

Stanley Grove Primary Academy
Curriculum 2022-23

Medium Term Plan

Physical Education

PE LONGTERM PLANNING OVERVIEW																								
Invasion Games		Net and Wall		Striking and Fielding		Fundamental Movement Skills		Athletics		Outdoor Adventurous Activities		Gymnastics		Dance		Swimming								
	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2								
Nursery	LISTENING, SFETY AND ATTENTION			FUNDAMENTAL MOVEMENT SKILLS			GYMNASTICS			EXPLORATION OF EQUIPMENT			USING EQUIPMENT IN A FOCUSED WAY			DREAM BIG SPORTS FMS GAMES AND TEAMWORK								
Reception	LISTENING, SFETY AND ATTENTION			FUNDAMENTAL MOVEMENT SKILLS			GYMNASTICS			EXPLORATION OF EQUIPMENT			DREAM BIG SPORTS USING EQUIPMENT IN A FOCUSED WAY			FMS GAMES AND TEAMWORK		DANCE						
Year 1	FMS		MULTISKILLS		FMS		DANCE		GYMNASTICS		BALL SKILLS		INVASION SKILLS		BALL SKILLS		NET AND WALL SKILLS		BALL GAMES		STRIKING AND FIELDING SKILLS		ATHLETICS	
Year 2	FMS		DANCE		FMS		MULTISKILLS		GYMNASTICS		BALL SKILLS		INVASION SKILLS		BALL SKILLS		NET AND WALL SKILLS		BALL GAMES		STRIKING ANF FIELDING SKILLS		ATHLETICS	
Year 3	ATHLETICS		OAA (DBS)		BASKETBALL		NETBALL		GYMNASTICS		DANCE		FOOTBALL		HOCKEY		TENNIS		TAG RUGBY		CRICKET		ROUNDERS	
Year 4	ATHLETICS		SWIMMING		BASKETBALL		SWIMMING		GYMNASTICS		SWIMMING		FOOTBALL		SWIMMING		TENNIS		SWIMMING		CRICKET		SWIMMING	
													OAA (DBS)											
Year 5	ATHLETICS		NETBALL		BASKETBALL		TAG RUGBY		GYMNASTICS		OAA (DBS)		FOOTBALL		HOCKEY		TENNIS		DANCE		CRICKET		ROUNDERS	
Year 6	ATHLETICS		NETBALL		BASKETBALL		OAA (DBS)		GYMNASTICS		TAG RUGBY		FOOTBALL		DANCE		TENNIS		HOCKEY		CRICKET		ROUNDERS	

THRESHOLD CONCEPT



Develop practical skills in order to participate,
compete and lead a healthy lifestyle

Progression Across Milestones

		MILESTONE 1	MILESTONE 2	MILESTONE 3
Develop practical skills in order to participate, compete and lead a healthy lifestyle. This concept involves learning a range of physical movements and sporting techniques.	Games	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 	<ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
	Dance	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

	Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • • Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. • • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • • Use equipment to vault and to swing (remaining upright).
	Swimming	<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • • Control leg movements. 	<ul style="list-style-type: none"> • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • • Swim at the surface and below the water. 	<ul style="list-style-type: none"> • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • • Turn efficiently at the end of a length.
	Outdoor adventurous activities	<ul style="list-style-type: none"> • • Not applicable. 	<ul style="list-style-type: none"> • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • • Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • • Quickly assess changing conditions and adapt plans to ensure safety comes first.

PE Progression of Skills

Intro

Our progression of skills document is aligned to the national curriculum aimed at developing the whole child. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. *DfE – National Curriculum Framework, Dec 2014*

E Y FS

At Stanley Grove, Physical Development opportunities are provided for children develop their coordination, control, and movement. We place a great importance on developing Gross and Fine motor skills, planning a range of activities, through continuous provision and enhancements both in the classroom and outside.

We also help the children to understand the importance of physical activity, and to how make healthy choices in relation to personal health and diet, enabling them to achieve happy, healthy and active lives.

Key Stage 1

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. DfE – National Curriculum Framework, Dec 2014

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as;
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2

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 - DfE – National Curriculum Framework, Dec 2014

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

EYFS

	Nursery	Reception
Fundamental movement skills	<p><u>Coordination</u></p> <ul style="list-style-type: none"> To move in a variety of ways; rolling, crawling and sliding. To catch a large ball with two hands. To engage in a 'throw and catch' game with a peer using a ball or beanbag. To ride a tricycle, scooter, scoot board independently with confidence around a track. To balance and ride on a trundle bike independently with confidence around a track. <p><u>Agility</u></p> <ul style="list-style-type: none"> To walk backwards avoiding obstacles. To move in a variety of ways; rolling, crawling and sliding. To climb safely, showing an awareness of risks and talking about them. <p><u>Running</u></p> <ul style="list-style-type: none"> To run confidently at different speeds; fast and slow. <p><u>Balance</u></p> <ul style="list-style-type: none"> To ride a tricycle, scooter, scoot board independently with confidence around a track. To balance and ride on a trundle bike independently with confidence around a track. To walk across a plank at different heights in different ways safely and with confidence. To initiate a ring game; <i>The farmers in his den, Ring 'o' roses</i> <p><u>Catching</u></p> <ul style="list-style-type: none"> To catch a large ball with two hands. To engage in a 'throw and catch' game with a peer using a ball or beanbag. <p><u>Throwing</u></p> <ul style="list-style-type: none"> throw and catch' game with a peer using a ball or beanbag. <p><u>Jumping</u></p> <ul style="list-style-type: none"> To jump off apparatus safely, landing on both feet. 	<p><u>Coordination</u></p> <ul style="list-style-type: none"> To move with developing control and grace. To use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. To use a range of resources to bat/pat/hit a ball To hang and swing from bars/ balance/ climb using full body strength. To join in group activities with rules, developing precision using bat and ball skills <p><u>Agility</u></p> <ul style="list-style-type: none"> To move with developing control and grace. To spin, rock, tilt, slide and bounce. To run fast and stop on request. To quickly change speed and direction. To combine different movements to complete more demanding obstacle courses To hang and swing from bars/ balance/ climb using full body strength. <p><u>Running</u></p> <ul style="list-style-type: none"> To travel with more speed and control. To run fast and stop on request. To quickly change speed and direction. <p><u>Balance</u></p> <ul style="list-style-type: none"> To spin, rock, tilt, slide and bounce. To balance and ride on a two-wheeled balance bike. To hang and swing from bars/ balance/ climb using full body strength. To balance and ride on a two-wheeled pedal bike without stabilisers. <p><u>Catching</u></p> <ul style="list-style-type: none"> To throw, catch and aim large balls. To throw, catch and aim small balls. <p><u>Throwing</u></p> <ul style="list-style-type: none"> To throw, catch and aim large balls. To throw, catch and aim small balls. <p><u>Jumping</u></p> <ul style="list-style-type: none"> To jump over a line.

