

PE – Year 3 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>1. Use running, jumping, throwing and catching in isolation and in combination</p> <p>2. 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</p> <p>3. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>4. Perform dances using a range of movement patterns</p> <p>5. Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Football (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Explore sending and receiving abiding by the rules of the game • Explore dribbling the ball abiding by the rules of the game under some pressure • Develop movement skills to lose a defender. • Explore shooting actions in a range of invasion games • Track opponents to limit their scoring opportunities • Develop moving with a ball towards goal with some control <p>Fitness (NC Objective 1, 5 & 6)</p> <ul style="list-style-type: none"> • Show balance when changing direction • Explore more complex activities which challenge balance • Explore increased speed when coordinating their bodies • Demonstrate improved sprinting technique • Identify activities which help to strengthen different muscle groups • Demonstrate using their breath to maintain their work rate 	<p>Football defender, dribbling, pass, attacker, space, points, score, team</p> <p>Fitness Exercise, heart, lungs, oxygen, mood, healthy, body</p>	<p>Football Possession, send, teammate, received, goal, dodge,</p> <p>Fitness Speed, distance, sprint, strong, pace, jog, steady, race</p>	<p>Football Goalkeeper, outside, opponent, communicate, opposition, tracking, inside, control, available, tackle</p> <p>Fitness Fitness, strength, balance, pace, agility, control, progress, coordination, muscle, stamina</p>

	<p><u>Basketball</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Explore sending and receiving abiding by the rules of the game • Explore dribbling the ball abiding by the rules of the game under some pressure • Developing movement skills to lose a defender • Explore shooting actions in a range of invasion games • Track opponents to limit their scoring opportunities • Develop moving with a ball towards goal with some control <p><u>Yoga</u> (NC Objective 3)</p> <ul style="list-style-type: none"> • Demonstrate increased control when in poses and explore control in paired poses • Explore poses and movement in relation to their breath • Explore arm balances with some control • Develop their ability to stay still and keep their focus <p><u>Gymnastics</u> (NC Objective 3, 4 & 6)</p> <ul style="list-style-type: none"> • Explore matching and contrasting shapes • Explore point and patch balances and transition smoothly into and out of them • Develop the straight, barrel and forward roll • Develop stepping into shape jumps with control 	<p><u>Basketball</u> defender, dribbling, pass, attacker, space, points, score, team</p> <p><u>Yoga</u> Space, pose, breath, balance, slowly, breathe, stretch</p> <p><u>Gymnastics</u> Action, travel, balance, jump, direction, point, shape, speed, fast, slow, travel</p>	<p><u>Basketball</u> Possession, send, teammate, chest pass, received, dodge, bounce pass</p> <p><u>Yoga</u> Focus, create, choose, position, flow</p> <p><u>Gymnastics</u> Roll, link, sequence, straddle, pike, tuck, star, level</p>	<p><u>Basketball</u> Travelling, double dribble, v dribble, receiver, playing area, opponent, tracking, rebound, opposition</p> <p><u>Yoga</u> Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique</p> <p><u>Gymnastics</u> Matching, contrasting, interesting, flow, explore, control, shape, create</p>
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	<p><u>Tennis</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Explore returning a ball using focus shots such as forehand and backhand • Explore serving from an underarm serve • Explore rallying with a forehand • Consistently use and return to the ready position in between shots <p><u>Dance</u> (NC Objective (3, 4 & 6)</p> <ul style="list-style-type: none"> • Create actions in response to a stimulus individually and in groups • Use dynamics effectively to express an idea • Use directions to transition between formations • Develop an understanding of formations • Perform short, self-choreographed phrases showing an awareness of timing <p><u>Netball</u> (NC Objective 1, 2, 3, 5 and 6)</p> <ul style="list-style-type: none"> • Explore sending and receiving abiding by the rules of the game • Developing movement skills to lose a defender • Explore shooting actions in a range of invasion games • Track opponents to limit their scoring opportunities • Develop moving with a ball towards a goal with some control 	<p><u>Tennis</u> Safely, ready position, partner, score, racket, net, underarm, space, point</p> <p><u>Dance</u> Counts, action, travel, pose, direction, speed, fast, slow, level,</p> <p><u>Netball</u> defender, dribbling, pass, attacker, space, points, score, team</p>	<p><u>Tennis</u> Receive, opponent, quickly, trap, defend, return, collect, against</p> <p><u>Dance</u> Shape, space, balance, timing, mirror, pathway</p> <p><u>Netball</u> Possession, send, teammate, chest pass, received, dodge, bounce pass</p>	<p><u>Tennis</u> track, rally, control, accurately</p> <p><u>Dance</u> Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions</p> <p><u>Netball</u> Footwork, landing foot, attack, pivot, interception, defence, opponent, rebound, contact, opposition, obstruction, mark, receiver,</p>
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	<p><u>Athletics</u> (NC Objective 1, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop the sprinting technique and apply it to relay events • Develop fluency and rhythm when running over obstacles • Develop technique in a range of approaches and take off positions • Develop jumping for height and safety on landing • Explore technique for a pull throw <p><u>Orienteering</u> (NC Objective 5)</p> <ul style="list-style-type: none"> • Can plan and implement strategies to solve problems • Developing map reading skills • Can follow and give instructions and are accepting of other peoples' ideas • Can reflect on when and why they were successful at solving challenges <p><u>Cricket</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Begin to strike a bowled ball using different equipment • Explore bowling and fielding skills to include a two-handed pick up and long and shore barriers • Use overarm and underarm throwing in game situations • Catch with some consistency in game situations 	<p><u>Athletics</u> Fast, slow, jump, aim, direction, far, bend,</p> <p><u>Orienteering</u> lead, teamwork, solve, co-operate, instructions</p> <p><u>Cricket</u> Hit, throw, points, score, target, catch</p>	<p><u>Athletics</u> Speed, jog, sprint, pace, take off, landing, swing, height, distance, overarm</p> <p><u>Orienteering</u> map, support, successful, communicate</p> <p><u>Cricket</u> runs, track</p> <p><u>Handball</u></p>	<p><u>Athletics</u> Accurately, power, personal best, determination, further, faster, control, strength,</p> <p><u>Orienteering</u> navigate, rules, grid, route, discuss, trust, plan</p> <p><u>Cricket</u> technique, wicket keeper, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting</p>
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	<p>Handball (NC Objective 1, 2, 3 & 6)</p> <ul style="list-style-type: none"> • Explore sending and receiving abiding by the rules of the game • Explore dribbling the ball abiding by the rules of the game under some pressure • Developing movement skills to lose a defender • Explore shooting actions in a range of invasion games • Track opponents to limit their scoring opportunities • Develop moving with a ball towards goal with some control 	<p>Handball defender, dribbling, pass, attacker, space, points, score, team</p>	<p>Possession, send, teammate, received, dodge, bounce pass</p>	<p>Handball Dribble, grip, defence, shoot, interception, mark, opponent, protect, double dribble, opposition, fluid, attack,</p>
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Knowledge

