunities.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>OAA:</b>  <b>Problem Solving</b></p> <p>1.To look at what makes an effective team with the focus on cooperation and responsibility.</p> <p>2. To look at what makes an effective team with the focus on communication.</p> <p>3. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>4. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>5. To look at what makes an effective team with the focus on collaboration and communication.</p> <p>6. To look at what makes an effective team with the focus on collaboration and communication.</p>	<p>Direction  Communicate  Defender, Shoot  Attacker, Tackling  Score, Intercepting</p> <p>Effective  Participate  Responsibilities  Collaboration  Tactics  Strategies  Attributes  Characteristics</p>
		<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
	<b>Spring 1</b>	<p><b>Invasion: Netball</b></p> <p>1.To see how effectively pupils can apply their passing and moving skills to keep possession, developing this concept into a mini game situation.</p> <p>2. To develop passing and creating space building up into mini games, where pupils explore the transition between attack and defence, working out simple tactics for creating space and keeping possession.</p> <p>3. To ensure pupils understand not just how we shoot but also where to shoot from (court position) and why?</p> <p>4. To refine pupils shooting technique and understanding of where they shoot (court position) and why?</p>	<p>Space  Pass  Defender  Attacker  Possession  Shoot  Receive  Rebound  Footwork</p>

		<p>5. To develop pupil's understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements. 6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Cats</b></p> <p>1.To explore movement through improvisation, introducing unison and matching. 2. To apply a canon into our movements when performing as two contrasting characters. 3. To build on the character work from suggested sequence of learning part 2, adding drama and emotion to our dance. 4. To extend dance skills by using more complex interacting movements and actions and incorporate apparatus. 5. To bring together pupils choreography from suggested sequence of learning part 4. 6. To experience dancing like a 'cat' in a group performance.</p>	<p>Expression, Routine Choreography Timing, Interconnect Creativity, Interact Character Flow Sequence Canon, Unison</p>
	<p><b>Spring 2</b></p>	<p><b>Invasion: Tag Rugby</b></p> <p>1.To develop passing and moving to create space to beat an opponent and score a try. 2. To extend pupils' understanding and knowledge of passing and moving applying this into 3v3 mini games. 3. To develop tagging and to explore different ways the defending team can prevent the attackers from scoring. 4. To apply their understanding and knowledge from suggested sequence of learning part 3 into mini games. 5. To combine passing and moving to develop ways of creating space to beat an opponent to score a try. 6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Space</b></p> <p>1. To explore movement through improvisation, introducing unison and matching. 2. To apply a canon into our movements when performing as a character reacting to a discovery.</p>	<p>Offside Attackers Defenders Passing Moving Efficiently Defensively Ball Carrier</p> <p>Expression Creativity Sequence Unison Choreograph</p>

	<p>3. To build on the character work from suggested sequence of learning part 2 adding drama and emotion to our dance.</p> <p>4. To extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</p> <p>5. To bring together pupils' choreography from suggested sequence of learning part 4.</p> <p>6. To bring the entire dance together and perform it.</p>	<p>Canon Character Movements, Interact Interconnect</p>
	<p><b>Knowledge and Skills</b></p>	<p><b>Key Vocabulary</b></p>
<p><b>Summer 1</b></p>	<p><b>Striking and Fielding: Cricket</b></p> <p>1.To develop pupils understanding of batting and fielding.</p> <p>2. To introduce bowling.</p> <p>3. To develop ways of stopping and returning the ball.</p> <p>4. To develop ways of retrieving and returning the ball to prevent the batters from scoring runs.</p> <p>5. To develop an understanding of how, where and why we need to strike the ball to score runs.</p> <p>6. To bring together the suggested sequence of learning into small games of pairs cricket.</p> <p><b>Dance:</b></p> <p><b>May Day Fair Dancing</b> (The Cumberland Reel)</p> <p>1.To explore and discuss movement ideas linked to the event of May Day.</p> <p>2.To move confidently and safely in space, using changes of speed, level and direction.</p> <p>3. To perform movement phrases using a range of body actions and body parts.</p> <p>4. To link movement phrases to make a simple dance with a clear beginning, middle and end.</p> <p>5. To copy, watch, describe and improve dance movement.</p> <p>6. To recognise how their body feels when still and when exercising.</p> <p><b>Cross Country</b></p>	<p>Batting, Fielding Catching, Throwing Strike, Bowling Communicate, Intent Wicket Keeper Receive, Wickets Long Barrier, Retrieve, Return, Overarm, Strike, Underarm</p> <p>Movement, Sequence, Teamwork, Communicate Speed Level Direction Link</p>

