

PE – Year 6 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
<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>Tag Rugby (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> Develop making quick decisions about when, how and who to pass to. Explore creating attacking tactics with others in response to a game Explore creating and applying defending tactics with others in response to the game Move to the correct space when transitioning from attack to defence <p>Swimming (NC Objective 7, 8 and 9)</p> <ul style="list-style-type: none"> Identify their personal best in a range of strokes Successfully select and apply their fastest stroke over a distance of 25m Demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m Can select and apply the appropriate water survival technique for the situation <p>Yoga (NC Objective 3)</p> <ul style="list-style-type: none"> Link combinations of poses for balance with increased control in transition Confidently transition from one pose to another showing extension connected to their breath Explore poses that challenge their strength and work to maintain increased control and 	Basic	Adventurous	Technical
		<p>Tag Rugby Possession, send, teammate, received, dodge,</p> <p>Swimming pulling, breathing, unaided, gliding, floating, splash</p> <p>Yoga Focus, create, choose, position, flow</p>	<p>Tag Rugby Defence, receiver, mark, tag, try, dodge, opponent, offside, opposition, onside, score, outwit</p> <p>Swimming Sculling, crawl, breaststroke, submersion, rotation, backstroke, buoyancy, survival, alternate, huddle, stroke, treading water</p> <p>Yoga Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique</p>	<p>Tag Rugby attack, formation, dictate, shut down, pressure, turnover, support</p> <p>Swimming Exhale, flutter kick, personal best, surface, inhale, endurance, propel, continuous, streamline, synchronised, retrieve</p> <p>Yoga Quality, notice, calm, develop, high lunge, fluidity, salutation, transition, practice, collaboratively, connected, aware</p>