Substantive Knowledge	Disciplinary Knowledge
<p>Autumn Term 1</p> <p>Football – How does teamwork help you to succeed?</p> <p>Lesson 1 – To know how to develop controlling the ball and dribbling under pressure</p> <ul style="list-style-type: none"> - Send the ball ahead of them whilst dribbling so that they can run with it - Use all parts of their feet to control the ball - Make decisions on when to pass and when to dribble <p>Lesson 2 – To understand and develop passing to a teammate</p> <ul style="list-style-type: none"> - Finish with the inside of their kicking foot pointing towards their target - The ball should start slightly in front of them - Use their arms to balance their body when trying to kick <p>Lesson 3 – To understand how to control the ball with different parts of the body</p> <ul style="list-style-type: none"> - Use the first touch to cushion the ball and take the power out of it - Understand and apply the teaching points to my learning - Persevere when learning a new skill <p>Lesson 4 – To understand changing direction with the ball using an inside and outside hook</p> <ul style="list-style-type: none"> - Accelerate out of the change of direction into space - Make decisions on what type of turn to use 	<p>Football</p> <p>Raising aspirations: football player, football manager, physiotherapist, coach, nutritionist, game analyser, commentator, agent</p> <p>Skills: communication, balance and co-ordination, basic principles</p> <p>Communication Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently</p> <p>Balance and co-ordination Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.</p> <p>Basic principles Children will be able to understand the basic principles of the game such as when the ball goes out of play it is either a throw in or a goal kick and if there is a foul, then there is a free kick. Also, the only player that is allowed to pick</p>

