

# A.R.H. Curriculum Progression Document – P.E.



Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

## 'A.R.H. - Educating a community of life-long learners'

### National Curriculum Aims – P.E.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

In **KS1** pupils should be taught to:

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

In **KS2** pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### **Swimming:**

All schools must provide swimming instruction either in key stage 1 or **key stage 2.**

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

Year 3	Gymnastics (shape)	Football (Invasion game, possession, space Attacking, defending, tactics, rules)	Dodgeball (catching and throwing)	Athletics (agility)	Dance	Tri Golf (bat and ball)	Vocabulary
NC Objective	Previous knowledge	Topic Covered	Questions, knowledge and skills	Date Covered			
<ul style="list-style-type: none"> <li>Jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><b>Reception</b> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment</p> <p><b>Y1</b> Create and perform a movement</p>	8 lessons- <b>Gymnastics-Shape</b>	<p><b>Questions:</b> What names of basic body positions in gymnastics do you know?</p> <p>How are the Tuck/pike/straddle positions the same? How do the positions differ?</p> <p>Which of the jumps or leaps used a two-feet to two-feet landing and take-off? Which of the jumps or leaps used a different take-off and landing?</p> <p>What is rhythmic gymnastics?</p> <p>What are the five pieces of hand apparatus used in rhythmic gymnastics?</p> <p>Can you identify the shape and hold positions? What other gymnastic moves can you recognise? What did your partner do well?</p> <p>What is symmetry?</p> <p>Which body shapes did you see being performed? What was done well? How could they make the routine even better?</p> <p>What have you enjoyed most about the</p>		<p>Pike, straddle, tuck, star, cat leap, controlled, wide, narrow, stretched, straight, extend, tall, twist, turn, impact, absorb, soften, mount, dismount, balance, take-off, landing, curled, squat</p> <p>Rhythmic gymnastics, apparatus, manipulate, ,release, continuous, catch, throw, bounce, roll, retrieve, sequence, routine, front support, symmetry</p>		

	<p>sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p><b>Y2</b> Copy, explore and remember actions and movements to create their own sequence.</p>		<p>Gymnastics: Shape unit? Did you find anything difficult? Would you do well?</p> <p><b>Skills:</b> <b>General gymnastics</b> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p> <p><b>Equipment</b></p> <p>Hoops Mats Benches Beanbags Balls Hoops Music- see resources</p> <p><b>Knowledge:</b></p> <p>To know how to safely perform turns, jumps rolls etc. safely using previous learnt knowledge</p> <p>To know how to identify</p>		
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	<p>Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p><b>Rolls</b> <b>Reception</b> Curled side roll (egg roll) Log roll (pencil roll) Teddy bear roll</p> <p><b>Y1</b> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p><b>Y2</b> Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy</p>		<p>improvements in own and others' performances</p> <p>To choose appropriate moves and skills to compose a movement sequence independently and with others.</p>		
	<p><b>Lesson 1-Static shapes- See resources</b> Can you perform static body shapes? To be still and controlled in each body position. I can perform each body shape clearly and safely. I can name the body positions</p> <p><b>Lesson 2- Body shapes in the air- see resources</b> To develop flexibility, strength, technique, control and balance.</p> <p>To use running, jumping, throwing and catching in isolation and in combination. I can make body shapes in the air.</p> <p><b>Lesson 3- Beanbags and balls- see resources</b> To perform rhythmic gymnastics moves.  I can apply fundamental throwing, catching and rolling skills.</p>				