<u>Invasion games</u>	<ul style="list-style-type: none"> • To run confidently at different speeds; fast and slow. • To walk backwards avoiding obstacles. • To ask others to help solve a challenge that I am struggling with. • To catch a large ball with two hands. • To engage in a 'throw and catch' game with a peer using a ball or beanbag. 	<ul style="list-style-type: none"> • To travel with more speed and control. • To run fast and stop on request. • To throw, catch and aim large balls. • To quickly change speed and direction. • To balance and engage in dance, gymnastics and sport. • To throw, catch and aim small balls. • To use a range of resources to bat/pat/hit a ball
<u>Striking and fielding</u>	<ul style="list-style-type: none"> • To ask others to help solve a challenge that I am struggling with. • To catch a large ball with two hands. • To engage in a 'throw and catch' game with a peer using a ball or beanbag. 	<ul style="list-style-type: none"> • To travel with more speed and control. • To run fast and stop on request. • To throw, catch and aim large balls. • To quickly change speed and direction. • To balance and engage in dance, gymnastics and sport. • To throw, catch and aim small balls. • To use a range of resources to bat/pat/hit a ball • To join in group activities with rules, developing precision using bat and ball skills •
<u>Net and wall</u>	<ul style="list-style-type: none"> • To engage in a 'throw and catch' game with a peer using a ball or beanbag. 	<ul style="list-style-type: none"> • To travel with more speed and control. • To throw, catch and aim large balls. • To quickly change speed and direction. • To balance and engage in dance, gymnastics and sport. • To throw, catch and aim small balls. • To use a range of resources to bat/pat/hit a ball • To join in group activities with rules, developing precision using bat and ball skills
<u>Athletics</u>	<ul style="list-style-type: none"> • To run confidently at different speeds; fast and slow. • To skip with two legs confidently. 	<ul style="list-style-type: none"> • To travel with more speed and control. • To spin, rock, tilt, slide and bounce. • To jump over a line. • To throw, catch and aim large balls. • To balance and engage in dance, gymnastics and sport. • To throw, catch and aim small balls.

<u>Gymnastics</u>	<ul style="list-style-type: none"> • To walk backwards avoiding obstacles. • To jump off apparatus safely, landing on both feet. • To move in a variety of ways; rolling, crawling and sliding. • To work with others to manage large items such as planks and blocks without support from an adult. • To climb safely, showing an awareness of risks and talking about them. • To choose the right equipment to do a challenge safely. • To walk across a plank at different heights in different ways safely and with confidence. 	<ul style="list-style-type: none"> • To move with developing control and grace. • To use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • To use physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • To combine different movements to complete more demanding obstacle courses • To balance and engage in dance, gymnastics and sport. • To hang and swing from bars/ balance/ climb using full body strength. • To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
<u>Dance</u>	<ul style="list-style-type: none"> • To freeze my position when dancing on request. • To initiate a ring game; <i>The farmers in his den, Ring 'o' roses</i> 	<ul style="list-style-type: none"> • To move with developing control and grace. • To use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • To spin, rock, tilt, slide and bounce. • To balance and engage in dance, gymnastics and sport. • Move body in a variety of ways to a song or piece of music. • Perform a dance using a sequence of learnt moves. • Suggest a movement to match a piece of music e.g. running to fast music or stamping to a slow drum beat.

End of Key Stage expectations:

To show strength, balance and co-ordination

To consider others when negotiating space.

To move energetically eg dancing, skipping.

Key Stage 1

	<u>Year 1</u>	<u>Year 2</u>	<u>End of Key Stage Expectations.</u>
Invasion games (ball skills)	<ul style="list-style-type: none"> • Throw underarm, bounce & catch a variety of balls by self & with partner. • Pass/stop a ball using both feet. • Invade and evade using different movements such as Run straight and on a curve and sidestep with correct technique. • Begin to follow some simple rules. 	<ul style="list-style-type: none"> • Perform some dribbling skills with hands, feet and a stick using space. • Pass a ball accurately (hands & feet) over longer distances to a team mate. • Combine stopping, receiving, sending and passing in multiple forms to other players. • Make simple decisions about when /where to move in game to receive a ball. 	<ul style="list-style-type: none"> • To participate in skill related games and team games. • Develop simple tactics within skill related games and small sided games applying attacking and defending. • Begin to adapt and apply some technical and tactical knowledge within a variety of invasion based sports and activities such as netball, basketball, hockey, tag-rugby and football.
Striking and fielding	<ul style="list-style-type: none"> • Show some different ways of hitting, throwing and striking a ball • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Understand a as a fielder how to get the ball back to the designated area • Begin to follow some simple rules (carrying the bat, not over taking someone) 	<ul style="list-style-type: none"> • Send a ball off a tee using a bat • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops) 	<ul style="list-style-type: none"> • Pupils should be able to strike a ball off a tee • Throw using underarm or overarm • Field a ball and return to an area within a skill game • Follow rules of a game
Net and wall	<ul style="list-style-type: none"> • Show different ways of manipulating the ball with hands and a racket • To use a variety of different sized balls to play some rally based games • Begin to follow some simple rules to rally using a variety of equipment such as cones, rackets, and balls 	<ul style="list-style-type: none"> • Manipulate a racket and ball with some control developing an understanding of hitting the ball off the racket • Play a variety of games to score • Start to apply basic tactics • To begin to understand the principle of playing an attacking stroke/shot within games such as dodgeball and big ball tennis • Follow rules for a game 	<ul style="list-style-type: none"> • Pupils should participate in individual based skills, working in pairs whilst rallying • Developing simple tactics for rallying against a partner
Athletics	<ul style="list-style-type: none"> • Use varying speeds when running • Understand the importance of a controlled landing when developing skipping, hopping and two footed landings • To begin to link overarm throwing action with athletics based throwing events 	<ul style="list-style-type: none"> • Apply different types of movements linked to running to ensure it is embedded • Jump with control both 1 footed and two footed • Throw different objects in a variety of ways • Complete an obstacle course with control and agility 	<ul style="list-style-type: none"> • To demonstrate running, jumping, throwing and catching in isolation and in combination • To move with control, agility and confidence

	<ul style="list-style-type: none"> • Begin to travel at speed through obstacles (high and low) 		
Gymnastics	<ul style="list-style-type: none"> • Explain the importance of moving with control & Posture. • Perform the basic actions of balancing, travelling, rolling, jumping and climbing. • Change speed and direction when travelling. • Show awareness of body parts, points and position when making still shapes. • Link and repeat basic gymnastic actions • Know how to carry and position equipment safely. 	<ul style="list-style-type: none"> • Explain the importance moving with control and awareness of space. • Move with some control and awareness of space. • Create a sequence using 3 or more linked actions combined with basic and intermediate balances. • Show contrasts on use of body and shape (such as small, tall, straight, curved). • Balance on different points of the body, holding a still position. • Climb and travel safely on equipment. • Jump in a range of different of ways, showing control and balance on landing. 	<ul style="list-style-type: none"> • Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others
Dance	<ul style="list-style-type: none"> • Copy dance moves • Make up a short dance, after watching one. • Dance imaginatively • Change rhythm, speed, level and direction 	<ul style="list-style-type: none"> • Change rhythm, speed, level and direction with consistency • Dance with control and co-ordination • Make a sequence by linking sections together. • Link some movement to show a mood or feeling 	<ul style="list-style-type: none"> • Children should be taught to perform dances using simple movement patterns. • Use movement imaginatively, responding to stimuli, including music and performing basic skills • Change rhythm, speed, level and direction of their movements • Create and perform dances using simple movement patterns, including those from different times and cultures • Express and communicate ideas and feelings
Evaluation	<ul style="list-style-type: none"> • Watch and describe performances. • Begin to say how they could improve. 	<ul style="list-style-type: none"> • Watch and describe performances, and use what they see to improve their own performance. • Talk about the differences between their work and that of others. 	