<p><u>Swimming</u></p> <p>7.Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>8.Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>9.Perform safe self-rescue in different water-based situations.</p>	<p>strength when in and transitioning between poses</p> <ul style="list-style-type: none"> • Explore methods they can use to control how they feel with some success <p><u>Hockey</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop making quick decisions about when, how and who to pass to • Dribble consistency using a range of techniques when with increasing control under pressure • Explore creating attacking tactics with others to in response to a game • Explore creating and applying defending tactics with others in response to the game • Move to the correct space when transitioning from attack to defence <p><u>Dance</u> (NC Objective 3, 4 & 6)</p> <ul style="list-style-type: none"> • Show controlled movements which express emotion and feeling • Explore, improvise and combine movement dynamics to express ideas fluently, effectively on their own, with a partner or in a small group • Use a variety of basic compositional principles when creating their own dances • Demonstrate a clear understanding of timing in relation to the music and other dancers throughout their performance 	<p><u>Hockey</u> Dribble, grip, defence, shoot, interception, mark, opponent, protect, opposition, fluid, attack,</p> <p><u>Dance</u> Reaction, performance, represent</p>	<p><u>Hockey</u> receiver, shoot, defence, trapping the ball, obstruction, push pass,</p> <p><u>Dance</u> formation, relationship, posture, canon</p>	<p><u>Hockey</u> conceding, block tackle, possession, support, jab tackle, consistently, bully off, defence</p> <p><u>Dance</u> Levels, actions, timing, phrase, expression, unison, dynamics, choreograph, contrast, structure</p>
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	<p><u>Orienteering</u> (NC Objective 5)</p> <ul style="list-style-type: none"> • Pool ideas within a group, selecting and applying the best method to solve a problem • Orientate a map efficiently to navigate around a course • Inclusively communicate with others, share job roles and lead where necessary • With increasing accuracy, they reflect on when and how they were successful at solving challenges and alter their methods in order to improve <p><u>Gymnastics</u> (NC Objective 1, 3 & 6)</p> <ul style="list-style-type: none"> • Combine and perform gymnastic shapes more fluently and effectively • Develop control in progressions of a cartwheel and a headstand • Explore counter balances and counter tension balances • Develop fluency and consistency in the straddle, forward and backward roll • Combine and perform a range of gymnastic jumps more fluently and effectively <p><u>Tennis</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Demonstrate increased success and technique in selecting and applying the appropriate shot for the situation • Serve accurately and consistently • Begin to apply tactics to their serve • Successfully apply a variety of shots to keep a continuous rally 	<p><u>Orienteering</u> leader, inclusive, effectively, orientate, symbol</p> <p><u>Gymnastics</u> Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape</p> <p><u>Tennis</u> track, rally, control, accurately</p>	<p><u>Orienteering</u> tactical, collaborate, control card, collective, orienteering, navigation</p> <p><u>Gymnastics</u> Symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression, aesthetics</p> <p><u>Tennis</u> Serve, forehand, backhand</p>	<p><u>Orienteering</u> boundaries, location, critical thinking, symbol, co-operatively, strategy</p> <p><u>Gymnastics</u> Momentum, counter balance, formation, stability, counter tension</p> <p><u>Tennis</u> Ready position, return, outwit, opponent, volley, cooperatively, continuously</p>
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	<ul style="list-style-type: none"> • Demonstrate a variety of footwork patterns relevant to the game they are playing e.g. a split step and a chasse. <p><u>Athletics</u> (NC Objective 1, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique • Hurdle with greater control and coordination • Develop take off position when jumping for height • Develop power, control and technique in the triple jump • Develop power, control and technique when throwing discus and javelin <p><u>Fitness</u> (NC Objective 1, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Change direction with a fluent action and can transition smoothly between varying speeds • Show fluency and control when travelling, landing, stopping and changing direction • Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge • Can adapt running technique to meet the needs of the distance • Can complete body weight exercises for increased repetitions, with control and fluency • Use their breath to increase their ability to move for sustained periods of time 	<p><u>Athletics</u> Stamina, technique, perseverance, officiate, power, accuracy, flight</p> <p><u>Fitness</u> Speed, distance, sprint, strong, pace, jog, steady</p>	<p><u>Athletics</u> Compete, continuous pace, momentum, stride, rhythm</p> <p><u>Fitness</u> Fitness, strength, balance, agility, control, progress, coordination, muscle, stamina</p>	<p><u>Athletics</u> Control, force, trajectory, rotation, transfer of weight</p> <p><u>Fitness</u> technique, power, generate force, analyse, continuous, measure, record</p>
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	<p><u>Rounders</u> (NC Objectives 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none">• Strike a bowled ball with increasing accuracy and consistency• Consistently select and apply the appropriate fielding action for the situation• Consistently make good decisions on who and when to pass the ball to in order to get the batters out• Consistently demonstrate good technique in catching skills under pressure	<p><u>Rounders</u> strike, runs, track, backstop</p>	<p><u>Rounders</u> batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, post, rounder</p>	<p><u>Rounders</u> pressure, outwit, backing up, cooperatively, consecutive, overtake, obstruction, long barrier, short barrier</p>
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Knowledge

Substantive Knowledge

Autumn Term 1

Tag Rugby – **Is individual performance more important than succeeding?**

Week 1 – To understand and develop attacking principles, understanding when to run and when to pass

- Look for space between the defence to move through
- Make decisions on when to pass and when to run
- Communicate with others when they want to receive the ball

Week 2 – To know how to use the forward pass and offside rules

- To receive a pass from a teammate, they must be behind or to the side of them
- Understand the offside and forward pass rule
- Have the confidence to take on a defender

Week 3 – To know how to play games using the tagging rules

- Do not block or protect their tags
- To receive a pass from a teammate, they must be behind or to the side of them
- Make quick decisions of when to pass

Week 4 – To understand and develop dodging skills to lose a defender

- Bend down low and push off in a different direction
- Change direction or speed to lose a defender
- Plan tactics and apply them to a game situation

Week 5 – To understand and develop drawing defence and understanding when to pass

- Pass if the defender comes towards them
- Run if they have space to do so
- Plan strategies to outwit their opponents

Week 6 – To know how to apply the rules and tactics you have learnt to play in a tag rugby tournament

- Encourage and support others in their team
- Once they have been tagged, they have three seconds to pass the ball
- Place the ball down on the floor over the line using two hands

Disciplinary Knowledge

Tag Rugby

Raising aspirations: rugby player, rugby coach, game analyst, physiotherapist, nutritionist, commentator, referee

Skills: communication, balance and co-ordination, performance, competition
Communicating

Children communicate effectively using key vocabulary and body gestures when applying skills and applying to game understanding.