	<p>bear roll (controlled) Rocking forward roll Crouched forward roll</p> <p><b>Jumps</b> <b>Reception</b> Straight jump Tuck jump Jumping jack Half turn jump</p> <p><b>Y1</b> Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p> <p><b>Y2</b> Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p> <p><b>Vault</b> <b>Y1</b> Straight jump off springboard</p> <p><b>Y2</b> Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</p>	<p>I can perform basic gymnastic moves and body shapes whilst manipulating the hand apparatus.</p> <p>I can control and use the hand apparatus in a variety of ways.</p> <p><b>Lesson 4- Rhythmic routines- see resources</b></p> <p>To perform a rhythmic gymnastics routine</p> <p>I can perform and link together basic moves and shapes whilst manipulating hand apparatus.</p> <p>I can control and use the apparatus in a variety of ways.</p> <p>I can work with a partner to create and perform a routine</p> <p><b>Lesson 5- Symmetry- see resources</b></p> <p>I can create symmetrical body shapes</p> <p>I know what symmetry is. I can perform symmetrical shapes individually and with a partner. I can perform symmetrical shapes as part of a group.</p>			
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	<p><b>Handstands/cart wheels</b></p> <p><b>Reception</b> Bunny hop</p> <p><b>Y1</b> Front support wheelbarrow with partner</p> <p><b>Y2</b> Front support wheelbarrow with partner T-lever Scissor kick</p> <p><b>Travelling/linking</b></p> <p><b>Reception</b> Tiptoe, step, jump and hop</p> <p><b>Y1</b> Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p> <p><b>Y2</b> Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn</p> <p><b>Shapes/balances</b></p>	<p>I can use apparatus to create symmetrical shapes.</p> <p><b>Lesson 6- Shape up-see resources</b> To apply the gymnastics skills learnt.</p> <p>I know the names of different body positions and can perform them. I can perform short routines in a small group. I can evaluate my own and others' performance.</p> <p><b>Lessons 7/8 recap</b> any of the above lessons to consolidate skills/objectives</p>			
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	<p><b>Reception</b>          Standing balances</p> <p><b>Y1</b>          Standing balances          Kneeling balances          Pike, tuck, star, straight, straddle shapes</p> <p><b>Y2</b>          Standing balances          Kneeling balances          Large body part balances          Balances on apparatus          Balances with a partner          Pike, tuck, star, straight, straddle shapes          Front and back support</p>				
	<p><b>Compete/perform/ evaluate</b></p> <p><b>Reception</b>          Control my body when performing a sequence of movements.          Talk about what they have done.          Talk about what others have done</p> <p><b>Y1</b>          Perform using a range of actions and body parts with some</p>				

	<p>coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p>				
<ul style="list-style-type: none"> <li>throwing and catching in insolation and in combination.</li> </ul> <p>play competitive games, modified where appropriate, and</p>	<p><b>Passing a ball Reception</b> Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game</p>	<p>8 lessons- Football- Invasion game- see resources for plans/resources and game set ups for all lessons</p>	<p><b>Questions:</b> What are invasion games? Why is it important to keep your head up when dribbling with the ball? Can you explain the key points for dribbling in football?</p> <p>Which method – dribbling or passing – is better and more effective in moving the ball up the pitch, towards the goal? Can you explain the technique for passing in</p>		<p>invasion game, ball control, dribbling, technique, toe taps, side-to-side taps, balance, control, direction.</p> <p>passing, receiving, possession, control, dribble, balance, accuracy, impact, absorb, movement,</p>

<p>apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li></li> </ul>	<p><b>Y2</b> Know how to pass the ball in different ways</p> <p><b>Using space</b></p> <p><b>Reception</b> Move safely around the space and equipment.</p> <p><b>Y1</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2</b> Travel in different ways, including sideways and backwards</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running.</p> <p><b>Attacking/defending</b></p> <p><b>Reception</b></p>	<p><b>Lesson 1- Ball control and dribbling</b></p> <p>To develop dribbling and ball control skills in football</p> <p>I can carry out different ball control skills.</p> <p>I can use the correct technique when dribbling with a football.</p> <p>I can stop the ball after dribbling with it.</p>	<p>football? What is the technique for receiving a pass with control? When receiving a pass, why is it important to move our foot gently back to absorb the impact of the ball?</p> <p>How can dodging be used in football? Can you explain the technique for dodging? How are the arm signals from this player helping her teammates?</p> <p>What is defending? What is a defender's job? What is the technique for marking? Can you explain the technique for tackling? How can a defender intercept a pass?</p> <p>What is the aim of the game in football? What other elements of fitness are important in football? How important is fitness in football? What is the technique for shooting? Can you name an activity or exercise to practise each of these elements of fitness?</p> <p><b>Skills:</b>I can carry out different ball control skills. I can use the correct technique when dribbling with a football. I can stop the ball after dribbling with it.</p> <p>Pass the ball accurately Use the correct technique to pass and receive the ball (side of the foot. Trap the ball under the foot or use side of foot to cushion. See resources for teaching tips) Combine passing and dribbling</p> <p>Find space to support teammates</p>	<p>Space, , defending, defender, dodging, swerving, teammate, possession, opponent,</p>
	<p><b>Attacking/defending</b></p> <p><b>Reception</b></p>			