- Play games honestly and fairly keeping to the rules of the game
- Lesson 5 – To understand how to jockey/track an opponent
- Try to slow down their opponent by moving slowly backwards in the direction they are moving
 - Understand why it is important to shut down an attacker's space
 - Try their best
- Lesson 6 – To know how to apply the rules and tactics you have learnt to play in a football tournament
- Encourage others in your team and congratulate your opponents
 - In between matches, discuss with their team how to improve for their next match
 - Select and apply tactics to the games they play
- Fitness – **How does fitness improve your mental health?**
- Lesson 1 – To understand and develop an awareness of what your body is capable of
- Encourage those they are working with
 - Try their best at each station
 - Identify areas of personal strength and areas of development
- Lesson 2 – To understand how to develop speed and strength
- Complete each exercise slowly and with control
 - Keep their elbows bent
 - Move their hands from their pocket to their mouth
 - Run on the balls of their feet
- Lesson 3 – To understand how to complete actions to develop coordination
- Watch the ball and move their hands ready to catch it
 - Identify when coordination is used in everyday life
 - Communicate with their partner to check that they are ready to receive the ball
- Lesson 4 – To understand how to complete actions to develop agility
- Bend low and use small steps to change direction
 - Turn their hips to face the direction they are running
 - Recognise when they were successful and what they need to do to improve
- Lesson 5 – To understand how to complete actions to develop balance
- Bend their knees to help them stay balanced
 - Focus on something still
 - Understand how balance is important in everyday tasks
- Lesson 6 – To understand how to complete actions to develop stamina
- Breathe steadily in through their nose

the ball up during play is the goal keeper as long as they are in the penalty area.

Fitness

Raising aspirations: physiotherapist, nutritionist, athlete

Skills: balance and co-ordination, performance, basic principles

Balance and co-ordination

Children will be able to react quickly. Developing these skills can lead to an improved overall balance and agility

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Basic principles

Children will be able to understand the basic principles of improving their fitness by understanding how they can improve their techniques to improve their scores. They will explore setting themselves challenges to motivate them to succeed.

- Don't go too fast at the beginning
- Recognise changes in their body when they work for longer periods of time

Autumn Term 2

Basketball – **Will your performance improve with a positive attitude?**

Lesson 1 – To understand and develop the attacking skill of dribbling

- Push the ball back down when it has reached the top of its bounce
- Use wide fingers to control the ball
- Explore different ways to dribble deciding on the best technique

Lesson 2 – To understand how to use protective dribbling against an opponent

- Bend their knees to get low and put their non-dribbling arm out to protect the ball from their opponents
- Turn their body to create a barrier between the defender and the ball
- Identify areas of strength and for improvement in mine and my partner's dribbling skills

Lesson 3 – To understand how to develop the bounce and chest pass and begin to recognise when to use them

- Have eye contact with the receiver before sending the ball
- Look where your opponents are before deciding who to pass to
- Make quick decisions on who to pass to and the type of pass to use

Lesson 4 – To know and develop tracking and defending an opponent

- Bend their knees and keep their feet hip width apart to change direction
- Leave space between themselves and the attacker so that they do not foul
- Plan tactics with their team

Lesson 5 – To understand and develop the technique for the set shot

- Balance with their feet shoulder width apart
- Elbow underneath the ball
- Eyes look at the target
- Follow through with their hand

Lesson 6 – To know how to apply the skills, rules and tactics you have learnt to a mini tournament

- Be clear and fair when refereeing
- Use the double dribble, travelling and contact rules
- Reflect on their performances and identify areas to improve

Yoga – **How does your body feel when you control your breathing?**

Basketball

Raising aspirations: basketball player, basketball coach, physiotherapist, nutritionist, game analyser, coach, commentator, agent

Skills: communication, balance and co-ordination, performance, basic principles

Communication

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently

Balance and co-ordination

Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Performance

Basic principles

Children will be able to understand the basic principles of the game such as the ball must be bounced when moving and you cannot hold onto the ball and run.

Yoga

Lesson 1 – To understand and explore connecting breath and movement

- Breathe in and out slowly when in their yoga poses
- Confident to explore new things
- Remember the order of the poses in their flow

Lesson 2 – To understand and explore new yoga poses and begin to connect them

- Move in time with your breath
- Try to move through each pose fluidly
- Be creative in the poses they choose

Lesson 3 – To understand and explore gratitude when remembering and repeating a yoga flow

- Move in time with their breath
- Use controlled movements to move from one pose to another
- Remember and repeat a yoga flow

Lesson 4 – To understand and develop flexibility and strength in a positive summer flow

- Move slowly and with control into the pose so that they are stable when balancing
- Remember a sequence of yoga poses
- Try their best

Lesson 5 – To understand and develop flexibility in an individual yoga flow

- Keep their focus on something stationary
- Move slowly and with control into the pose so that they are stable when balancing
- Understand what muscles they are using in the different yoga poses

Lesson 6 – To understand and develop confidence and strength in arm balances

- Move with control from one pose to the next
- Use their breath to help with control
- Work with respect and understanding of what they are able to achieve

Spring Term 1

Gymnastics – **How can you stay safe using apparatus?**

Lesson 1 – To understand how to create interesting point and patch balances

- Hold their balance for 5 seconds
- Make their balances interesting by using different levels and body parts to balance on
- Identify what makes a good balance and use this to help them improve their balances

Vocabulary – interesting, balance, point, sequence

Raising aspirations: yoga instructor, physiotherapist

Skills: sequence, balance and co-ordination, basic principles

Sequence

Children will understand the importance of sequences when carrying out a flow of movements that stretches the body and channels the breathing.