Key Stage 2

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of Key Stage Expectation</u>
Invasion games - Netball	<ul style="list-style-type: none"> • Within a team game make a variety of passes to team mates moving towards the scoring area • Aim to use a variety using a chest pass, bounce pass and shoulder pass • Communicate verbally and non-verbally to indicate where you like to pass to go or receive a pass • Begin to understand and apply creating space for you and your team • Mark another player and defend when needed 	<ul style="list-style-type: none"> • Attempt to intercept the ball in skill related and game related environments • Use a chest pass, bounce pass and shoulder pass to support team in scoring • Make decisions regarding which is the best type of pass to use, opposed and unopposed • Identify space to move into and show a clear target (hands) to receive a pass 	<ul style="list-style-type: none"> • Defend against a player and make some successful interceptions when playing as a team • Use all three passes (chest, shoulder & bounce) applying them to game situations • Understand when to vary speed of pass • Disguise movement in an attempt to Lose a defender and receive a pass • Defend a player and make some successful interceptions when playing as a team 	<ul style="list-style-type: none"> • Choose the correct pass within a game situation • Apply a range of passes that can lead to a scoring opportunity • Begin to understand and apply the principle of pivoting and landing • Position body to defend effectively, making successful interceptions 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of netball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games
Invasion games - Football	<ul style="list-style-type: none"> • Control the ball using both feet then begin to dribble a ball varying the speed of movement and direction • Apply passing, previously embedded to pass a football to someone on team • Keep a ball under control at different speeds • Begin to understand how to create space • defend another player and defend when needed 	<ul style="list-style-type: none"> • Stop the ball with control using both feet and dribble with control into space • Make a pass to someone on the team • Keep the ball under control when receiving a range of passes from team • Identify where space is then evaluate if you they need to create new space. Using knowledge from other invasion games if possible • Defend against a player and intercept 	<ul style="list-style-type: none"> • Dribble with both feet confidently varying speed whilst identifying space • Send a football to someone on the team, using different parts of foot accurately. • Use a range of ways to keep a ball under control (foot, thigh and chest) • See space, and use it effectively • Lose a defender to receive a pass • Defend a player and make some successful interceptions for team 	<ul style="list-style-type: none"> • Dribble into space with speed, to beat defenders • Make decisions regarding how and when to pass a football to someone in your team • Use a variety techniques to keep the ball under control building on previous knowledge • Know how space changes within a game and when and how to move • Position body to defend effectively, making successful interceptions. 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of football within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games

Invasion games - Tag-Rugby	<ul style="list-style-type: none"> • Move & accelerate with speed holding a rugby ball • Know where to score a try and how to position the ball to score a try • Break past defenders into space to avoid being tagged • Understand the concept of tag-rugby that a pass does NOT need to be made until you have been tagged • Understand a backward pass needs to be applied when they have been tagged 	<ul style="list-style-type: none"> • Move & accelerate with speed, using a change of direction to evade being tagged. With or without a ball • Use speed and space to avoid defenders • Pass the ball backwards stationary and sometimes on the move • Tag the person who has the ball 	<ul style="list-style-type: none"> • Be able to evade and tag opponents • Be able to pass and receive a pass at speed • Be able to pass and receive a pass at speed in a game situation • Apply basic attacking and defending tactics such as defensive line to defend and arrow head to attack • Develop tactics as a team • Apply learnt skills in a game of tag rugby 	<ul style="list-style-type: none"> • Be able to evade and tag opponents within a game • Running at speed, changing direction at speed in and out of possession • Play effectively in attack and defence • Score points against opposition • Support player with the ball 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of tag-rugby within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games
Invasion games - Hockey	<ul style="list-style-type: none"> • Begin to show how to hold a hockey stick and which side to use whilst manipulating the ball (preferable tennis ball) • Begin to use a simple push pass to another team mate • Dribble the ball keeping it close, using the correct side of stick • Begin to approach a player to tackle and intercept under pressure • Apply the push pass to a scoring situation 	<ul style="list-style-type: none"> • Apply change direction of travel by rotating and turning stick to support this • Use a push pass to make a direct pass • Begin to use a slap pass within a skill based activity • Use speed to dribble the ball into space • Apply defensive knowledge from previous experiences adapted with a hockey stick • Attempt to score inside a designated scoring area 	<ul style="list-style-type: none"> • Change direction and use the correct side of stick • Begin to develop the Indian dribble within a skill based activity • Choose between the two passes (push/slap) and explain simply why • Make a direct pass while dribbling • Successfully score while in the scoring area 	<ul style="list-style-type: none"> • Use speed, changing of direction and Indian dribbling to find space or lead to a goal scoring opportunity • Apply a range of passes knowing which one depending on the distance of the pass • Know when to defend and what defence skills could be used • Attempt to score on intercepting the ball 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of hockey within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games

Invasion games - Basketball	<ul style="list-style-type: none"> • Pass and catch the ball in two different ways in a game situation with some success • Move with the ball in a variety of ways with some control • Find a useful space and get into it to support teammates • Use simple attacking and defending skills in a game • Understand and begin to apply the basic principles of invasion games • Compete against self and others in a controlled manner 	<ul style="list-style-type: none"> • Catch with increasing control and Accuracy • Move with the ball using a range of techniques showing control and fluency • Pass the ball with increasing speed, accuracy and success in a game situation • Make the best use of space to pass and receive the ball • Use a range of attacking and defending • Take part in a range of competitive games • and activities 	<ul style="list-style-type: none"> • Consolidate different ways of throwing and catching, and know when each is appropriate in a game • Use ball skills in various ways, and begin to link together • Pass a ball with speed and accuracy using appropriate techniques in a game situation • Keep and win back possession of the ball effectively in a team game • Know when to pass and when to dribble in a game • Take part in competitive games with a strong understanding of tactics and composition 	<ul style="list-style-type: none"> • Throw and catch accurately and successfully under pressure in a game • Show confidence in using ball skills in various ways in a game situation, and link these together effectively • Keep and win back possession of the ball effectively and in a variety of ways in a team game • Apply knowledge of skills for attacking and defending • Work as a team to develop fielding strategies to prevent the opposition from scoring • Take part in competitive games with a strong understanding of tactics and composition 	<ul style="list-style-type: none"> • To apply tactical and technical aspects of basketball within skill related and small sided games that are modified • Apply team work and principles suitable for attacking and defending in small sided games
Striking and fielding – Cricket/Rounders	<ul style="list-style-type: none"> • Use fielding skills to stop the ball effectively • Throw with some control and accuracy within a small skill or small sided activity • Bat with some control, strike a moving ball • Work in a team when fielding and applying tactics 	<ul style="list-style-type: none"> • Throw and catch under pressure • To develop the range of Cricket skills they can apply in a competitive context • To consolidate existing skills and apply with consistency • To choose and use a range of simple tactics in independently and in a game context 	<ul style="list-style-type: none"> • To link together a range of skills and use in combination when fielding and bowling • To bat with control and accuracy within small games • To collaborate as a team to choose, use and adapt rules in games 	<ul style="list-style-type: none"> • To apply with consistency standard cricket rules in a variety of different styles of games • To attempt a small range of recognised shots in within a skill related activity and in competitive • To use a range of tactics for attacking and defending in role of bowler, batter and fielder 	<ul style="list-style-type: none"> • Pupils should be able to bat, bowl and field with confidence both in skill related activities and small games