	<p>Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Tactics/rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get</p>	<p><b>Lesson 2-Perfect passing</b> To develop passing and receiving skills in football</p> <p>I can pass the ball accurately. I can use the correct technique to receive the ball with control. I can combine dribbling and passing</p> <p><b>Lesson 3- Space invaders</b> To know how to find and use space effectively</p> <p>I understand the importance of space and movement in football. I can use the skills of dodging and swerving to get free from a defender. I can support teammates by moving into a space to receive a pass.</p> <p><b>Lesson 4- Dazzling defending</b> To learn the defensive skills of marking and tackling</p> <p>I understand the job of the defender and defending team in football. I can mark an opponent by denying them space. I know the technique for a</p>	<p>To know how to compete in a controlled manner.</p> <p><b>Equipment:</b></p> <p>Hoops Footballs Goals (use cones or use small pop-up goals) Ladders Skipping ropes</p> <p>Knowledge: To know how to use space effectively for attacking and/or defending purposes.</p> <p>To apply increasingly complex tactics to gain their team an advantage</p> <p>To know how to move a ball in different ways</p> <p>To know how to keep possession, why it is important and how to win it back.</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>		
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	<p>past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Compete/perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p><b>Y2</b></p>	<p>block tackle in football. I can demonstrate defensive skills in a game</p> <p><b>Lesson 5- Shooting and fitness</b></p> <p>To learn how to shoot in football. To understand the importance of fitness in football/sport</p> <p>I know how to shoot with accuracy. I know how to shoot with power. I know about the different elements of fitness that are needed for football. I can take part in a football fitness circuit.</p> <p><b>Lesson 6-</b></p> <p><b>Lesson 7-Planning for competition.</b></p> <p>Class to play friendly football matches against each other in small teams.</p> <p>To prepare for inter-school competition over the next 2 lessons.</p>			
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	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Evaluate Reception</b> Talk about what they have done. Talk about what others have done.</p> <p><b>Y1</b> Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p>	<p>Class to review all learnt so far this half term: the principles of football/rules/tactics/skills and how to use them in a game situation.</p> <p>Class to practise matches.</p> <p>Teacher to stop matches and teach mini segments of things not going well in game. E.G. children not passing the ball properly- stop the game and go over the skill of passing using previous lessons to help.</p> <p><b>Lesson 8-Inter-school competition</b></p> <p>Classes to play football against each other over the next 2 lessons. 3 points for a win, 1 point for a draw, 0 for a loss.</p> <p>Gather all points from all games and 1 class to be the overall winner- use a table and apply Maths. skills for children to see</p> <p>Encourage</p>			

		<p>sportsmanship and fair play. Children to shake hands after each game played. Non-participants to referee or be the coach.</p> <p>.</p>			
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> </ul>	<p><b><u>Catching/throwing Reception</u></b>  Roll equipment in different ways.  Throw underarm.  Throw an object at a target. Catch equipment using two hands  <b>Y1</b>  Throw underarm and overarm.  Catch and bounce a ball. Use rolling skills in a game.  Practise accurate throwing and consistent catching.  <b>Y2</b>  Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and</p>	<p>Topic-  Dodgeball- 6 lessons- see resources for area  plans/resources teaching points  Catching/throwing sport</p>	<p>Questions:  Which part of the opponent's body should you aim the ball at in dodgeball? Where should you aim the ball? How can you gain more power in your throw? A powerful dodgeball throw can... A weak dodgeball throw can... Describe the throwing technique. Describe the gripping technique. What are the three different ways you can be out in dodgeball?</p> <p>What dodging technique should the dodger use if a low ball is thrown? What dodging technique should the dodger use if a high ball is thrown? What dodging technique should the dodger use if a medium-height ball is thrown? What do all three dodging techniques have in common?</p> <p>Why is dodging an important skill to learn for dodgeball? Can you name all of the different dodging techniques that we have learnt? Can you work out the dodging technique being described? What is a dead ball in dodgeball? Can you describe what a live ball is in dodgeball?</p> <p>What is the main defensive skill a player can use to prevent them from being hit</p>		<p>Dodgeball, invasion games, attack/ attacking, throw, grip, accuracy, power, hit, out, opposition, opponent.  , defend/ defending, technique, dodge/ dodging, duck, jump, leap, sidestep, dead ball, live ball, fairplay, honesty, teamwork</p>