Balance and co-ordination

Children will understand and develop their balance and co-ordination whilst carrying out various poses both individually and, in a group, so that they can improve their balance and co-ordination.

Basic principles

Children will be able to understand the basic principles of yoga such as poses, breathing and extending their body whilst being mindful of their body and feelings.

Gymnastics

Raising aspirations: gymnast, gymnastic coach, physiotherapist, nutritionist, gymnastic adjudicator, gymnastic commentator

Skills: sequence, communication, balance and co-ordination, basic principles
Sequence

Children will be able to perform two or more skills together to create a different combination

Communication

Lesson 2 – To understand how to develop stepping into shape jumps with control

- Land with knees bent
- Look straight ahead when they jump
- Recognise how to make improvements in a sequence

Vocabulary – control, jump, star, tuck

Lesson 3 – To understand how to develop the straight, barrel and forward roll

- Barrel roll – keep their knees tucked into their chest
- Forward roll – tuck their chin into chest
- Forward roll – roll from an arch to a dish
- Plan and create sequences that flow

Vocabulary – straddle, pike, link

Lesson 4 – To know how to transition smoothly in and out of balances

- Choose actions that are on the same or similar level to move into and out of balances smoothly
- Discuss, plan and create a sequence with a partner
- Be understanding when receiving feedback

Vocabulary – pathway, flow, matching

Lesson 5 – To know how to create a sequence with matching and contrasting actions and shapes

- Actions could include rolls, jumps, balances and travelling movements
- Discuss, plan and create a sequence with a partner
- Perform their sequence with confidence

Vocabulary – create, contrasting, speed

Lesson 6 – To know how to create a partner sequence incorporating equipment

- Ensure their sequence uses a variety of actions and levels
- Use strong body tension in their balances
- Discuss, plan and create a sequence with a partner

Vocabulary – explore

Tennis – **Why is balance and coordination important?**

Lesson 1 – To understand how to develop racket and ball control

- Use a strong wrist to hold the racket
- Use the centre of the racket to hit the ball
- Understand that there are specific parts of the racket that help them control the ball

Vocabulary – racket, control, partner

Lesson 2 – To understand how to develop returning the ball using a forehand groundstroke

Children will be able to communicate effectively when working in partners or small groups to create a new sequence and to raise awareness for health and safety.

Balance and co-ordination

Children will develop their balance and co-ordination through a series of advanced actions and inverted movements

Basic principles

Children will be able to understand the basic principles of gymnastics such as staying safe, using apparatus correctly, creating routines and following sequences.

Tennis

Raising aspirations: tennis player, tennis coach, chair umpire, line umpires, ball boy/girl, agent

Skills: sequence, communication, balance and co-ordination, basic principles
Sequence

Communication

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently

Balance and co-ordination

Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Basic principles

- Finish with the racket over their opposite shoulder in two hands
- Make contact with the ball when the racket face is facing their partner
- Swing the racket from low to high

Vocabulary – return, ready position, forehand, receive, underarm

Lesson 3 – To understand how to rally using a forehand

- Hit the ball near their partner so they can return it
- Move their feet to the ready position and then return to the ready position
- Watch the ball as it is coming to them
- Identify the power they need to use to hit the ball so that it lands within the boundaries

Vocabulary – rally, track, quickly

Lesson 4 – To understand how to develop the two-handed backhand

- Move their feet to the ball
- Use two hands to help them with their control
- Identify when to use a forehand and when to use a backhand

Vocabulary – backhand, collect, accurately

Lesson 5 – To understand how to score/To understand how to develop playing against an opponent

- Think of where they can hit the ball to make it hard for their opponent to return
- Be respectful of their opponents
- Play games honestly and abide by the rules

Vocabulary – score, against, opponent, points

Lesson 6 – To understand how to work collaboratively with a partner and compete against others

- Say and agree on the score after every point
- Show honesty and fair play
- Reflect on their performances and areas to improve

Vocabulary – serve, defend

Spring Term 2

Dance – **What makes an excellent performance?**

Lesson 1 – To understand how to create actions in response to a stimulus and move in unison with a partner

- Use counts of 8 to help them stay in time with each other and the music
- Provide feedback to others using correct terminology
- Share ideas with a partner when exploring actions

Vocabulary – unison, timing, perform, speed, fast, slow

Children will be able to understand the basic principles of the game such as the ball must only bounce once and it must go over the net to the opposition

Dance

Raising aspirations: dancer, dance instructor, dance adjudicator

Skills: sequence, communication, balance and co-ordination, performance

Sequence

Children will understand that sequence is a pattern of movements linked to music that has been decided purposely to fit the sequence.