Net and Wall - Tennis	<ul style="list-style-type: none"> • Apply rallying independently, using a variety of techniques and challenges • Rally with a partner using throwing or tapping the ball with a racket • Stand in a ready position holding racket correctly • Change from a ready position before playing a shot and returning the ball to a partner 	<ul style="list-style-type: none"> • Tap/send the ball back and forth to a partner over a small space • Begin to tap a ball over a net allowing it to bounce, before returning • Move from a ready position into a forehand position • Play a forehand shot by bringing racket from low to high position to meet the ball for a forehand shot 	<ul style="list-style-type: none"> • Begin to apply a backhand stroke to return a ball • Move towards the ball from 'ready' position choosing either forehand • Set racket back in its ready position after each shot • Begin to develop the correct swing technique when hitting the ball over a net • Underarm serve the ball correctly beginning to purposely aim for space to score 	<ul style="list-style-type: none"> • Turn and run to the ball getting into a forehand or backhand position • Use the correct swing technique and control with smooth swings keeping the path of the racket the same • Underarm serve the ball accurately making opposition have to move to send it back 	<ul style="list-style-type: none"> • Pupils should be taught to play competitive games, modified where appropriate, such as tennis and dodgeball, applying basic principles suitable for match play within rallies or purposely aiming for areas or a court
Athletics	<ul style="list-style-type: none"> • Run in different directions and at different speeds, using a good technique • Begin to improve throwing technique and distance of throws • Consolidate jumping techniques, using multiple footwork patterns • Compete in a mini competition, recording scores 	<ul style="list-style-type: none"> • Maintain a running pace for over longer distances • Apply throwing with power and accuracy • Demonstrate good running technique in a competitive situation • Apply the correct technique when jumping for distance 	<ul style="list-style-type: none"> • Develop an understanding of how to run for distance • Throw with accuracy and power • Understand baton transition in relay based events • Explore different footwork • Patterns to develop technique • Understand which technique is most effective when jumping for distance • Demonstrate good techniques in a competitive situation 	<ul style="list-style-type: none"> • Apply throwing with power and accuracy within a competitive environment • Demonstrate good running technique in a competitive situation • Understand which technique is most effective when jumping for distance • Apply skills embedded in sprinting, throwing, running, jumping and relay to a competitive environment 	<ul style="list-style-type: none"> • 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 competition • Embed running, jumping, throwing and catching in isolation and in combination
OAA and Team	<ul style="list-style-type: none"> • Describe how to use simple maps within a lesson • Developing map work and orientation of the school site 	<ul style="list-style-type: none"> • Describe how we can work in small groups to support plans • Embed map work and orientation of the school site 	<ul style="list-style-type: none"> • Describe how collaboration is required during OAA • Consolidate map work and orientation • Setting up courses for others to navigate 	<ul style="list-style-type: none"> • Describe how to create a course/map • Set up courses for others • To warm up and prepare appropriately for different OAA activities 	<ul style="list-style-type: none"> • Pupils should continue to apply and develop a broader range of skills, learning how to use them in different situations, working

	<ul style="list-style-type: none"> • Work in collaboration to solve tasks and problems • To warm up and prepare appropriately for different OAA activities 	<ul style="list-style-type: none"> • Use and create routes for each other using simple plans • Support and assist in group problem solving tasks • Consolidation of map work and orientation 	<ul style="list-style-type: none"> • To work in small groups with minimal support from teacher 	<ul style="list-style-type: none"> • Can recognise hazards • Develop more advanced Orienteering techniques 	<p>collaboratively and in teams is key within an OAA environment.</p> <ul style="list-style-type: none"> • They should enjoy communicating, collaborating and competing with each other and evaluate their own success
Gymnastics	<ul style="list-style-type: none"> • Explain the importance of smooth transitions between balances • Display smooth transitions between balances • Demonstrate control and coordination • Devise, repeat and perform a short sequence that shows changes in speed, level and direction • Adapt a sequence to include apparatus • Adapt a sequence to work in a small group • To work in small groups offering peer support 	<ul style="list-style-type: none"> • Plan, perform and repeat gymnastic sequences, linking still shapes with travelling • Link a number of movements into a sequence • Show changes of direction, speed and level during a gymnastic sequence • Travel in a variety of ways, creating power in movements • Align body parts to create successful and stable balances • Make similar and contrasting shapes on the floor and apparatus, working with a partner 	<ul style="list-style-type: none"> • Discuss a range of gymnastics actions • Perform a range of gymnastic actions with consistency, fluency and clarity of movement • Show body tension and extension and good weight transference • When working in small groups, make similar and contrasting shapes on the floor and apparatus (symmetry / asymmetry) • Combine dynamics when making sequences using changes of speed, level and direction 	<ul style="list-style-type: none"> • Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements • When working in small groups, carefully link actions and balances together showing good timing • Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performance • Rehearse, refine and perfect gymnastic skills • To work in small groups offering peer support to allow the sequence to develop and progress 	<ul style="list-style-type: none"> • Pupils should be taught to develop flexibility, strength, technique, control and balance through the application of gymnastic based movements and skills
Dance	<ul style="list-style-type: none"> • Perform pair/group dance involving canon & unison, meet & part • Respond to music in time & rhythm to show like/unlike actions 	<ul style="list-style-type: none"> • Respond imaginatively to stimuli related to character/music/story • Perform clear & fluent dances that show sensitivity to idea/stimuli • Make up dance within a small group 	<ul style="list-style-type: none"> • Show/fluency/control in chosen dances in response to stimuli • Perform fluent dances with characteristics of different styles/eras • Adapt & refine(in pair/group), dances that 	<ul style="list-style-type: none"> • Create & perform dances in a variety of styles consistently • Be aware of & use musical structure, rhythm & mood & can dance accordingly 	<ul style="list-style-type: none"> • Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures

	<ul style="list-style-type: none"> Respond to music to express a variety of moods & feelings 		vary direction, space & rhythm	<ul style="list-style-type: none"> Use appropriate criteria & terminology to evaluate performances 	<ul style="list-style-type: none"> Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns
Swimming		<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 			<ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.
	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. 	<ul style="list-style-type: none"> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result. 	<ul style="list-style-type: none"> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. 	<ul style="list-style-type: none"> Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. 	

Medium term planning – Hard copies of medium-term planning can be found in your year group file and on teacher share, alternatively you can access Primary PE Planning using your individual login.