	<p>bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p><b>Tactics and rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p>		<p>with a ball? Why is the ball likely to be aimed at your knees and lower legs in dodgeball? How should you hold the ball when carrying out a block? Where should your eyes be looking when carrying out a block?</p> <p>What is the main defensive skill a player can use to prevent them from being hit with a ball? Why is the ball likely to be aimed at your knees and lower legs in dodgeball? How should you hold the ball when carrying out a block? Where should your eyes be looking when carrying out a block?</p>		
	<p><b>Lesson 1-Aiming and throwing</b> To learn about the basics of dodgeball.</p> <p>To learn how to throw a ball in dodgeball</p> <p>I can practise the technique for throwing in dodgeball (see resources for teaching pins and posters) I can aim at a moving target. I know about the basics of dodgeball.</p> <p><b>Lesson 2- Top dodgers</b> To learn different techniques to dodge the ball in dodgeball.</p> <p>I can use the technique of dodging. I can jump to dodge the</p>	<p>Skills: Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow) To use different techniques such as jump, dodge, duck to dodge the ball</p> <p>Knowledge: To know how to apply rules and tactics fairly to help their team To know which type of dodge would be suited for the ball coming at them To use principles of passing from previous knowledge</p>			

		<p>ball. I can duck to dodge the ball. I can use a range of different dodging techniques to avoid being hit by the ball</p> <p><b>Lesson 3- The artful dodgers</b> To learn different techniques to dodge the ball in dodgeball</p> <p>I can sidestep to dodge the ball. I can leap to dodge the ball. I can use a range of different dodging techniques to avoid being hit by the ball.</p> <p><b>Lesson 4- catching and blocking</b> To learn how to defend in dodgeball by catching and blocking I can catch a ball aimed at my knees and lower legs. I know how to block a ball in dodgeball. I know about the rules and skills of blocking and catching in dodgeball.</p> <p><b>Lesson 5- Let's talk tactics</b> To know about the different parts of a dodgeball court and to learn simple tactics and</p>	<p>Equipment:</p> <p>Soft balls Cones Hurdles Beanbags Quoits Bibs</p>		

		<p>useful positions on it</p> <p>To recognise the different areas and boundary lines on a dodgeball court. To know where to position myself on a dodgeball court when attacking. To know where to position myself on a dodgeball court when defending.</p> <p><b>Lesson 6- Let's play dodgeball- inter-school competition class v class</b></p> <p>To work as part of a team. To participate in a year group dodgeball tournament</p> <p>Split class up into small teams and have small sided matches vs each other using and applying skills and tactics learnt this half term.</p>			
<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Dance skills Reception</b></p> <p>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase</p>	<p>Topic-</p> <p>Dance- 4 lessons- Extreme Earth</p> <p><b>Lesson 1- Volcanic eruption</b></p> <p>To improvise and create movements with a partner. To create movements to fit with the stages of a</p>	<p><b>Questions:</b></p> <p>What makes a good dance motif?</p> <p>What are tornadoes/tsunamis/volcanoes?</p> <p>How can your dance represent different weather types?</p> <p>How can you link movements with</p>		<p>Motif, improvisation, stimuli, movement phrases, dance phrase, repetition, levels, unison, canon, imaginative, jump, turn, create, co-operation, speed.</p>

	<p>which demonstrates their own ideas.</p> <p><b>Y1</b> Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance</p> <p><b>Y2</b> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to</p>	<p>volcanic eruption. To work co-operatively with a partner. To link and combine movements to create a dance phrase.</p>	<p>your partner to create sequence of dance moves?  How can you use a jump/turn move in your dance? What effect does it have?</p>		
	<p><b>Lesson 2- Rumble and shake</b> I can create and perform imaginative movements to fit with different stimuli I can create different movements to represent sounds made by different percussion instruments. I can link and combine movements to tell a narrative based on an image. I can evaluate my own performance and suggest ways to improve it.</p> <p><b>Lesson 3- Tsunami!</b> I can develop new actions whilst working in a small group.</p> <p>To work co-operatively to create a dance motif to show the journey of a tsunami. To include an interesting jumping movement in my dance motif. To include an interesting turning movement in my</p>	<p><b>Skills:</b> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression</p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p> <p><b>Knowledge:</b>  To know what different types of extreme weather are (can it link to Earth topic from earlier in the year?)</p>			