Communicating

Children will understand that there are two types of communication in dance. Verbal and physical. Verbal communication is important to work together to collaborate a dance routine and help each other to stay in time with the beat. Physical communication is important as well as it gives children a chance to practice expressions, gestures, happiness, sadness, joy and passion using their body.

Balance and co-ordination

Children will understand that good body coordination will give them better agility and balance and improve their performance.

Performance

Lesson 2 – To understand how to create actions to move in contact with a partner or interact with a partner

- Use opposites such as forwards and backwards or up and down
- Work with their partner, sharing ideas
- Create their own actions that represent machine parts

Vocabulary – actions, mirror, balance, travel

Lesson 3 – To understand how to select and link appropriate actions and dynamics to show our dance idea

- Consider the space around them
- Use actions that represent the machine breaking down
- Use counts to stay in time with their group
- Make decisions on what would be best for the group

Vocabulary – dynamics, levels, pose

Lesson 4 – To know how to remember, repeat and create actions to represent an idea

- Move with clear confident actions
- Use counts of 8 to help them to stay in time with each other and the music
- Work with their partner, sharing ideas
- Focus carefully so they can copy and repeat actions

Vocabulary – create, explore, shape, space

Lesson 5 – To understand how to share ideas of actions and dynamics to create a dance that shows a location

- Use counts to stay in time with their group
- Use dynamics in their dance to help represent their idea
- Understand how to tell a story through dance by changing how the actions look

Vocabulary – pathway, direction, counts

Lesson 6 – To understand how to use choreographing ideas to develop our dance

- Consider the use of space around them
- Use changes of timing within their dance
- Use counts to stay in time with their group
- Use feedback to refine their dance

Vocabulary – feedback, flow, expression

Netball - **Is there such a thing as healthy competition?**

Lesson 1 – To understand how to develop passing and moving and play within the footwork rule

Children will develop and create sequences and perform to peers for feedback.

Netball

Raising aspirations: Netball player, netball coach, netball trainer, referee, physiotherapist, commentator, nutritionist

- Do not lift their landing foot and place it down. This is known as footwork
- Understand the rules of the game
- Play games honestly and within the rules

Vocabulary – footwork, landing foot, pass, chest pass

Lesson 2 – To understand how to develop passing and moving towards a goal

- Pass and then move towards the goal
- Use a shoulder pass to pass over longer distances
- Make decisions on what type of pass to use

Vocabulary – bounce pass, pivot, teammate

Lesson 3 – To know how to develop movement skills to lose a defender

- Change direction and speed to lose a defender
- Move again if they have not lost the defender
- Recognise when an attacker is free

Vocabulary – defender, dodge, possession

Lesson 4 – To understand how to defend an opponent and try to win the ball

- Ensure they can see the attacker and the ball
- Stay close to the attacker
- Stay in between the attacker and the ball

Vocabulary – opponent, defence, interception, obstruction

Lesson 5 – To understand how to develop the shooting action

- Begin with your feet shoulder width apart
- Hold the ball high above your head
- Persevere when I find something hard

Vocabulary – score, points, rebound

Lesson 6 – To understand and develop playing using netball rules

- Call when they are free to receive a pass
- Move into space near to the goal
- Use the netball rules: contact, obstruction, held ball and footwork
- Make decisions on who to pass to and where to move

Vocabulary – receiver, team, opposition, mark, attacker, space

Summer Term 1

Athletics – **Does competition always motivate you to succeed?**

Lesson 1 – To know how to develop the sprinting technique and improve on your personal best

- Sprint on the balls of their feet moving their hands from pocket to mouth
- Understand that leaning slightly forwards helps to increase speed. Leaning their body in the opposite direction to travel helps to slow down

Skills: sequence, communication. Balance and co-ordination, performance, basic principles

Sequence

Communication

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently

Balance and co-ordination

Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Performance

Basic principles

Children will be able to understand the basic principles of the game such as you cannot move whilst holding the ball, only pivot and there are 3 different areas on a netball court.