		<p>1.To know how to prepare the body for physical exercise and how to cool down afterwards.</p> <p>2. To design and perform a warm up and a cool down.</p> <p>3. To run the cross country distance appropriate to their year group and record a time.</p> <p>4. To develop and maintain a better running technique.</p> <p>5. To be able to maintain a consistent running pace.</p> <p>6. To identify tips that help runners improve their times during cross country races.</p> <p>7. To identify and describe effective training methods for cross country running.</p> <p>8. To work as part of a team.</p> <p><b>Swimming:</b></p> <p>1.To correctly enter and exit the water.</p> <p>2. To enjoy moving about in, on and under the water.</p> <p>3. To glide on their front and back with confidence.</p> <p>4. To float unaided.</p> <p>5. To glide/float across the pool (10 metres) with minimal support.</p> <p>6. To swim across the pool (10 metres) using freestyle arm action.</p> <p>7. To recognise that adult supervision is necessary.</p> <p>8. To identify safety procedures and know when to seek help.</p>	<p>Warm up Cool down Technique Pace Teamwork Personal Best</p> <p>Float, Rotate Glide, Streamlined Resistance Freestyle, Alternating Shallow End Deep End Safety, Underwater Breathing Technique Entry Extension, Catch</p>
	<p><b>Summer 2</b></p>	<p><b>Athletics: Running</b></p> <p>1. To explore how we can use our bodies to make us run as fast as possible.</p> <p>2. To continue to explore running for speed.</p> <p>3. To apply pupils' understanding and application of running for speed, into running as part of a team.</p> <p>4. To continue to apply pupils' understanding of running for speed into running as part of a team.</p> <p>5. To explore pacing and running for distance.</p> <p>6. To continue to explore pacing and running for distance.</p>	<p>Technique Analyse Personal Best Stride Accelerate Sprinting Pacing Releasing, Rotation Stance</p>

		<p><b>Swimming:</b></p> <ol style="list-style-type: none"> <li>1. To correctly enter and exit the water.</li> <li>2. To enjoy moving about in, on and under the water.</li> <li>3. To glide on their front and back with confidence.</li> <li>4. To float unaided.</li> <li>5. To glide/float across the pool (10 metres) with minimal support.</li> <li>6. To swim across the pool (10 metres) using freestyle arm action.</li> <li>7. To recognise that adult supervision is necessary.</li> <li>8. To identify safety procedures and know when to seek help.</li> </ol>	<p>Float, Rotate  Glide, Streamlined  Resistance  Freestyle,  Alternating  Shallow End  Deep End  Safety, Underwater  Breathing Technique  Entry  Extension, Catch</p>
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Year 5		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Invasion: Football</b></p> <ol style="list-style-type: none"> <li>1.To refine dribbling and passing skills, combining these skills together to maintain possession.</li> <li>2. To learn how to defend when they are not in possession.</li> <li>3. To develop defending skills; tackling, pressuring and marking.</li> <li>4. To develop shooting, applying this into game situations.</li> <li>5. To refine attacking skills. Pupils should have a clear understanding of when, where and why they apply these skills during a game.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol> <p><b>Gymnastics: Counter Balance and Counter Tension</b></p> <ol style="list-style-type: none"> <li>1. To apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance.</li> <li>2. To transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.</li> <li>3. To apply, "excellent gymnastics" to pupils' developing sequences.</li> <li>4. To apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension.</li> <li>5. To apply "excellent gymnastics" to complete pupils sequences.</li> <li>6. To perform their completed sequences.</li> </ol>	<p>Possession, Pressure            Passing, Tackle,            Tactics            Dribbling, Power            Counter Attack,            Fluidity            Defender, Attacker            Space, Zone, Penalty            Receiving, Direction            Dribble, Intercepting            Control, Shooting</p> <p>Travel, Level,            Connections            Counter Balance            Canon, Unison            Strengths            Weaknesses            Extension, Flow            Improvement            Over, Under, Around</p>
	Autumn 2	<p><b>Invasion: Hockey</b></p> <ol style="list-style-type: none"> <li>1.To refine dribbling and passing skills, combining these skills together to create an attack that results in a shooting opportunity.</li> <li>2. To develop pupils' knowledge and understanding of defending, (marking, tackling and blocking) and how this is applied during a game to prevent attacking opportunities.</li> </ol>

