

<p>and lands appropriately. Stand on one foot to hold a balance</p> <p>Dance</p> <p>Move freely and with pleasure and confidence in a range of ways.</p> <p>Experiments with different ways of moving. Complete simple sequences</p> <p>Net and Wall</p> <p>Catch a large ball. Demonstrate good control and coordination in large and small movements. Pass a ball: chest pass Kick a ball along the floor less than 10m with the correct technique. Dribble a ball at feet with control</p> <p>Striking and Fielding</p> <p>Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown Strike a ball (selfbowed) in a general direction</p> <p>Multi Skills - Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Participate in Sports day</p> <p>Health and Fitness</p> <p>Understand the importance for good health of physical exercise, healthy diet and talk about</p>	<p>Gymnastics</p> <p>Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. (A&D) Move between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, coordination of travelling, stillness, jumping, timing, changing shape, direction and size. (A&D)</p> <p>Dance</p> <p>Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)</p> <p>Net and Wall</p> <p>Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances, on their own and in groups. Play games</p>	<p>what they see and ask to copy others' ideas, skills and tactics. Participate in team games. Understand and develop tactics for attacking and defending. (rugby, netball, football,basketball)</p> <p>Gymnastics</p> <p>Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. S&A Have a clear focus when watching others perform. (E&I) Say when a movement or skill is performed well (aesthetic appreciation). (E&I) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve.) (E&I) Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction</p> <p>Dance</p> <p>Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. (E&I)</p> <p>Net and Wall</p>	<p>space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. S&A (football, basketball, hockey, netball, rugby)</p> <p>Gymnastics</p> <p>Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use actions on floor and over, through, across and along apparatus. A&D Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus.</p> <p>Dance</p> <p>Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. A&D Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20 steps. Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control</p>	<p>describe performance and identify what they do that makes things difficult for their opponents. (football, basketball, hockey, netball, rugby)</p> <p>Gymnastics</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner and small groups to create sequences. Adapt their sequences to include apparatus and to suit partner or small group. S&A Compare and contrast similar performances.</p> <p>Dance</p> <p>Explore and create characters and narratives in response to a range of stimuli. Compose short dances with clear start, middle and end on their own, partners and in groups. Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.</p> <p>Net and Wall</p> <p>Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about</p>	<p>more. Change pitch size to make games better. E&I (football, basketball, hockey, netball, rugby)</p> <p>Gymnastics</p> <p>Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). A&D Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practise and improve. E&I</p> <p>Dance</p> <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. A&D</p> <p>Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps.</p> <p>Net and Wall</p> <p>Hold and swing racket and</p>	<p>basketball, hockey, netball, rugby)</p> <p>Gymnastics</p> <p>Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) S&A Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus</p> <p>Dance</p> <p>Explore, improvise and combine movement ideas fluently and effectively. S&A Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. E&I Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships</p> <p>Net and Wall</p> <p>Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction</p>
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<p>different ways to keep healthy and safe. (H&F)</p>	<p>based on net games (tennis) children have the opportunity to play 1v1, 1v2, 2v2, 1v3, 3v3. Pass and receive a ball in different ways with control and increased accuracy. (tennis)</p> <p>Striking and Fielding</p> <p>Focus on technique on striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders, Squash)</p> <p>Health and Fitness</p> <p>Talk about what our bodies do during exercise e.g breathing (H&F) Practice skills to make them warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise.</p>	<p>Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. S&A Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination. (tennis)</p> <p>Striking and Fielding</p> <p>Choose, use and vary simple tactics. S&A Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and coordination (cricket, rounders,, kickball,golf)</p> <p>Multi Skills and Athletics</p> <p>Take part in multi skills festivals. (competitions: class, houses, base, against other schools) Designed to develop the fundamental movement skills of balance, coordination and agility. Children will be taught how to use their bodies to:</p> <p>Health and Fitness</p> <p>Talk about what our bodies do during exercise e.g breathing ,start to find their pulse (H&F) Practice skills to make them</p>	<p>Net and Wall</p> <p>Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. A&D Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how can they make it difficult for opponent to receive ball.</p> <p>Striking and Fielding</p> <p>Consolidate and develop the range and consistency of their skills in striking and fielding games. A&D (rounders, golf, cricket)</p> <p>Athletics</p> <p>Choose skills and equipment to meet the challenges they are set. E.g by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A Participate in sports day</p> <p>Health and Fitness</p> <p>Keep up an activity over a period of time and know what they need to warm up and cool down for dance. (H&F) Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p>	<p>the games. S&A (tennis)</p> <p>Striking and Fielding</p> <p>Throw and catch balls at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games.</p> <p>Athletics</p> <p>Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.</p> <p>Health and Fitness/ Boxercise</p> <p>Learn some of the main muscle groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect. Know a warm routine involving dynamic stretches , led by a coach/teacher or child.</p>	<p>where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. A&D Explain why they or others are playing well in the games. Know what they need to get better at and what to practice.</p> <p>Striking and Fielding</p> <p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g throwing, catching and striking a ball accurately to a static and moving partner at different distances A&S Golf, cricket and rounders.</p> <p>Athletics</p> <p>Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly. Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. S&A Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements.</p> <p>Health and Fitness</p> <p>Can take pulse, and name some</p>	<p>of ball. Know where to stand when attacking and defending. S&A Explain why they or others are playing well in the games.</p> <p>Striking and Fielding</p> <p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw.</p> <p>Athletics</p> <p>Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take off and landing. A&D Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity.</p> <p>Health and Fitness/ Boxercise</p> <p>Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area.</p>
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		warmer and cooler before and after exercises. (H&F) Discuss how the body changes during exercise			muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up in small groups, know what muscles to warm up effectively for different exercises. Understand why exercise is good for their fitness, health and wellbeing	Know how playing invasion games helps your fitness and benefits of playing outside of school. Understand why exercise is good for fitness , health and well-being.
Cross curricular links - PSHE- Develop Resilience (Games) PSHE- Teamwork , communication and inclusion PSHE- personal best						
In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked and didn't like, what can be improved) (E&I)	In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Bean bag rounders Multiskills	Year 2 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Bean bag rounders Multiskills	Year 3 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive festivals during the school year, at least one to be against another school (s). Football League Dodgeball league	Year 4 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive festivals during the school year, and at least 2 others to be against another school (s). Football league Dodgeball league	Year 5 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions for active and inactive children. during the school year, and at least 2 others to be against another school (s). Boys football Girls football Dodgeball Cricket Tag Rugby	Year 6 In all areas children will be taught about how to give and receive feedback to their peers. (E&I) Take part in competitive competitions for active and inactive children during the school year, and at least 3 others to compete against another school (s). Indoor athletics Football Boys/Girls Dodgeball Cricket Tag Rugby
Key stage 1 Vocabulary						
Key stage 2 Vocabulary						
Year 3 & 4						
Year 5 & 6						
	Striking Own space Team Direction Control	Speed Passing Scoring Shooting	Making space Rules Movement Points/ goals Defending	Keep possession Scoring goals Pass/send/receive Travel with a ball Technique	Keeping possession Passing Dribbling Shooting Support Tactics	Defending Marking Support Attackers/defenders