Athletics

Raising aspirations: athlete, coach, physiotherapists, race analyst, adjudicator, judge, commentator

Skills: balance and co-ordination, performance, competition, basic principles

Balance and co-ordination

- Show determination to achieve my best

Vocabulary – sprint, personal best, direction, fast, slow, bend

Lesson 2 – To understand how to develop changeover in relay events

- Communicate with their team to let them know if they need to hold the baton higher
- Hold the bottom of the relay baton for smooth changeovers
- Run to the receiving side of their teammate when passing the baton on
- Sprint on the balls of their feet moving their hands from pocket to mouth

Vocabulary – speed, jog, faster, pace

Lesson 3 – To understand and develop jumping technique in a range of approaches and take off positions

- Jump with balance and control by bending knees at take-off and landing
- Keep looking straight ahead when they jump
- Understand that if they jump and land in quick succession, momentum will help them to jump further

Vocabulary – take off, jump, landing, control, swing

Lesson 4 – To understand and develop throwing for distance and accuracy

- Step forward as they throw to create power
- Transfer their weight from their back leg to their front leg
- Know that the speed of the movement help creates the power

Vocabulary – distance, power, strength, aim

Lesson 5 – To understand and develop throwing for distance in a pull throw

- Release the beanbag as their hand moves past their head
- Throw from a balanced stance
- Transfer their weight from their back leg to their front leg
- Explore and identify good technique

Vocabulary – accurately, further, aim, overarm

Lesson 6 – To understand and develop officiating and performing skills

- Hold the bottom of the relay baton for smooth changeovers
- Jump with balance and control by bending their knees at take-off and landing
- Sprint on their ball of their feet moving their hands from pocket to mouth
- Identify personal areas of strength

Vocabulary – determination, height

Children will develop their balance and co-ordination when running, throwing and jumping

Performance

Children will be able to evaluate their own performance and make suggestions on how they can improve

Competition

Children will be competing against themselves and others in a series of races and distances over a period of time.

Basic principles

Children will be able to understand the basic principles of running at speed and how to judge a race to decide when to give maximum effort. They will also be able to develop techniques to help them throw further and jump further and higher.

Orienteering – Is teamwork or individual performance more important?

Lesson 1 – To understand how to read and design maps with symbols

- Understand how a map is drawn
- Understand how to set a map
- Understand how objects relate to each other in space

Vocabulary – map, solve

Lesson 2 – To understand how to set up a map

- Retrieve how a map is drawn
- Understand some basic orienteering skills
- Understand how a simple cross-country orienteering course is structured

Vocabulary – instructions, support, plan, navigate, route

Lesson 3 – To understand how to set a map to use simple map skills

- Retrieve how to set up a map
- Understand how to relate the map to the ground
- Understand how to relate the ground to the map

Vocabulary – communicate, discuss, teamwork

Lesson 4 – To understand how to use a map to follow a course

- Understand how to thumb a map
- Retrieve how to set up a map
- Understand how to follow a course

Vocabulary – cooperate, lead, rules

Lesson 5 – To understand commonly used orienteering symbols

- Understand how to take part in a competition
- Increase their running fitness
- Understand commonly used orienteering skills

Vocabulary – successful, trust

Lesson 6 – To understand and increase our orienteering knowledge

- Understand how to take part in a competition
- Increase their running fitness
- Increase their basic knowledge of orienteering skills

Vocabulary – grid

Summer Term 2

Cricket – Cricket: team sport or individual performances?

Lesson 1 – To understand and develop overarm throwing and catching

- Point their throwing hand in the direction of their target after release
- Step forward with the opposite foot to throwing arm
- Explore overarm throwing and decide the best technique

Orienteering

Raising aspirations: Long distance runner, off road runner

Skills: sequencing, communication, performance, competition, basic principles

Sequence

Children will be expected to find clues by reading a map in the sequence of order.

Communicating

Children will be expected to communicate effectively with their partners

Competition

Children will be competing against other teams to reach the checkpoints and markers first.

Basic principles

Children will be applying their map reading skills and geographical knowledge to outwit the other team.