Balance and co-ordination

Children will master balance throughout a series of engaging activities whilst they are running, changing direction and throwing at the same time. Children will develop co-ordination by throwing the ball and catching the ball under pressure and changing direction.

Performance

Children review and analyse their performance when throwing and decision making and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

Swimming – **Swimming: is speed or endurance more important?**

Sessions planned by Swimming Instructors

Autumn Term 2

Swimming – **Why is it important to know how to swim?**

Sessions planned by Swimming Instructors

Yoga – **How does Yoga improve your mental health?**

Lesson 1 – To know and develop an understanding of yoga/To know and develop flexibility through the sun salutation flow

- Move with control in time with their breath
- Identify which muscles in their body were more flexible than others
- Focus on their breathing
- Respectful of others when completing mindfulness activities

Lesson 2 – To know and develop strength through yoga flows

- Move into and through each pose slowly and fluidly
- Squeeze their muscles to help them to be stable
- Identify the different muscles they are using in the poses they do

Lesson 3 – To know and create your own flow showing quality in control, balance and technique

- Move in time with their breath
- Use poses that challenge them
- Choose poses that flow into one another

Lesson 4 – To know and develop balance through yoga flows

- Move slowly and with control into the pose so that they are stable when balancing
- Identify how certain activities make them feel
- Move in time with others
- Work independently, focusing on their own thoughts

Lesson 5 – To know and work collaboratively to create a controlled paired yoga flow

- Focus and concentrate to help with their breathing

Swimming

Raising aspirations: swimming athlete, swimming coach

Skills: sequence, balance and co-ordination, performance

Sequence

Balance and co-ordination

Performance

Children review and analyse their performance and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Yoga

Raising aspirations: yoga instructor, physiotherapist

Skills: balance and co-ordination

Balance and co-ordination

Children will master balance throughout a series of engaging activities.

- Hold their yoga poses with strong lines and control
- Choose poses that link well into one another so that their sequence flows

Lesson 6 – To know and create your own yoga flow that challenges technique, balance and control

- Keep their focus soft and their breath controlled
- Move as they breathe
- Squeeze their muscles to help them be stable

Spring Term 1

Dance – **By doing the basic skills well, does that help improve the more advanced skills?**

Week 1 – To understand, copy and repeat a set dance phrase showing confidence in movements

- Use loud confident actions to create the music in their performance
- Use changes in level, direction and formation effectively to develop their dance
- Be confident to share their ideas

Vocabulary – choreograph, phrase, relationship, canon

Week 2 – To know how to work with others to explore and develop the dance idea

- Use counts of 8 to help stay in time with each other
- Use feedback to improve their performance
- Discuss ideas with their group and come up with a plan of the best time to use different actions

Vocabulary – performance, represent

Week 3 – To know how to use changes in dynamics in response to the stimulus

- Use counts of 8 to help them stay in time with each other
- Use strong, confident ideas
- Identify what went well in their performance and what they could do to improve

Vocabulary – dynamics, control, fluently

Week 4 – To know how to demonstrate a sense of rhythm and energy when performing bhangra style motifs

- Use counts of 8 to help them stay in time with each other
- Understand what a motif is
- Persevere when learning something new

Vocabulary – structure, connect

Week 5 – To know how to perform a bhangra dance, showing an awareness of timing, formations and direction

Dance

Raising aspirations: dancer, dance instructor, dance adjudicator

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

Sequence

Communication

Children communicate effectively using key vocabulary and body gestures when applying skills and adding sections to dance routines

Balance and co-ordination

Children will master balance throughout a series of engaging activities whilst they are changing direction and holding poses through extension of their body.