Year 1	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Fundamental movement skills 1: Can run skilfully Can negotiate space successfully Can balance on one leg Can move through an obstacle course skilfully Can move carefully retaining my balance Can travel backwards safely	Run, walk, balance, forwards, backwards, safely
Autumn 1 (CT)	Multi-skills: Can balance equipment on their head with some control Can balance on equipment with some control Can change direction and position of their body quickly with some control Can move with equipment (dribbling) with balance and control Can throw, kick and catch with control Can change direction and position of their body when running	Jump, balance, safe, personal best, target, space, jog, rules, dribbling, head, shoulders, knees, and toes
Autumn 2 (PPA)	Fundamental movement skills 2: Can hop Can jump in a variety of ways and land safely in different jumps Can combine a run and a jump Can dodge Can move safely with awareness of others Can showing increasing control over an object	Run, walk, balance, forwards, backwards, safely, hop, jump, dodge, control
Autumn 2 (CT)	Dance: Can listen to the beat of the music/tambourine and sometimes move in time to it Can perform basic dance movements attempting to move in time to the music Can perform basic dance movements with some control Can perform dance movements showing a variety of levels Can use basic dance movements to travel e.g. jumping and turning Can remember simple dance moves and perform with some control	Time, start, finish, levels, topic vocabulary, jungle, sunrise, animals, and lions
Spring 1 (PPA)	Gymnastics: Can perform a space shape with a strong body and control Can perform a jump with control and a strong body Can perform a Moon Rock and Moon roll with control with a strong body Can perform two rolls with a strong body and control Can perform a bunny hop through the crater, putting hands in first, then feet	Pike, squat, tuck, start, finish, straight, roll and balance

	Can perform a sequence with control and a strong body	
Spring 1 (CT)	Ball Skills: Can stop a ball using either the sole or inside of their foot Can attempt to pass a ball using the inside of their foot Can dribble a ball using their feet with some control Can roll a ball at a target with some success Can underarm throw a ball at a target with some success Can sometimes catch a ball	Control, pass, target, catch, personal best, team, dribble, game, and score
Spring 2 (PPA)	Invasion skills: Can pass the ball from my chest using a bounce pass Can change direction confidently and competently Can push pass and receive a hockey ball Can bounce/dribble a ball with their hands with good control. Can move around safely whilst performing actions Can dribble a ball with their feet with good control.	Pass, chest, bounce, hockey stick, hockey ball, dribble, control
Spring 2 (CT)	Ball Skills: Can pass a ball with some success Can bounce a ball to score with some accuracy and control Can move with some control with a ball in their hands Can throw a ball in different directions with some control Can place a ball down on the ground with both hands to score with control	Control, pass, target, catch, personal best, team, dribble, game, and score
Summer 1 (PPA)	Net and Wall Skills: Can throw and catch a ball with some control Can bounce and catch a ball with some control Can sometimes balance a ball on their racket Can move a ball on the floor with control Can perform a forehand hit and attempt a backhand hit Can hit a ball with some control	Throw, catch, run, ready, racket, underarm, bounce, balance, and cradle
Summer 1 (CT)	Ball Games: Can sometimes move into a space and catch the ball Can pass a ball to someone on their team Can pass the ball and attempt to move forward into a space Can sometimes follow an opponent in a game Can occasionally intercept the ball Can communicate with team members to score	Control, pass, target, catch, personal best, team, dribble, game, and score
Summer 2 (PPA)	Striking and Fielding: Can roll a ball with some control and stop the ball using two hands Can throw underarm and catch a ball with control	Rolling, catch, bat, control, release, safety, tee, target and cradle

	Can throw a ball overarm with some control Can hold the bat correctly and hit the ball off a tee with some control Can take part showing some of the skills they have learnt	
Summer 2 (CT)	Athletics: Can jump from two feet to two feet Can jump from two feet to two feet increasing my distance and getting a personal best Can chest push to their partner and move further away in distance Can bend their knees and push off when jumping Can co-operate and work as part of a team Can compete and get at least one personal best in the speed bounce	Throw, race, run jump, personal best, fast, control, safe and mini coaches

Year 2	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Fundamental Movement Skills 1: Can hop Can jump in a variety of ways and land safely in different jumps Can combine a run and a jump Can dodge Can move safely with awareness of others Can showing increasing control over an object	Run, walk, balance, forwards, backwards, safely, hop, jump, dodge, control
Autumn 1 (CT)	Dance: Can listen to the beat of the music/tambourine and sometimes move in time to it Can perform basic dance movements attempting to move in time to the music Can perform basic dance movements with some control Can perform dance movements mostly in time to the music showing a variety of levels Can perform a variety of dance movements to travel when performing e.g. jumping, turning, gesturing Can co-operate with my partner/group ensuring they work as a team Can remember simple dance moves and perform with control	Movement, travel, control, count, and beat Topic Vocabulary Fire, building, community, and spirit
Autumn 2 (PPA)	Fundamental Skills 2: Can Can jump in a variety of ways Can skip using a rope Can jump for height and broad jump for distance	Run, walk, balance, forwards, backwards, safely, hop, jump, dodge, control, skip, height, and distance
Autumn 2 (CT)	Multi-skills: Can balance along lines with equipment on their head and show control when racing Can balance on equipment with control whilst balancing objects on their head Can change direction and position of their body quickly with good control Can move with equipment (dribbling) with good control, balance and co-ordination Can throw, kick and catch successfully with co-ordination and control Can change direction and position of their body when running with control	Paces, balance, control, personal best, apparatus, space, skipping, run and direction
Spring 1 (PPA)	Gymnastics: Can perform a space shape when moving on apparatus with a strong body and control Can perform a jump with control and body tensions Can perform a star forward roll on their own, with control Can perform a Rocket roll and a Dish/Flying Saucer roll with good body tension and control Can perform a bunny hop across a mat, keeping their hands flat and arms straight Can perform a sequence with control, strong body and always show a good start and finish	Bunny hop, star roll, start, finish, dish roll, saucer roll, middle and sequences

Spring 1 (CT)	Ball Skills: Can pass the ball using the inside of their foot Can pass the ball using the inside of their foot with accuracy Can dribble a ball using their feet with control Can roll a ball with success Can catch a ball with success Can pass a ball with success	Accuracy, control, try, possession, communicate, game, opponent, attacker, and defender
Spring 2 (PPA)	Invasion Skills: Can throw overarm for their partner to catch after one bounce Can catch a ball consistently after one bounce Can track an opponent and intercept a pass Can dodge to beat an opponent Can close space down that attackers have to work in Can pass the ball consistently with control Can compete with some spatial awareness in team games	Pass, chest, bounce, hockey stick, hockey ball, dribble, control, throw, catch, attack, defend, intercept,
Spring 2 (CT)	Ball Skills: Can bounce a ball with control Can move with control with a ball in their hands Can throw a ball in difference directions with control Can place a ball down to score, staying on two feet with control	Accuracy, control, try, possession, communicate, game, opponent, attacker, and defender
Summer 1 (PPA)	Net and Wall Skills: Can throw and catch a ball with control Can bounce and catch a ball with control Can balance a ball on their racket with control Can move a ball on the floor on either side of my body Can perform a forehand and backhand hit with control and some accuracy Can hit a ball with control and some accuracy	Forehand, backhand, ready position, skills, honesty, points, control, doubles, and team
Summer 1 (CT)	Ball Games: Can move into a space and catch the ball Can sometimes pass a ball to someone who is in a space Can pass the ball. Move forward and sometimes receive the ball Can follow an opponent in a game Can follow an opponent in a game and attempt to win the ball Can encourage their team and communicate to score	Space, pass, dodge, receive, invasion, opponent, defend, intercept, and possession
Summer 2 (PPA)	Striking and Fielding Skills: Can throw and catch a ball with control Can bounce and catch a ball with control Can balance a ball on their racket with control	Aim, catch, bat, control, overarm, challenge, fielder, bowl, and striker