Cricket

Raising aspirations: cricket player, cricket umpire, cricket coach, commentator, physiotherapist, game analyst

Skills: communication, balance and co-ordination, basic principles

Communication

Vocabulary – catch, throw

Lesson 2 – To understand and develop underarm bowling

- Step forward with their opposite foot to their bowling arm
- Observe their partner's technique and provide them with feedback
- Persevere when learning a new skill

Vocabulary – bowl, wicket, batting

Lesson 3 – To know and learn how to grip the bat and develop batting technique

- Make a 'V' using thumb and forefinger in line with the spine of the bat
- Persevere when learning a new skill
- Recognise where the fielders are and attempt to hit the ball away from them applying simple tactics

Vocabulary – technique, grip, stance, hit

Lesson 4 – To know how to field a ball using a two-handed pick up and a short barrier

- Move to stay in line with the ball as it comes towards them
- Make decisions about which fielding technique to use
- Show good sportsmanship regardless of the result

Vocabulary – two-handed pick up, short barrier, fielding, track

Lesson 5 – To understand and develop overarm bowling technique

- Draw a number 6 with the ball when preparing to bowl
- Observe and provide feedback
- Play to the rules

Vocabulary – target, score, runs

Lesson 6 – To know, play and apply skills learnt to mini cricket

- Be respectful to other teams
- Play the game honestly and fairly
- Select and apply skills under pressure

Vocabulary – retrieve, wicket keeper, stumped, points

Handball – **How does fitness improve stamina in a game?**

Lesson 1 – To understand how to throw and catch while on the move

- Make sure the person they are throwing to is looking at them before passing
- Point their hand where they want the ball to go
- Use soft hands when catching
- Decide which type of pass to use in different situations

Vocabulary – pass, send, bounce pass, defender, grip, points

Lesson 2 – To know how to learn to move towards goal or away from a defender

- Dribbling the ball at waist height with soft hands gives them more control

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently

Balance and co-ordination

Children will be able to react quickly in order to respond to or make a play.

Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Basic principles

Children will be able to understand the basic principles of the game such as the ball must bounce once when it is bowled and if the ball hits the wicket, then the batter is out.

Handball

Raising aspirations: athlete, referee, commentator

Skills: communication, balance and co-ordination, performance, basic principles

Communication

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently

Balance and co-ordination

- Use changes of speed and change direction whilst moving the ball
- Use decision making skills to decide which direction they should move in to benefit their team

Vocabulary – dribbling, dribble, double dribble, dodge

Lesson 3 – To understand how to develop accuracy when shooting

- Point their hand where they want the ball to go
- Use their steps to help them generate the power
- Select and apply different types of shots depending on the situation they are in

Vocabulary – fluid, attack, attacker, score, possession, shoot

Lesson 4 – To know how to apply individual and team defending skills

- Communicate with their teammates
- Consider where the attacker is running
- Run on the ball to intercept
- Use problem solving tactics to come up with a tactic to stop the attacking team

Vocabulary – team, teammate, interception, defence, mark

Lesson 5 – To know how to use a change of direction and speed to lose a defender and move into space

- Turn their hips and shoulders to face the new direction they want to move in
- Understand why it is important to get away from defenders and into space
- Persevere when they find something challenging

Vocabulary – space, opponent, opposition

Lesson 6 – To understand how to maintain possession when in attack

- Dribble away from defenders to create themselves space or move towards goal
- Find space to be an option for their teammate
- Understand and can use the rules to referee a game

Vocabulary – received, protect

Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Performance

Basic principles

Children will be able to understand the basic principles of the game such as the importance of attacking and defending as a team.

Concepts

Mental Health

Health and Fitness

Aspirations

SKILLS

Sequence

Communicating

Balance and Co-ordination

Performance

Competition

Basic Principles

END OF YEAR ASSESSMENT

Working at expected

Qualities of a subject expert

Football

- Pupils are beginning to use simple tactics.
- Pupils are learning the rules of the game and they are beginning to use them to play honestly and fairly.
- Pupils can dribble, pass, receive and shoot the ball with some control.
- Pupils can find space away from others and near to their goal.
- Pupils can move with a ball towards goal with increasing control.
- Pupils can provide feedback using key words.
- Pupils can track an opponent to slow them down.
- Pupils understand their role as an attacker and as a defender.
- Pupils understand the benefits of exercise.
- Pupils work cooperatively with their group to self-manage games.

Fitness

- Pupils can collect and record personal fitness data and they can recognise their strengths.
- Pupils can complete exercises with control.
- Pupils can persevere when they find a challenge is hard.
- Pupils can provide feedback using key words.
- Pupils can use key points to help them to improve their sprinting technique.
- Pupils can work safely with others.
- Pupils show balance when changing direction.
- Pupils understand the benefits of exercise.

Children to be classed as an expert if they meet all working at expected. Consider as well the children's participation in sport extra-curricular clubs both in and out of school.
Become more competent, confident and expert in their techniques. Understand what makes a performance effective.
Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
Understand and apply the long-term health benefits of physical activity.