Basic principles

Children will be able to master the basic principles of dance as they create a routine with various flows and change of speed.

- Consider dynamics and facial expressions
- Use counts of 8 to help them stay in time with each other
- Know their place in each formation
- Try their best and join back in if they lose their place

Vocabulary – formation, unison

Week 6 – To know, select, order, structure and perform movements in a bhangra style, showing various group formations

- Use counts of 8 to help them stay in time with each other
- Use strong, confident ideas
- Provide feedback using appropriate terminology
- Work with integrity when practicing their performance

Vocabulary – contrast, posture

Hockey – **How does endurance help you succeed?**

Week 1 – To understand and develop dribbling to beat a defender

- Change direction to move around the defender
- Indian dribble using the reverse of the stick
- Identify areas of strength and for improvement

Vocabulary – defence, attack, opponent, bully off, consistently

Week 2 – To understand and develop sending the ball using a push pass

- Keep their stick lower than waist height
- Step forward as they pass to give them more power
- Make quick decisions on who to pass to and when

Vocabulary – interception, conceding, turnover

Week 3 – To understand and develop receiving the ball with control

- Forehand receiving: left hand away from the body
- Trapping the ball: stick low to the ground to create a barrier to stop the ball

Vocabulary – control, trapping the ball, pressure

Week 4 – To know how to move into space to support a teammate

- Move into space towards their goal
- Move to space where the defender is not between them and the ball
- Make decisions about when to move to support their team

Vocabulary – support, block, communicate

Week 5 – To understand and develop using an open stick (block) tackle and jab tackle to gain possession of the ball

- Jab: move the stick quickly in and out like a snake strike
- Open stick: place the stick low to the ground
- Time their tackle

Hockey

Raising aspirations: hockey player, hockey coach, referee, physiotherapist, nutritionist, performance analyser, scout, kit manager, commentator

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

Communication

Children communicate effectively using key vocabulary and body gestures when applying skills and applying to game understanding.

Balance and co-ordination Children will master balance throughout a series of engaging activities whilst they are running, changing direction and hitting at the same time. Children will master co-ordination by hitting the ball and stopping the ball under pressure and changing direction.

Performance

Children review and analyse their performance when hitting and decision making and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

- Understand when to use a block tackle and when to use a jab tackle

Vocabulary – block tackle, jab tackle

Week 6 – To know and apply the rules and skills you have learnt to play in a hockey tournament

- Be honest and play to the rules
- In between matches, discuss with their team how to improve for their next match
- Reflect on their team’s performance and areas to improve

Vocabulary – contest, foul, tactics, formation

Spring Term 2

Orienteering – **Can we apply features of teamwork to orienteering?**

Week 1 – To understand how to mark a map

- Relate the ground to the map
- Move to the different areas to find the controls
- Understand how to mark a map

Vocabulary – control card, orientate, orienteering

Week 2 – To understand the value of teamwork

- Retrieve how to read a map accurately
- Understand how to work as a team
- Understand the value of pacing themselves

Vocabulary – cooperatively, collaborate, navigation

Week 3 – To know how to complete a set course

- Use existing knowledge of orienteering in a competitive situation
- Understand the importance of a time trial system
- Select and apply orienteering skills and techniques to complete the course in the shortest amount of time

Vocabulary – leader, inclusive, strategy

Week 4 – To know how to work in teams to collect control codes

- Apply teamwork to the challenge
- Put their navigational skills to practice
- Work together to collect the codes

Vocabulary – tactical, critical thinking

Week 5 – To understand the importance of route choices

- Apply teamwork to the challenge
- Put their navigational skills to practice
- Understand the importance of making route choices

Vocabulary – boundaries, effectively

Orienteering

Raising aspirations: Long distance runner, off road runner

Skills: sequence, communication, performance, competition

Sequence

Communication

Children communicate effectively using key vocabulary and body gestures when problem solving and working out directions and locations

Performance

Children review and analyse their decision making and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other.