	<p>music. Improve the timing of their actions.</p> <p><b>Compete/perform Reception</b></p> <p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p> <p><b>Y1</b></p> <p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games</p> <p><b>Y2</b></p> <p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p> <p><b>Evaluate Reception</b></p>	<p>dance motif.</p> <p>To include movements performed at different speeds in my dance motif.</p> <p><b>Lesson 4- Tornadoes!</b></p> <p>I can show awareness of others when moving</p> <p>To create considered movements to represent the different properties of a tornado.</p> <p>To work co-operatively with my group to create a dance motif, where each dancer is 'the tornado'.</p> <p>To describe what makes a good dance motif.</p>	<p>To know which movements would be suited to the theme of the lesson and why.</p> <p>To know how to work co-operatively and take turns to create a dance.</p> <p><b>Equipment</b></p> <p>Mats</p> <p>Percussion instruments</p>		
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	<p>Talk about what they have done. Talk about what others have done.</p> <p><b>Y1</b> Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p>				
<ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control</li> </ul>	<p><b>Running</b></p> <p><b>Reception</b> Run in different ways for a variety of purposes</p> <p><b>Y1</b> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and</p>	<p>Topic- <b>Athletics- 7 lessons See resources for lesson plans/resources/activities</b></p> <p><b>Lesson 1- The basics</b></p> <p>To practise and refine existing running, jumping and throwing skills</p> <p>To perform basic running, jumping and throwing skills</p>	<p><b>Questions:</b> Can you name any of the track and field events? What sort of speed were you running at between the cones? Did your speed get faster or slower as the game went on? Why was this? If we played the game again and the cones were much further apart, what running pace would you use? Why? What happened when you try to take off with your hands behind your back? Which jump did you get the furthest distance with? Why do you think that is?</p> <p>What is sprinting? How did it feel to run in</p>		<p>Athletics, event, track, field, running, jumping, throwing, fundamental movement skills, pace, safe landing, take-off, technique, underarm throw, overarm throw, sprinting, technique, arm action, leg action, lead leg, trail leg,</p>

<p>and balance</p>	<p>balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p><b>Y2</b> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over</p>	<p>(based from previous knowledge). To carry out different types of jumps with a safe landing. To know the underarm throwing technique- based on previous knowledge.</p> <p><b>Lesson 2- Super sprinting</b></p> <p>To sprint effectively</p> <p>To know the importance of having a good arm and leg action for sprinting. To use an efficient running technique for sprinting. To identify and give feedback on the best running technique for sprinting.</p> <p><b>Lesson 3- Heroic hurdling</b></p> <p>To run over hurdles safely and with good technique</p> <p>To understand the terms lead leg and trail leg. To focus on my stride pattern and length. To run with coordination and rhythm over the obstacles.</p> <p><b>Lesson 4- Jumping animals</b></p> <p>To jump for distance</p>	<p>these different ways? Do you think any of these ways of running are efficient ways of sprinting? Can you describe an efficient sprinting technique?</p> <p>What is hurdling? Do you prefer leading with your right or left leg? Do they always lead with the same leg? Do they have an even stride length? Have they found a good rhythm and fluency over the hurdles?</p> <p>Can you think of any animals that are good at jumping? Did you improve from your first jump? How did the coach help you? How do you compare to these jumping animals? What do all these animals have in common that make them good jumpers? Did you get as far without using your arms?</p> <p>Which throw is the best throw to use for this activity? Describe the underarm throwing technique. Describe the overarm throwing technique. When is an underarm throw used? When is an overarm throw used? What is the difference between an underarm and an overarm throw?</p> <p>What part of the body is most important when throwing for distance? Which muscles generate the power to be able to throw far? Are they standing sideways on? Do they keep the elbow high? Is the shot-put tucked into the neck? Are they holding the shot-put with their fingertips rather than the palm of their hand? Do they transfer weight from the back leg to the front as they release the shot-put</p>	<p>stride pattern, Stride length, take-off, standing long jump, landing, underarm/overarm throw, push throw, shot putt, grip</p>
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	different distances			
	<p><b>Jumping Reception</b> Jump in a range of ways, landing safely</p> <p><b>Y1</b> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p><b>Y2</b> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to</p>	<p>To identify and use the correct technique for the standing long jump. To jump as far as possible using a learnt technique. To compare my jumping abilities to other animals.</p> <p><b>Lesson 5- Thorough Throwing</b></p> <p>To develop and refine different throwing techniques</p> <p>To throw underarm with control and accuracy. To throw overarm for distance and with control. To choose the best throw to use, depending on the situation</p> <p><b>Lesson 6- Push throw space mission</b></p> <p>To learn different push throw techniques.</p> <p>To identify, use and describe how to perform a two-handed push throw. To identify, use and describe how to perform a one-handed push throw. To develop ability to throw for distance and accuracy</p>	<p><b>Skills:</b></p> <p><b>Running</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run</p> <p><b>Jumping</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p> <p><b>Throwing</b> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/perform</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p> <p><b>Knowledge:</b> Have an awareness of the Olympics</p>	