	Can move a ball on the floor on either side of their body Can perform a forehand and backhand hit with control and some accuracy Can hit a ball with control and some accuracy	
Summer 2 (CT)	Athletics: Can perform the speed bounce jumping over a cone, keeping their arms out for balance Can perform the speed bounce, jumping over a cone and improving their score to get a PB Can perform the speed bounce quickly, keeping their head upright to help with balance Can bend my knees and swing their arms to take off when umping on the standing long jump Can co-operate in a team, compete against others and can encourage their teammates Can compare and improve their performance to get two or more personal bests on other activities	Speed, accuracy, competition, challenge, personal best, distance, and measure

Year 3	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Athletics: Can perform the chest push with control Can jump landing on two feet in standing long jump and co-ordinate the skipper hoop Can understand and complete each test successfully, measure and record one another's scores Can chest push, using their legs for power, following through with hands, pointing fingers. Can push through their legs when jumping to increase power Can compete with confidence and record their results Can compare and improve on their performance to get at least one Personal Best	Focus, accelerate, competition, triple jump, relay, improve, shot put, power, and hurdle
Autumn 1 (CT)	Outdoor Adventure Activities: Can work as part of a team Can show enthusiasm, determination and resilience. Can work together to solve problems Can compete under pressure Can negotiate with my group Can plan a route map	Communication, collaboration, teamwork, trust, orienteering, compass point, co-ordinates, supportive, and decision
Autumn 2 (PPA)	Basketball: Can move the ball around their body with some control Can keep control of the ball Can dribble the ball with some control using one hand Can step forward with one foot when making a pass Can perform a stride stop with some control Can play and accept the rules; competing fairly, being gracious in victory and defeat	Dribble, extend, receiver, pivot, attack, defender, free-pass, intercept, and triple threat
Autumn 2 (CT)	Netball: Can receive a ball making the 'W' shape with their hands Can pass the ball keeping their elbows in Can perform a stride stop with some control Can dodge into a space and attempt to receive a ball Can sometimes dodge into a space Can mark their partner, sometimes keeping on the balls of their feet Can mark their partner and keep on the balls of their feet Can bend their knees and push a ball high in the air Can play and accept the rules, competing fairly, being gracious in victory and defeat most of the time	Dodge, chest pass, receiver, rules, bouncer pass, jump stop, stride stop, mark, and held ball
Spring 1 (PPA)	Gymnastics: Can perform a rocket jump 1/4 and 1/2-turn with control and body tension Can perform a Teddy Bear roll with some control Can perform a matching and mirroring balance with control	Quarter turn, half turn, patch, point, teddy bear, travelling, perform and create

	<p>Can perform a bunny hop lifting legs with good height off the ground and control</p> <p>Can bunny hop onto apparatus from standing, with some control.</p> <p>Can perform a sequence using different levels showing good body tension, control, and fluency</p>	
Spring 1 (CT)	<p>Dance:</p> <p>Can develop a motif demonstrating some agility, balance, coordination and precision</p> <p>Can relatively change static actions into travelling movements</p> <p>Can show different levels and pathways when I travel</p> <p>Can communicate effectively with a partner</p> <p>Can evaluate the work of other's using accurate technical language</p>	Unison, levels, fluency, perform, canon, stimulus, rhythm, and feedback
Spring 2 (PPA)	<p>Football:</p> <p>Can stop a ball using both the sole and inside of their feet and attempt to stop a ball using the outside of their feet</p> <p>Can pass a ball using the inside of their feet with some accuracy</p> <p>Can dribble a ball using their feet and attempt a turn with some control</p> <p>Can sometimes make a standing tackle in a 1v1</p> <p>Can kick a stationary ball past a goalkeeper with some success</p> <p>Can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time</p>	Control, passing, dribble, kick-off, stationary, throw in, communication, defending, and attacking
Spring 2 (CT)	<p>Hockey:</p> <p>Can dribble the ball with some control</p> <p>Can receive the ball with control</p> <p>Can pass the ball over a longer distance with some accuracy and power</p> <p>Can pass and receive a ball with some control when moving</p> <p>Can tackle a player keeping my stick on the floor when tackling</p> <p>Can hit a stationary ball into a goal with some success</p>	Control, passing, dribble, tackle, push pass, side-line, communication, free pass, and rules
Summer 1 (PPA)	<p>Tennis:</p> <p>Can move to catch a ball</p> <p>Can sometimes control a ball on their racket when moving</p> <p>Can hit a ball using a forehand with some control</p> <p>Can hit a ball using a backhand with some control</p> <p>Can hit a ball into a target (one bounce)</p> <p>Can sometimes rally when playing 1v1</p>	Rules, focus, ready stance, control, balance, forehand, backhand, points, and rally
Summer 1 (CT)	<p>Tag Rugby:</p> <p>Can sometimes tag another player when moving</p> <p>Can pass a ball backwards or sideways with some control</p> <p>Can sometimes pass a ball backwards or sideways with some control when moving</p> <p>Can score a try unopposed at speed</p> <p>Can play and accept the rules, competing fairly, being gracious in victory and defeat most of the time</p>	Tagging, handover, passing, try, acceleration, horizontal, smile defending, and attacking

Summer 2 (PPA)	Cricket: Can roll the ball with control and some accuracy, and stop the ball using two hands, one hand and attempt a long barrier Can throw underarm and catch a ball with control and some accuracy Can bowl underarm towards a target with control Can throw a ball overarm with control and some accuracy Can bowl overarm from standing with some control Can hold the bat correctly and sometimes hit a moving ball Can show some of the batting and fielding skills they have learnt and work as part of a team	Long barrier, accuracy, batter, wicket, score, teamwork, fielder, bowler, and co-operate
Summer 2 (CT)	Rounders: Can send using a good throwing technique Can receive using good catching technique Can develop basic bowling and batting skills Can develop my throwing skills Can communicate with other players Can field the ball off the ground Can catch high balls comfortably	Speed, accuracy, competition, challenge, personal best, distance, and measure