Week 6 – To understand the importance of route choices

- Apply teamwork to the challenge
- Put their navigational skills to practice
- Understand the importance of making route choices

Vocabulary – collective, location

Gymnastics – **What aspirations can you have when performing a routine?**

Week 1 – To know how to develop the straddle, forward and backward roll

- Use momentum to help them to roll
- Use strong body tension to keep their shape in the straddle roll
- Observe their partners roll and provide them with feedback on how to improve

Vocabulary – momentum, technique, progression

Week 2 – To know how to develop counter balance and counter tension

- Move slowly in and out of the balances
- Use body tension to create clear shapes and stable balances
- Collaborate with partners to create balances

Vocabulary – counter balance, counter tension, quality

Week 3 – To know how to perform inverted movements with control

- Inverted movements: movement where the hips go above the head
- Squeeze their core muscles for strong body tension and stability
- Understand that they need to move into and out of inverted movement with control
- Work collaboratively to build trust with their partner

Vocabulary – inverted, stability, sequence

Week 4 – To know how to perform the progressions of a headstand and a cartwheel

- Use body tension and a good base of support to them control their inverted movements
- Select actions that help their sequence to flow
- Work safely with a partner when learning a new skill

Vocabulary – rotation, extension, perform

Week 5 – To understand how to use flight from hands to travel over apparatus

- Place their hands on the apparatus first, then their feet
- Understand that taking off two feet will give them power and height
- Challenge themselves to try new skills

Vocabulary – apparatus, shape

Week 6 – To know how to create a group sequence using formations and apparatus

Gymnastics

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

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

Sequence

Communication

Children communicate effectively using key vocabulary and body gestures when applying skills to routines and developing the performance

Balance and co-ordination

Performance

Children review and analyse their performance make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

- Vary the level, direction, speed, timing and pathway of their sequence to make it look interesting
- Identify what makes a good performance and use this to provide feedback to others
- Discuss, plan and create a group sequence using apparatus

Vocabulary – formation, canon, synchronisation, aesthetics

Summer Term 1

Athletics – **Is reaching your aspiration the end of the journey?**

Week 1 – To know how to work collaboratively with a partner to set a steady pace

- Run at a pace that they can maintain
- Select and apply the best pace for the running event
- Steady their breathing by breathing in through their nose and out through their mouth
- Vary their stride length to match someone else's pace

Vocabulary – pace, stamina

Week 2 – To know how to develop your own and others sprinting technique

- Demonstrate a consistent stride length when sprinting
- Work collaboratively in a team by listening and sharing ideas
- Discuss, negotiate and agree on a set distance for each of their teammates
- Provide feedback on another's sprinting technique to help them improve

Vocabulary – technique, stride, perseverance

Week 3 – To know how to develop power, control and technique for the triple jump

- Keep a consistent rhythm
- Link jumps showing control and balance
- Perform jumps for distance using good technique
- Understand that speed will build momentum and power therefore allow them to jump further

Vocabulary – control, rhythm, flight, continuous

Week 4 – To know how to develop power, control and technique when throwing for distance

- Throw for distance with a balanced stance
- Transfer their weight from their back to the front leg
- Identify areas for development in their partner's throws and use this to provide feedback

Vocabulary – power, accuracy, officiate, trajectory, force

Week 5 – To know how to develop throwing with force and accuracy for longer distances

Athletics

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

Skills: balance and co-ordination, performance, competition

Balance and co-ordination

Children will master balance throughout a series of engaging activities whilst they are running, changing direction and throwing at the same time. Children will master co-ordination by throwing whilst changing direction.