	<p>opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Throwing Reception</b></p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target</p> <p><b>Y1</b></p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they</p>	<p><b>Lesson 7- Mini Olympics (inter school competition)</b></p> <p>Set-up a carousel of stations for children to compete against each other from different classes. Set up stations based on what has been learnt this half term. Can children apply learnt skills from this half term? Reward individual children as well as the winning class with the most points. Like a mini-sports day. Pupils will then know what to expect for sports day next half term.</p>	<p>and commonwealth games.</p> <p>Understand that athletes compete against each other to see who can run/throw/jump the highest or furthest and it is an old tradition. Know that these skills can be applied to most sports.</p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Cones</li> <li>Spots</li> <li>Beanbags</li> <li>Tennis balls</li> <li>Skipping ropes</li> <li>Quoits</li> <li>Small hurdles</li> <li>Tape measure</li> <li>Netballs</li> </ul>		
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	<p>can throw by using more power</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><b>Compete/perfor m</b> <b>Evaluate</b> <b>Reception</b> Control their body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b> Begin to perform</p>				
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	<p>learnt skills with some control. Engage in competitive activities Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>				
<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and</li> </ul>	<p><b>Striking and Hitting a Ball</b></p> <p><b>Reception</b> Hit a ball with a bat or racquet.</p> <p><b>Y1</b></p>	<p>Topic- Tri-Golf (bat/club and ball game) 5 lessons- see resources <a href="http://school-games-toolkit.pdf">school-games-toolkit.pdf</a> (<a href="http://golf-foundation.org">golf-foundation.org</a>)</p>	<p><b>Questions:</b> How should you hold the club? How do you strike the ball for accuracy/power/distance/chipping? When should you need to chip a ball? When should you strike for power/distance or for accuracy?</p>		<p>Tri-golf Bat Ball Accuracy Power Distance Drive</p>

<p>defending</p> <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p>Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p><b>Y2</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p><b>Compete/perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform</p>	<p><a href="http://tri-golf-toolkit.pdf">tri-golf-toolkit.pdf</a> (<a href="http://thanetpassport.org.uk">thanetpassport.org.uk</a>)</p> <p><b>Lesson 1-see link above for main session game 'dominoes'</b> To hold the club correctly To go through rules and aims of Tri-Golf To practise short distance putting and striking of the ball using minimal power.</p> <p><b>Lesson 2- practise driving long distance</b> To hold the club correctly To practise driving for power Children to aim for a large target (a set of cones/a certain area marked out) at varying distances depending on skill level (decrease or increase distance depending on child's ability)</p> <p><b>Lesson 3 –chipping and putting</b> <b>See link above for main session activity ' drive for show, putt for</b></p>	<p><b>Skills:</b> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Compete against self and others in a controlled manner.</p> <p><b>Knowledge:</b> To know how golf is played (can refer to this and how it is different from tri-golf as children are getting changed for P.E.) To use the correct shot selection depending on the situation (knowing that a drive is needed as the target is far away etc.) To know how to score points in the games and that golf is often an individual sport.</p> <p><b>Equipment:</b> Cones Spots Tri-golf equipment set (clubs, balls) Kurling mat</p>	<p>Putt Grip Points Compete Chip Obstacle</p>
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	<p>sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p>	<p><b>dough'</b></p> <p>To practise chipping the ball for height, holding the club correctly and understanding when they would need to chip a ball</p> <p>To practise chipping the ball over low obstacles (hoops, hurdles etc.) and progress to chipping over larger obstacles (tyres on the playground, chairs, benches etc.)</p> <p><b>Lesson 4- Accuracy</b>  <b>See link above for main activity game-'zone ball'</b></p> <p>To hold the club correctly for accuracy  To aim at targets with precision and right amounts of power (if a target is further away refer back to the driving lesson and technique)  To apply to the correct technique, power and shot choice to hit a target or target area accurately</p>			