	<p>3. To refine shooting, applying this into game situations.  4. To refine attacking skills from suggested sequence of learning part 1 and part 3. Pupils should have a clear understanding of when, where and why they apply these skills during a game.  5. To refine defending skills from suggested sequence of learning part 2.  6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Health Related Exercise:</b>  1.To take pupils through 4 health related fitness assessments.  2. To understand the functions of the cardiovascular system and how aerobic fitness affects our bodies.  3. To understand the meaning of flexibility and how flexibility affects our bodies.  4. To understand the meaning of strength and how strength affects our bodies.  5. To develop pupils' understanding of aerobic fitness and how exercise affects our bodies.  6. To take pupils through the 4 fitness assessments performed in week 1.</p>	<p>Goal-Side  Blocking, Tackling  Counter Attack  Fluidity  Tactics</p> <p>Impact, Fitness  Assessment,  Cardiovascular  System, Circuit,  Performance,  Flexibility, Strength,  Pulse, Improve</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Spring 1</b>	<p><b>Invasion: Netball</b>  1.To use passing and moving skills, refining these skills and applying them into game situations.  2. To apply their understanding of the rules of the game by officiating and playing in mini games.  3. To ensure pupils understand that their role changes and they become a defender as soon as they lose possession of the ball.  4. To introduce pupils to Stinger netball. This will increase the playing space and allow pupils to develop their understanding of attacking and defending positions.  5. To allow pupils to explore other passing styles.  6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Greeks</b></p>	<p>Pass, Receive  Space, Intercept  Opportunity  Possession, Stinger  Turn, Footwork  Attack, Defend  Marking, Opposing  Shooting  Shoulder Pass  Bounce Pass</p>

		<ol style="list-style-type: none"> <li>1. To use expressive vocabulary to enhance movement quality and dynamics during dance.</li> <li>2. To work with a partner and continue to use expressive vocabulary to enhance movement quality and dynamics.</li> <li>3. To create movement in pairs using improvisation, to select and choreograph ideas into a sequence.</li> <li>4. To extend dance skills by using more complex interacting movements and actions and incorporate apparatus.</li> <li>5. To experience dancing in an opening ceremony.</li> <li>6. To complete the experience of dancing in an opening ceremony.</li> </ol>	<p>Expression, Creativity Character, Speed Exaggerate Canon Unison Matching Mirroring Level Routine</p>
	<p><b>Spring 2</b></p>	<p><b>Invasion: Tag Rugby</b></p> <ol style="list-style-type: none"> <li>1. To refine passing and moving to create an attack that results in a try.</li> <li>2. To explore different passing styles (miss pass), which can be used to outwit defenders to score a try.</li> <li>3. To explore different passing styles (loop pass), which can be used to outwit defenders to score a try.</li> <li>4. To refine pupils' understanding of how we defend in tag rugby.</li> <li>5. To develop an understanding of basic defending tactics and formations, which can be applied to prevent the attackers from scoring.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol> <p><b>Dance: The Circus</b></p> <ol style="list-style-type: none"> <li>1. To explore the social divide and prejudices that existed in the 19th century through movement.</li> <li>2. To demonstrate a greater understanding of the prejudices in society in the 19th Century and portray this understanding through movement and characterisation.</li> <li>3. To create movements that represent a variety of different circus performers.</li> <li>4. To bring together the different characters and performers that would have formed a 19th Century (1850) circus.</li> </ol>	<p>Passing, Efficiently Attacking, Inaccurate Defending Space, Tactics Speed, Formation Ball Carrier Tagged, Role Offside Communicate Loop Pass</p> <p>Interpret, Timing Expression, Creativity Choreograph, Speed Character, Sequence Exaggerate, Outcast Ringmaster, Flow</p>