Performance

Children review and analyse their performance and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other

- Aim to throw accurately
- Follow through with their hand in the direction of their throw
- Throw for distance with a balanced stance
- Transfer their weight from their back leg to the front leg

Vocabulary – momentum, rotation, transfer of weight

Week 6 – To know how to work collaboratively in a team to develop the officiating skills of measuring, timing and recording

- Be determined to try their best
- Measure to the point nearest to the start line
- Work collaboratively in a team by listening and sharing ideas
- Identify areas of personal strength

Vocabulary – compete

Tennis – **How does the correct balance help you perform?**

Week 1 – To know how to develop the forehand groundstroke

- As they make eye contact with the ball, turn their strings to face downwards
- Hit the ball in the centre of the racket
- Understand the importance of the ready position to help them to attack the ball

Vocabulary – forehand, return, ready position, rally

Week 2 – To know how to return the ball using a backhand groundstroke

- Make contact with the ball when their racket face is facing their target
- Turn their body so that the back of their hand is showing
- Observe their partner’s technique and provide them with feedback

Vocabulary - backhand

Week 3 – To know how to develop the volley and understand when to use it

- Hit the ball in front with no swing, use a punchy action
- Hit the ball in the centre of the racket
- Understand when to use a volley
- Work cooperatively with their partner to cover space between them

Vocabulary – volley, control, accurately

Week 4 – To know how to develop the volley and use it in a game situation

- Hit the ball in front with no swing, use a punchy action
- Hit the ball in the centre of the racket
- Understand when to use a volley to try and outwit their opponents

Vocabulary – opponent, outwit

Week 5 – To know how to develop accuracy of the underarm serve/To understand and learn to use the official scoring system

Tennis

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

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

Communication

Children communicate effectively using key vocabulary and body gestures when applying skills and applying to game understanding.

Balance and co-ordination

Children will master balance throughout a series of engaging activities whilst they are running, changing direction and hitting at the same time. Children will master co-ordination by hitting the ball under pressure and changing direction.

Performance

Children review and analyse their performance when hitting and decision making and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

- Only throw the ball to head height
- Use a straight arm to throw
- Observe their partner's technique and provide them with feedback
- Persevere when developing a skill

Vocabulary – serve, track

Week 6 – To know how to work cooperatively with a partner and employ tactics to outwit the opponent

- Work together to cover space on their court
- Select and apply tactics to try and outwit their opponents and change them where necessary
- Work collaboratively with a partner

Vocabulary – cooperatively, continuously

Summer Term 2

Rounders – **Competition: can it be healthy?**

Week 1 – To know and develop the bowling action and understand the role of the bowler

- Point their hand at their target as they release the ball
- The bowled ball must be an underarm throw
- The bowled ball must be below the top of the head and above the knee of the batter
- Understand the rules of bowling

Vocabulary – bowl, short, rounders post/base, rounder

Week 2 – To know and develop batting technique

- Keep their eyes on the ball
- Stand sideways on to the bowler
- Strike through the ball
- Identify what they need to do to improve their batting

Vocabulary – strike, batting, technique, stance

Week 3 – To know and make decisions about where and when to send the ball to stump a batter out

- Look at where the batter is and make quick decisions
- Stump the base the batter is running to
- Make quick and informed decisions about what to do with the ball when fielding
- Communicate with their teammates to help each other to make the right decision and reflect on the decisions they make

Vocabulary – stumped, retrieve, runs

Rounders

Raising aspirations: referee

Skills: communication, balance and co-ordination, performance, competition
Communication

Children communicate effectively using key vocabulary and body gestures when applying skills and applying to game understanding.

Balance and co-ordination

Children will master balance throughout a series of engaging activities whilst they are running, changing direction and throwing at the same time. Children will master co-ordination by throwing the ball and catching the ball under pressure and changing direction.

Performance

Children review and analyse their performance and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other in a game situation.