Basketball

- Pupils are beginning to use simple tactics.
- Pupils are learning the rules of the game and are beginning to use them honestly.
- Pupils can dribble, pass, receive and shoot the ball with some control.
- Pupils can find space away from others and near to their hoop.
- Pupils can move with a ball towards the hoop with increasing control.
- Pupils can provide feedback using key words.
- Pupils can track an opponent to slow them down.
- Pupils understand their role as an attacker and as a defender.
- Pupils understand the benefits of exercise.
- Pupils work cooperatively with their group to self-manage games.

Yoga

- Pupils can copy and link yoga poses together to create a short flow
- Pupils can describe how yoga makes them feel
- Pupils can move from one pose to another in time with their breath
- Pupils can provide feedback using key words
- Pupils can work with others to create a flow including a number of poses
- Pupils can show stability when holding yoga poses

Gymnastics

- Pupils can adapt sequences to suit different types of apparatus.

- Pupils can choose actions that flow well into one another.
- Pupils can choose and plan sequences of contrasting actions.
- Pupils can complete actions with increasing balance and control.
- Pupils can move in unison with a partner.
- Pupils can provide feedback using key words.
- Pupils understand the benefits of exercise.
- Pupils use a greater number of their own ideas for movements in response to a task.
- With help, pupils can recognise how performances could be improved.

Tennis

- Pupils are learning the rules of the game and they are beginning to use them to play fairly.
- Pupils can provide feedback using key words.
- Pupils can return a ball to a partner.
- Pupils can use basic racket skills.
- Pupils understand the aim of the game.
- Pupils understand the benefits of exercise.
- Pupils work cooperatively with their group to self-manage games.

Dance

- Pupils are respectful of others when watching them perform.
- Pupils can provide feedback using key words.
- Pupils can repeat, remember and perform a dance phrase.
- Pupils can use counts to keep in time with a partner and group.
- Pupils can use dynamic and expressive qualities in relation to an idea.
- Pupils can work with a partner and in a small group, sharing ideas.
- Pupils create short dance phrases that communicate the idea.
- Pupils understand the benefits of exercise.

Netball

- Pupils are beginning to use simple tactics.
- Pupils are learning the rules of the game and they are beginning to use them to play honestly and fairly.
- Pupils can communicate with their team and move into space to support them.
- Pupils can defend an opponent and try to win the ball.
- Pupils can move with a ball towards goal with increasing control.
- Pupils can pass, receive and shoot the ball with some control.
- Pupils can provide feedback using key words.
- Pupils understand their role as an attacker and as a defender.
- Pupils understand the benefits of exercise.
- Pupils work cooperatively with their group to self-manage games.

Athletics

- Pupils are developing jumping for distance and height.
- Pupils can identify when they were successful.
- Pupils can take part in a relay activity, remembering when to run and what to do.
- Pupils can throw a variety of objects, changing their action for accuracy and distance.
- Pupils can use different take off and landings when jumping.
- Pupils can use key points to help them to improve their sprinting technique.
- Pupils can work with a partner and in a small group, sharing ideas.
- Pupils show determination to achieve their personal best.
- Pupils understand the benefits of exercise.
- Pupils understand why it is important to warm up.

Orienteering

- Pupils can develop map reading skills
- Pupils can follow and give instructions
- Pupils can listen to and be accepting of others' ideas
- Pupils can plan and attempt to apply strategies to solve problems
- Pupils can reflect on when and why they were successful at solving challenges and are beginning to understand why
- Pupils can work collaboratively with a partner and a small group

- Pupils are able to bowl a ball towards a target.
- Pupils are beginning to strike a bowled ball after a bounce.
- Pupils are developing an understanding of tactics and they are beginning to use them in game situations.
- Pupils are learning the rules of the game and they are beginning to use them honestly.
- Pupils can persevere when learning a new skill.
- Pupils can provide feedback using key words.
- Pupils can use overarm and underarm throwing, and catching skills.
- Pupils understand the aim of the game and this shows in their performance.
- Pupils understand the benefits of exercise.
- Pupils work cooperatively with their group to self-manage games.

Handball

- Pupils are learning the rules of the game and am beginning to use them honestly.
- Pupils can throw, catch, dribble and shoot the ball with some control.
- Pupils can defend an opponent to slow them down.
- Pupils can find space away from others and near to their goal.
- Pupils understand their role both as a defender and as an attacker.
- Pupils work co-operatively with their group to self-manage games.
- Pupils can provide feedback using key words.