Year 4	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Athletics: Can perform the chest push with control Can jump landing on two feet in standing long jump and co-ordinate the skipper hoop Can understand and complete each test successfully, measure and record one another's scores Can chest push, using their legs for power, following through with hands, pointing fingers. Can push through their legs when jumping to increase power Can compete with confidence and record their results Can compare and improve on their performance to get at least one Personal Best	Technique, accelerate, triple jump, compete, change over, mini coaches, shot put, baton, and short distance
Autumn 1 (CT)	Swimming: Can move for a distance of 5 meters – front, back and sideways Can move into a stretched floating position and return to standing Can rotate from front to back and back to front	Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self rescue, confidence
Autumn 2 (PPA)	Basketball: Can attempt to move the ball around their head Can bounce the ball with some control using one hand Can dribble the ball keeping it at waist height, using my preferred hand Can pass the ball keeping their elbows in Can perform a stride and jump stop and pivot with some control Can play and embrace the rules, being gracious in victory and defeat	Familiarisation, tip off, double dribble, non-preferred, non-contact, challenge, competition, intercept, and embrace
Autumn 2 (CT)	Swimming: Can fall/ jump in Can regain an upright position Can float on back in a star fish for 5 seconds Can regain upright position Can swim to the side Can climb out	Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self rescue, confidence
Spring 1 (PPA)	Gymnastics: Can perform a rocket jump 1/4 and 1/2-turn with control and body tension Can perform a Teddy Bear roll with some control Can perform a matching and mirroring balance with control Can perform a bunny hop lifting legs with good height off the ground and control Can bunny hop onto apparatus from standing, with some control. Can perform a sequence using different levels showing good body tension, control and fluency	Matching, mirroring, static, elements, fluency, apparatus, body tension, sequences, and sashay
Spring 1 (CT)	Swimming: Can swim 10m front crawl Can swim 10m backstroke	Water, proficiently, strokes, front crawl, backstroke, breaststroke,

	Can swim 10m breaststroke	butterfly, safety, self rescue, confidence
Spring 2 (PPA)	Football: Can stop a ball using the sole, inside and sometimes the outside of their feet Can pass a ball using the inside of their feet with accuracy Can dribble a ball using their feet and turn with some control Can make a standing tackle in a 1v1 Can kick a moving ball past a goalkeeper with some accuracy Can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time	Body position, inside hook, outside hook, drag back, fairness, intercept, communication, accuracy and technique
Spring 2 (CT)	Outdoor Adventurous Activities: Can show enthusiasm, determination and resilience. Can work together to solve problems Can follow rules of an activity Can identify areas of the school grounds using a map Can run and think simultaneously to compete Can identify where a number of controls are situated	Communication, collaboration, teamwork, trust, orienteering, compass point, co-ordinates, supportive, and decision
Summer 1 (PPA)	Tennis: Can move with balance and control when catching a ball Can sometimes hit/bounce a ball when moving Can hit a ball using a forehand with control Can hit a ball using a backhand with control Can hit a ball into a target with no bounces before hit Can rally when playing 1v1	Consecutive, drop feed, hand feed, accuracy, rally, position, compete, grip, and communicate
Summer 1 (CT)	Swimming: Can swim 5m, 10m, 25m, 50m on front and back	Water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self rescue, confidence
Summer 2 (PPA)	Cricket: Can roll the ball with control and accuracy and stop the ball using two hands, one hand and a long barrier Can throw underarm and catch a ball with control and accuracy Can bowl underarm towards a target with control and accuracy Can throw a ball overarm with control and some accuracy at various heights Can bowl overarm from standing with control Can hold the bat correctly and hit a moving ball with some control Can show some of the batting and fielding skills they have learnt and work as part of a team, encouraging and helping others	Long barrier, accuracy, batter, wicket, score, teamwork, fielder, bowler, and co-operate

Summer 2 (CT)

Swimming:

Can swim 5m, 10m, 25m, 50m on front and back

Water, proficiently, strokes, front
crawl, backstroke, breaststroke,
butterfly, safety, self rescue,
confidence

Year 5	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Athletics: Can use their arms to help them jump further Can push through their legs when jumping to increase power Can use their arms and legs together to increase power Can drive forwards or upwards using their arms and legs to generate power and begin to run on the balls of their feet	Evaluate, react, accelerate, collaborate, sprint start, pace, stride, peer assess, and feedback
Autumn 1 (CT)	Netball: Can pass a ball in a variety of ways with control Can perform a stop and pivot when receiving a ball with some control Can dodge into a space and attempt to receive a ball Can mark their player and stop them getting the ball Can place their hand under the ball and support it with the other when shooting Can react and keep on their toes Can sometimes react to snatch the ball in a 'toss up'	Space, Centre pass, obstruction, centre circle, intercept, centre third, double dodge, penalty pass, and goal third,
Autumn 2 (PPA)	Basketball: Can dribble the ball keeping it at waist height, using either hand and change direction Can perform a stride stop, jump stop and pivot with control Can bend knees and side step to protect a static ball Can side step when performing the defensive stance Can attempt the BEEF shooting technique Can sometimes dodge around a player when dribbling the ball Can dribble the ball and pass to a player on their team in a game	Jump-stop, stride-stop, static, defensive stance, dodge, offence, defence, shoot, and protect
Autumn 2 (CT)	Tag Rugby: Can attempt to tag a player using either hand when moving Can sometimes choose a pathway to move with the ball past defenders Can pass a ball backwards or sideways with some control and accuracy (both sides of body) Can pass a ball backwards or sideways with some control and accuracy when moving (both sides of body) Can sometimes choose the right time to pass and offer support to teammates Can listen to others, express their own ideas and work well with others tactically	Agility, directions, pick up, loop, underlapping, dodge, match, avoid, and intercept
Spring 1 (PPA)	Gymnastics: Can perform a T-roll and attempt a side star roll with some control Can perform a Point and Patch balance sequence with body tension, control and some fluency Can perform an adapted cartwheel progressing to straight legs Can perform a hurdle step on a springboard with control Can perform a squat on, squat off onto a box top on my own from standing Can link and sequence actions and compete co-operate, communicate and collaborate with others. Can evaluate performance and recognise success	Symmetrical, tension, cartwheel, collaborate, asymmetrical, scissor kick, hurdle step, and routine
Spring 1 (CT)	Outdoor Adventurous Activities: Can use non-verbal communication to solve problems Can work as part of a team	Communication, collaboration, teamwork, trust, orienteering,