Week 4 – To know and develop a variety of fielding techniques and when to use them in a game

- Consider where they are in relation to the ball before choosing which technique to use
- Move their feet to track and retrieve the ball
- Scoop the ball to their chest
- Understand when to use each of the different fielding techniques

Vocabulary – fielding, two-handed pickup, backing up, track

Week 5 – To know and develop long and short barriers in fielding and understand when to use them

- Move their feet to get in line with the ball
- Scoop the ball with two hands
- Select the appropriate skills for the situation

Vocabulary – long, barrier, short barrier, consecutive, pressure

Week 6 – To know and apply the rules and skills you have learnt to play in a rounder's tournament

- Be honest and play to the rules
- In between matches, discuss with their team how to improve for their next match
- Think tactically about the decisions they make

Vocabulary – outwit, cooperatively, backstop, overtake, obstruction

Fitness – **Why is it important to aspire for fitness?**

Lesson 1 – To know and develop an awareness of what your body is capable of

- Encourage those that they are working with
- Try their best at each station
- Identify areas of strength and development
- Persevere and achieve their personal best

Vocabulary – fitness, balance, coordination, agility, speed, stamina, strength, measure, record

Lesson 2 – To know and develop speed and stamina

- Maintain a steady breath
- Make their first step forwards not backwards
- Move their hands from pocket to mouth
- Run on the balls of their feet
- Work for the whole time period without stopping

Vocabulary – steady, pace, sprint, control, jog, distance

Lesson 3 – To know and develop strength using my own body weight

Fitness

Raising aspirations: physiotherapist, nutritionist, athlete

Skills: balance and co-ordination, performance, competition

Balance and co-ordination

Children will master balance and co-ordination throughout a series of engaging activities whilst they are running, changing direction and throwing at the same time.

Performance

Children review and analyse their performance when and make suggestions on how to improve. Children will be critical of their performances and be open to receive feedback

Competition

Children will understand and develop their understanding of healthy competition by challenging themselves and against each other.

- Complete the exercises slowly and with control
- Maintain a steady breath
- Identify personal areas of strength
- Recognising that having a positive approach also positively impacts on others

Vocabulary – continuous, strong, power

Lesson 4 – To know and develop coordination through skipping

- Keep their hands at waist height
- Turn the rope then jump
- Identify that coordination is a skill that requires moving different body parts at the same time and this also requires balance

Vocabulary – technique

Lesson 5 – To know and perform actions that develop agility

- Turn their hips to face the direction they are running
- Use lots of small steps rather than big steps
- Recognise when they were successful and what they need to improve

Vocabulary – generate force

Lesson 6 – To know and develop control whilst balancing

- Focus on something stationary
- Move slowly to gain balance and control
- Slightly bend their standing leg
- Identify muscle groups working in different activities

Vocabulary – progress, muscle, analyse

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

Tag Rugby

- Pupils can create and use space to help their team.
- Pupils can pass and receive the ball with increasing control under pressure.
- Pupils can select the appropriate action for the situation and make this decision quickly.
- Pupils can tag opponents individually and when working within a unit.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can use the rules of the game consistently to play honestly and fairly.
- Pupils can work collaboratively to create tactics with their team and evaluate the effectiveness of these.
- Pupils can work in collaboration with others so that games run smoothly.
- Pupils recognise their own and others strengths and areas for development and can suggest ways to improve.
- Pupils understand that there are different areas of fitness and how this helps them in different activities.

Fitness

- Pupils can change their running technique to adapt to different distances.
- Pupils can collect, record and analyse data to identify areas where they have made the most improvement.
- Pupils can work with others to organise, manage and record information at a station.
- Pupils encourage and motivate others to work to their best.

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.

- Pupils understand that there are different areas of fitness and how this helps them in different activities.
- Pupils understand the different components of fitness and ways to test and develop them.
- Pupils work to their maximum consistently when presented with challenges.