	<p>5. To consolidate our performance utilising props and apparatus to extend characterisation and expression.</p> <p>6. To finalise and perform our circus routine.</p>	<p>Level, Position</p> <p>Portray</p> <p>Improve</p> <p>Evaluate</p>
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Summer 1</b>	<p><b>Striking and Fielding: Cricket</b></p> <p>1.To refine pupils' understanding of batting, applying simple batting tactics into mini games.</p> <p>2. To refine pupils understanding of bowling, applying simple bowling tactics into mini games.</p> <p>3. To refine pupils fielding skills; catching, stopping and throwing.</p> <p>4. To apply pupils knowledge and understanding of fielding from suggested sequence of learning part 2 and 3 to create and apply tactics to prevent the batters from scoring runs.</p> <p>5. To refine batting creating and applying batting tactics into game scenarios.</p> <p>6. To bring together the suggested sequence of learning into a mini game.</p> <p><b>Dance: May Day Fair Dancing</b> (Dancing Round the Maypole – Lucky Seven)</p> <p>1.To explore and discuss movement ideas linked to the event of May Day.</p> <p>2.To move confidently and safely in space, using changes of speed, level and direction.</p> <p>3. To perform movement phrases using a range of body actions and body parts.</p> <p>4. To link movement phrases to make a simple dance with a clear beginning, middle and end.</p> <p>5. To copy, watch, describe and improve dance movement.</p> <p>6. To recognise how their body feels when still and when exercising.</p> <p><b>Cross Country</b></p> <p>1.To know how to prepare the body for physical exercise and how to cool down afterwards.</p> <p>2. To design and perform a warm up and a cool down.</p>	<p>Strike, Hard, Soft, Signals</p> <p>Fielding, Batting, Tactics</p> <p>Communicate, Out, Wide, No-ball, Four, Six</p> <p>Bowling, Wicket, Receive, Position</p> <p>Runs, Retrieve, Fielders</p> <p>Long Barrier, Outfielders</p> <p>Underarm, Overarm</p> <p>Movement, Sequence, Teamwork, Communicate</p> <p>Speed</p> <p>Level</p> <p>Direction</p> <p>Link</p>

		<ol style="list-style-type: none"> <li>3. To run the cross country distance appropriate to their year group and record a time.</li> <li>4. To develop and maintain a better running technique.</li> <li>5. To be able to maintain a consistent running pace.</li> <li>6. To identify tips that help runners improve their times during cross country races.</li> <li>7. To identify and describe effective training methods for cross country running.</li> <li>8. To work as part of a team.</li> </ol>	<p>Warm up Cool down Technique Pace Teamwork Personal Best</p>
	<p><b>Summer 2</b></p>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>1. To develop pupils' understanding of how to finish a sprinting race, maintaining their speed until they cross the line.</li> <li>2. To consolidate pupils' knowledge, understanding and ability to sprint effectively.</li> <li>3. To consolidate pupils' knowledge, understanding and ability to sprint setting their own personal best.</li> <li>4. To consolidate running as part of a team.</li> <li>5. To develop pupils' understanding of throwing for distance.</li> <li>6. To explore and develop an understanding of how to hurdle safely, applying the correct technique.</li> </ol> <p><b>OAA: Communication and Tactics</b></p> <ol style="list-style-type: none"> <li>1. To look at what makes an effective team with the focus being on creating tactics as a team.</li> <li>2. To look at what makes an effective team leader.</li> <li>3. To look at what makes an effective team with the focus on collaboration and communication.</li> <li>4. To develop pupils' communication and collaborating within their team.</li> <li>5. To develop the skills required to make an effective team.</li> <li>6. To consolidate the skills required to make an effective team.</li> </ol>	<p>Sprinting, Dip Head Technique Stride Pattern Extend, Accelerate Exchange, Baton Communicate Releasing, Accuracy Rotation, Transfer Evaluate, Execution Leading Leg</p> <p>Effective, Tactics Characteristics Strategies, Skills Responsibilities Collaboration, Listen Leader, Team Consequence, Roles</p>