	<p>Can work with a partner to navigate successfully across and through obstacles whilst blindfolded</p> <p>Can give clear instructions</p> <p>Can work to solve problems</p> <p>Can navigate my way around using a map</p>	<p>compass point, coordinates, supportive, decision</p>
Spring 2 (PPA)	<p>Football:</p> <p>Can sometimes stop a ball using both the sole and inside of their feet when moving</p> <p>Can begin to play a longer pass off the ground</p> <p>Can dribble a ball using their feet and perform a turn with control</p> <p>Can make a standing tackle or intercept a pass in a 2v2</p> <p>Can kick a moving ball past a goalkeeper with some accuracy</p> <p>Can listen to others, express their own ideas and work well with others tactically</p>	<p>Possession, communicate, block, lofted pass, body position, technique, interceptors, evaluate, and performance</p>
Spring 2 (CT)	<p>Hockey:</p> <p>Can control the ball when moving in different directions</p> <p>Can perform a block tackle with some control</p> <p>Can mark an opponent most of the time</p> <p>Can hit a moving ball into a goal with accuracy and control</p> <p>Can listen to others, express their own ideas and work well with others tactically</p>	<p>Indian dribble, demonstrate, block tackle, marking, interception, precision, opponents, possession, and slap pass</p>
Summer 1 (PPA)	<p>Tennis:</p> <p>Can move to hit a ball with some balance and control</p> <p>Can hit/bounce a ball when moving</p> <p>Can hit a ball using forehand with control and some accuracy</p> <p>Can hit a ball using backhand with control and some accuracy</p> <p>Can serve underarm and attempt overarm</p> <p>Can serve and rally in mini tennis</p>	<p>Energy, fluency, precision, strength, shape, rhythm, counts, leader</p>
Summer 1 (CT)	<p>Dance:</p> <p>Can show/fluency/control in chosen dances in response to stimuli</p> <p>Can perform fluent dances with characteristics of different styles/eras</p> <p>Can adapt & refine(in pair/group), dances that vary direction, space & rhythm</p>	<p>Energy, fluency, shape, counts, precision, strength, rhythm, and leader</p> <p>Topic Vocabulary</p> <p>Tightrope, acrobat, props, strongman, ringmaster, trapeze, juggle, and show</p>
Summer 2 (PPA)	<p>Cricket:</p> <p>Can roll and throw the ball over varying distances with control and accuracy, and stop the ball using two hands, one hand and a long barrier.</p> <p>Can bowl underarm with control and accuracy</p> <p>Can bowl overarm with control and accuracy</p> <p>Can hold the bat correctly and hit a moving ball with control</p> <p>Can show a variety of the batting and fielding skills they have learnt and work as part of a team, encouraging and helping others</p>	<p>Inspire, fielders, speed, distance, wide, wicket keeper, over, runs, and fair play</p>

	Can work with their partner and can play and accept the rules: competing fairly, being gracious in victory and defeat most of the time	
Summer 2 (CT)	Rounders: Can catch with soft hands Can bowl accurately at a consistent height Can throw accurately into space Can strike with some accuracy into a given area Can play a full game in a small group taking on different roles within the team	Techniques, backstop, decisions, aerobic, speed, innings, scoop, directions, donkey drop

Year 6	Core Knowledge	Core Vocabulary
Autumn 1 (PPA)	Athletics: Can perform all jumps, throws and with good technique and control Can run with confidence and speed on the balls of their feet to generate more power Can compete with determination and confidence and record their own results Can practise and improve their performance independently to get a PB (Personal Best) and record their results. Can actively encourage others to improve their performance	Infringement, offside, opposition, over a third, reaction, perseverance, possession, pivot, and position
Autumn 1 (CT)	Netball: Can pass a ball in a variety of ways with control Can perform a stop and pivot when receiving a ball with control Can dodge into a space and receive a ball Can mark a player trying to stop them getting the ball and attempt to intercept the pass Can shoot a ball into a net with success Can react to receive the ball for a centre pass Can react to snatch the ball in a 'toss up'	Evaluate, long distance, accelerate, compete, sprint start, pace, stride, gracious, and leader
Autumn 2 (PPA)	Basketball: Can dribble the ball at different heights and directions keeping control Can perform a stop, pivot and pass Can use their body to protect the ball when dribbling Can perform the defensive stance when actively trying to defend a target Can perform the BEEF shooting technique with control Can dodge around a player at speed while also using other players as a screen Can use their offensive and defensive skills in a game situation	Weave, gladiators, agility, contestants, baseline, accuracy, evaluate, referee, and traveling
Autumn 2 (CT)	Outdoor Adventurous Activities: Can think creatively to find solutions Can demonstrate teamwork and a good level of communication Can work quickly and effectively against the clock Can work with a partner/group to find a number of controls using a map Can identify the location of a number of controls which relate to specific letters of the alphabet Can communicate positively with the other members of my team	Communication, collaboration, teamwork, trust, orienteering, compass point, coordinates, supportive, decision
Spring 1 (PPA)	Gymnastics: Can perform jumps and leaps with control, body tension and pointed toes Can consistently perform a T-roll and a side star with precision, control and fluency Can perform a Point and Patch balance sequence with body tension, control and fluency Can perform an adapted cartwheel on a mat and attempt to keep their legs straight Can perform a hurdle step with a short run up on a springboard showing speed, control and fluency Can link and sequence actions on apparatus. Enjoys communicating, collaborating and competing with others and can evaluate performance and recognise success	Inverted, counterbalance, rhythm, aesthetic appeal, synchronisation, momentum, counter tension, formation, precision, and speed

Spring 1 (CT)	Tag rugby: Can tag a player using either hand when moving Can choose a pathway to move with the ball with control past defenders Can pass a ball backwards or sideways with control and accuracy (both sides of body) Can pass a ball backwards or sideways with control and accuracy when moving (both sides of body) Can choose the right time to pass and offer support to teammates Can evaluate and recognise success to help improve performance	Tactics, zone, timing, consecutive, evaluate, transfer, match, support, leadership
Spring 2 (PPA)	Football: Can sometimes stop a ball using the sole, inside and outside of their feet when moving Can play a longer pass off the ground with some accuracy Can dribble a ball using their feet and perform a turn with control and some speed Can sometimes show a good body position when defending in a 2v2 Can evaluate and recognise success to help improve performance Can kick a moving ball past a goalkeeper with accuracy	Tactics, direction, power, laces, angles, accelerate, turn, feints, speeds
Spring 2 (CT)	Dance: Can create & perform dances in a variety of styles consistently Can be aware of & use musical structure, rhythm & mood & can dance accordingly Can use appropriate criteria & terminology to evaluate performances	Transition, strength, evaluate, formations, expression, fluency, space, symmetry, asymmetry, silhouette
Summer 1 (PPA)	Tennis: Can move with balance and control when hitting a ball Can hit/ bounce a ball with control when moving Can hit a ball-using forehand with control and accuracy Can hit a ball-using backhand with control and accuracy Can serve overarm with some success Can serve and rally in mini tennis with some control and accuracy	Umpire, anticipate, volley, speed, reaction, technique, grip, empathy, precision
Summer 1 (CT)	Hockey: Can show good control when moving in a variety of directions Can pass with control and accuracy, and move into a space Can tackle a player with control and strength and time it correctly to win the ball Can mark an opponent with success Can hit a moving ball into a goal from different angles with some success Can take on a leadership role when working with a team and can evaluate and improve performance	Chicane, accuracy, angles, marking, improve, tactically, demonstrate, possession, target
Summer 2 (PPA)	Cricket: Can roll and throw the ball over varying distances with control and accuracy, and stop the ball using two hands, one hand and a long barrier with some speed Can bowl underarm to a batter with control and accuracy, hitting the wicket with success. Can bowl overarm to a batter with control and accuracy, hitting the wicket with success. Can hit a moving ball with control, some accuracy and some distance Can show a variety of the batting and fielding skills they have learnt and work as part of a team, taking on a leadership role, encouraging and helping others. Can work with their partner and can play and accept the rules: competing fairly, being gracious in victory and defeat most of the time.	Fluency, motion, speed, technique, focus, leadership, over, runs, zone

Summer 2 (CT)	Rounders: Can catch and throw quickly from backstop Can ground field consistently well Can back up fellow fielders in the outfield Can throw with real accuracy and under pressure Can adapt my game according to direct opponent/situation	No ball high, no ball low, no ball wide, body ball, obstruction, tournament, tactics, precision, sympathetically
----------------------	---	--