Hockey

- Pupils can dribble, pass, receive and shoot the ball with increasing control. under pressure.
- Pupils can select the appropriate action for the situation and make this decision quickly.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can use marking, tackling and/or interception to improve their defence.
- Pupils can use the rules of the game consistently to play honestly and fairly.
- Pupils can work collaboratively to create tactics with their team and evaluate the effectiveness of these.
- Pupils can work in collaboration with others so that games run smoothly.
- Pupils recognise their own and others strengths and areas for development and can suggest ways to improve.
- Pupils understand that there are different areas of fitness and how this helps them in different activities

Tennis

- Pupils can select the appropriate action for the situation and make this decision quickly.
- Pupils can use a wider range of skills with increasing control under pressure.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can use the rules of the game consistently to play honestly and fairly.

- Pupils can work collaboratively to create tactics with their team and evaluate the effectiveness of these.
- Pupils can work in collaboration with others so that games run smoothly.
- Pupils recognise their own and others strengths and areas for development and can suggest ways to improve.
- Pupils understand that there are different areas of fitness and how this helps them in different activities.

Yoga

- Pupils are confident to lead others, demonstrating poses and teaching them their flow.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can use their breath to transition from one pose to another with control.
- Pupils can use yoga poses to improve their flexibility, strength and balance.
- Pupils choose poses which link easily from one to the other to help their sequence flow.
- Pupils recognise their own and others strengths and areas for development and can suggest ways to improve.
- Pupils understand that there are different areas of fitness and how this helps them in different activities.

Dance

- Pupils can choreograph a dance and work safely using a prop.
- Pupils can lead a small group through a short warm-up routine.
- Pupils can perform dances confidently and fluently with accuracy and good timing.
- Pupils can refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

- Pupils can use appropriate language to evaluate and refine their own and others' work.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances.

Orienteering

- Pupils are inclusive of others, can share job roles and lead when necessary.
- Pupils can orientate a map efficiently to navigate around a course.
- Pupils can pool ideas within a group, selecting and applying the best method to solve a problem.
- Pupils can use critical thinking skills to form ideas and strategies to solve challenges.
- Pupils can work effectively with a partner and a group to solve challenges.
- With increasing accuracy, pupils can reflect on when and how they were successful at solving challenges and alter their methods in order to improve.

Gymnastics

- Pupils can combine and perform gymnastic actions, shapes and balances with control and fluency.
- Pupils can create and perform sequences using compositional devices to improve the quality.
- Pupils can lead a small group through a short warm-up routine.
- Pupils can use appropriate language to evaluate and refine their own and others' work.
- Pupils can use feedback provided to improve the quality of their work.
- Pupils can work collaboratively with others to create a sequence.
- Pupils understand how to work safely when learning a new skill.
- Pupils understand that there are different areas of fitness and how this helps them in different activities.

- Pupils understand what counter balance and counter tension is and can show examples with a partner.

Athletics

- Pupils can compete within the rules showing fair play and honesty.
- Pupils can help others to improve their technique using key teaching points.
- Pupils can identify their own and others' strengths and areas for development and can suggest ways to improve.
- Pupils can perform jumps for height and distance using good technique.
- Pupils can select and apply the best pace for a running event.
- Pupils can show accuracy and good technique when throwing for distance.
- Pupils understand that there are different areas of fitness and how this helps them in different activities.
- Pupils use different strategies to persevere to achieve their personal best.

Swimming

- distance of at least 25 metres
- Pupils can use a range of strokes effectively
- Pupils can perform safe-self rescue in different water situations

Rounders

Pupils can strike a bowled ball with increasing consistency.

Pupils can use a wider range of skills with increasing control under pressure.

Pupils can use feedback provided to improve the quality of their work.

Pupils can use the rules of the game consistently to play fairly.

Pupils can work collaboratively with others to get batters out.

Pupils can work in collaboration with others so that games run smoothly.

Pupils recognise their own and others strengths and areas for development and can suggest ways to improve.

Pupils understand and can apply some tactics in the game as a batter, bowler and fielder.

Pupils understand that there are different areas of fitness and how this helps them in different activities.