Year 6		
	Knowledge and Skills	Key Vocabulary
Autumn 1	<p><b>Invasion: Football</b></p> <ol style="list-style-type: none"> <li>1.To consolidate pupils' ability to use passing, dribbling and moving skills to keep possession and score.</li> <li>2. To consolidate pupils' understanding of the rules (laws) of the game and how they can apply this knowledge to play in mini games.</li> <li>3. To ensure pupils understand that they are defending as soon as they lose possession of the ball.</li> <li>4. To consolidate pupils' understanding of attacking and defensive tactics.</li> <li>5. to consolidate pupils' understanding of attacking and defensive tactics.</li> <li>6. To bring together the suggested sequence of learning into a level 1 tournament.</li> </ol>	<p>Dribble, attacker, fluidity, shoot, defender, possession, opposition, defender, pressure, marking, opponent</p>
	<p><b>Gymnastics: Matching and Mirroring</b></p> <ol style="list-style-type: none"> <li>1. To apply "excellent gymnastics" to everything pupils do and explore the concept of matching.</li> <li>2. To transfer the matching sequences pupils created in sequence of learning part 1, onto apparatus.</li> <li>3. To apply "excellent gymnastics" to everything pupils do, whilst exploring the concept of mirroring.</li> <li>4. To transfer the mirroring sequences pupils created in sequence of learning part 3, onto apparatus.</li> <li>5. To apply "excellent gymnastics" bringing together their matching and mirroring movements, to create a final sequence.</li> <li>6. To perform their completed sequences.</li> </ol> <p>One pair at a time will perform and their partner / pair will complete the assessment sheet.</p>	
Autumn 2	<p><b>Invasion: Hockey</b></p> <ol style="list-style-type: none"> <li>1.To consolidate pupils ability to use passing, dribbling and moving skills to keep possession and score.</li> </ol>	<p>Dribble, pass, shooting,</p>

		<p>2. To consolidate pupils' understanding of the rules of the game and how they can apply this knowledge in mini games.</p> <p>3. To ensure pupils understand that they are defending as soon as they lose possession of the ball.</p> <p>4. To consolidate the pupils' understanding of attacking tactics, applying them into game situations.</p> <p>5. To consolidate the pupils understanding of defensive tactics applying them to into game situations.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>OAA: Orienteering</b></p> <p>1. To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p> <p>2. To introduce the concept of orienteering.</p> <p>Pupils will learn how to use a map to follow a route.</p> <p>3. To challenge pupils to orientate a map, locate points on the map, then travel to them and record what they find.</p> <p>4. To challenge pupils to orientate a map and locate points on the map in a set order.</p> <p>5. To challenge pupils to orientate a map and locate points on the map in a set order.</p> <p>6. To bring the orienteering topic together into a competition.</p>	<p>possession, defend, attack, possession, tactics</p> <p>Effective team, symbol, strategies, collective, course, warm up, orientate, map, base</p>
		<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
	<b>Spring 1</b>	<p><b>Invasion: Netball</b></p> <p>1.To consolidate pupils ability to use passing and moving skills to keep possession and score.</p> <p>2. To consolidate pupils understanding of the rules of the game and how they can apply this knowledge to play in mini games.</p> <p>3. To ensure pupils fully understand that we are defending as soon as we lose possession of the ball.</p>	<p>Space, pass, intercept, footwork, accurate, defend, attack, marking</p>

		<p>4. To consolidate pupils understanding of attacking and defending tactics applying them to Stinger netball games.</p> <p>5. To consolidate the use of other passing styles.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Carnival</b></p> <p>1. To create group movements selecting and applying choreography into a routine.</p> <p>2. To develop group movements selecting and applying choreography into a routine.</p> <p>3. To experience dances from different cultural traditions.</p> <p>4. To continue to experience dances from different cultural traditions.</p> <p>5. To review, describe and evaluate our dance performances.</p> <p>6. To review, describe and evaluate our dance performances.</p>	<p>Rhythm, Samba, expression, creativity, level, speed, sequence, steps</p>
	<p><b>Spring 2</b></p>	<p><b>Invasion: Tag Rugby</b></p> <p>1.To consolidate pupils' ability to use passing and moving to create attacking opportunities to score a try.</p> <p>2. To consolidate defending.</p> <p>3. To consolidate the pupils understanding of attacking tactics, applying them into game situations.</p> <p>4. To consolidate the pupils' understanding of defensive tactics, applying them into game situations.</p> <p>5. To consolidate attacking and defending in games of tag rugby.</p> <p>6. To bring together the suggested sequence of learning into a level 1 tournament.</p> <p><b>Dance: Titanic</b></p> <p>1.To create balances and movements that represent The Titanic.</p> <p>2. To create movements that represent the different social classes in 1912.</p> <p>3. To create movements that represent the different social classes in 1912.</p> <p>4. To recreate through controlled movement, The Titanic hitting an iceberg.</p> <p>5. To demonstrate emotion, expression and characterisation to represent the relationships between the passengers on The Titanic when the ship is sinking.</p>	<p>Attack, defend, off side, tagging, attacker, defender, formation, opponent, loop pass, ball carrier, defensive tactics, attacking tactics</p> <p>Balance, expression, creativity, social classes, emotion, sequence, survivor</p>

	6. To continue to review, describe and evaluate our dance performances.	
	<b>Knowledge and Skills</b>	<b>Key Vocabulary</b>
<b>Summer 1</b>	<p><b>Striking and Fielding: Cricket</b></p> <ol style="list-style-type: none"> <li>1. To consolidate pupils' understanding of batting.</li> <li>2. To consolidate pupils' knowledge, understanding and ability to effectively apply a range of fielding skills and tactics into mini games.</li> <li>3. To consolidate pupils knowledge, understanding and ability to effectively apply a range of bowling skills and tactics into mini games.</li> <li>4. To bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply attacking tactics to the mini games.</li> <li>5. To bring together learning from suggested sequence of learning part 1, 2 and 3 to create, understand and apply defensive tactics to the mini games.</li> <li>6. To bring together the suggested sequence of learning into a mini game.</li> </ol> <p><b>Dance: May Day Fair Dancing</b> (Dancing Round the Maypole – May Pole Dancing)</p> <ol style="list-style-type: none"> <li>1. To explore and discuss movement ideas linked to the event of May Day.</li> <li>2. To move confidently and safely in space, using changes of speed, level and direction.</li> <li>3. To perform movement phrases using a range of body actions and body parts.</li> <li>4. To link movement phrases to make a simple dance with a clear beginning, middle and end.</li> <li>5. To copy, watch, describe and improve dance movement.</li> <li>6. To recognise how their body feels when still and when exercising.</li> </ol> <p><b>Cross Country</b></p> <ol style="list-style-type: none"> <li>1. To know how to prepare the body for physical exercise and how to cool down afterwards.</li> <li>2. To design and perform a warm up and a cool down.</li> <li>3. To run the cross country distance appropriate to their year group and record a time.</li> <li>4. To develop and maintain a better running technique.</li> </ol>	<p>Fielder, batter, fielding, overarm, underarm, bowling, wicket, tactics</p> <p>Country, traditional. Clockwise, anticlockwise, rotation, ribbon</p>

		<p>5. To be able to maintain a consistent running pace.  6. To identify tips that help runners improve their times during cross country races.  7. To identify and describe effective training methods for cross country running.  8. To work as part of a team.</p> <p><b>Swimming:</b>  1.To correctly enter and exit the water.  2. To swim freestyle competently, confidently and proficiently for at least 25 metres.  3. To swim backstroke competently, confidently and proficiently for at least 25 metres.  4. To swim breaststroke competently, confidently and proficiently for at least 25 metres.  5. To identify safety procedures and know when to seek help.</p>	<p>Muscle fibres,  obstacles, sprint,  technique, tactics</p> <p>Crawl, dive, float,  glide, pedal.  Submerge, wade,  freestyle, stroke,  breaststroke, dog-  pedal</p>
	<p><b>Summer 2</b></p>	<p><b>Athletics</b>  1. To bring together the previous suggested sequences of learning related to running for speed and culminate this into a competition.  2. To bring together the previous suggested sequences of learning related to running for distance and culminate this into a competition.  3. To bring together the suggested sequence of learning for throwing into a competition.  4. To bring together the suggested sequence of learning for jumping, into a competition.  5. To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.  6. To bring together the suggested sequence of learning for jumping, throwing and running into a mini athletics competition.</p> <p><b>Swimming:</b>  1.To correctly enter and exit the water.  2. To swim freestyle competently, confidently and proficiently for at least 25 metres.  3. To swim backstroke competently, confidently and proficiently for at least 25 metres.  4. To swim breaststroke competently, confidently and proficiently for at least 25 metres.  5. To identify safety procedures and know when to seek help.</p>	<p>Sprint, sequence,  baton, distance,  event, thrower,  javelin, shot put,  jump</p> <p>Crawl, dive, float,  glide, pedal.  Submerge, wade,  freestyle, stroke,  breaststroke, dog-  pedal</p>