		<p><b>Lesson 5- competition 'bulls eye game' from link above</b></p> <p>Children to play the bulls eye game to strike the ball aiming for a specific target within the bulls eye.</p> <p>Collect points as a class and compare them against the other class.</p> <p>Have multiple bullseye areas set up so all children can be involved.</p> <p>Can use the Boccia Target Mat to use if indoors or spots/cones for outdoors.</p>			
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Year 4	Gymnastics (movement focus)	Tag Rugby (invasion game)	Cricket (catch and throw)	Athletics (agility) swimming	Dance swimming	Tennis (bat and ball) swimming
NC Objective	Previous Knowledge	Topic Covered	Questions and skills	Date Covered	Vocabulary	
<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><b>Reception</b> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment</p> <p><b>Y1</b> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing</p>	<p>Willy Wonka</p> <p><b>8 lessons- see resources for plans/resources and teaching points</b></p> <p><b>Lesson 1- Jumps and leaps</b> To take off and land showing good control. To perform a straight jump full turn accurately. To perform a cat leap half turn accurately.</p> <p><b>Lesson 2- Rolls</b> To perform a straddle forward roll and a backward roll to straddle correctly. To use my core leg and arm strength to perform the rolls with control. To perform the straddle shape correctly during the movement. To begin and end in the correct position</p> <p><b>Lesson 3- Vaulting</b></p>	<p>Questions:</p> <p>L1 How does the take-off and landing affect the quality of a jump? What types of jumps do you know? How do you adapt your take-off and landing and body shape to perform different jumps?</p> <p>L2 How can you be safe when performing gymnastic rolls? How do you perform a controlled, neat gymnastics roll? How do you use your body differently to perform different gymnastics rolls? When in gymnastics might different types of rolls be used?</p> <p>L3 What is a hurdle step? Why is the hurdle step important when vaulting? What is a rebound? Why is the rebound important in vaulting? How should you use your body</p>		<p>Take-off, land, control, height, flexibility, straight jump full turn, cat leap half turn.</p> <p>Straddle forward roll, backward roll to straddle</p> <p>Vaulting box, springboard, hurdle step, rebound, straddle, straddle on vault.</p> <p>Lunge, handstand, cartwheel.</p> <p>Tiptoe, step, hop, jump, hopscotch, skip, chassis step, cat leap, straight jump half turn, straight jump full turn, cat leap half turn, pivot, sequence, theme</p>	

	<p>direction and speed. Hold still shapes and simple balances. Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p> <p><b>Y2</b></p> <p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p><b>Y3</b></p> <p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including</p>	<p>To perform a straddle on vault correctly.</p> <p>To hurdle step onto and rebound off the springboard to create</p>	<p>during take-off? How do you ensure a safe landing when jumping off the vaulting box?</p> <p>L4</p> <p>What is a handstand? What is a lunge? How do you move from a lunge into a handstand? What does a successful lunge into a handstand look like?</p> <p>L5</p> <p>What key elements do you need to include to create an effective gymnastics sequence? How do you need to adapt your movements, linking actions and presentation in order to reflect your theme?</p> <p>L6</p> <p>How many different jumps can you name? Can you describe how each one is performed? How many different rolls can you name? Can you describe how each one is performed? In what ways can you travel onto the vaulting box? How is a lunge into handstand performed? How is a lunge into cartwheel performed? Why do we link movements together in gymnastics? What types of actions link movements together?</p> <p>Skills:</p>	<p>Perform, fluency, theme, sequence, reflect, evaluate, improve</p>
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	<p>changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</p> <p><b>Rolls</b>  <b>Reception</b>  Curled side roll (egg roll)  Log roll (pencil roll) Teddy bear roll</p> <p><b>Y1</b>  Log roll (controlled)  Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)</p> <p><b>Y2</b>  Log roll (controlled)  Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking forward roll Crouched forward roll</p> <p><b>Y3</b>  Crouched forward roll  Forward roll from standing Tucked</p>	<p>height.  To use my body strength to shape and control my movements.  To land in a straddle position on the vaulting box.  To perform a jump off the vaulting box and land safely.</p> <p><b>Lesson 4- handstands and cartwheels</b>  To perform a lunge into cartwheel correctly</p> <p>To use my core and arm strength to control my movements.  To begin and end my cartwheel in a lunge position. To create the correct body position and shape needed to perform each movement.</p> <p><b>Lesson 5- Linking movements</b></p> <p>To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.</p> <p>To demonstrate good body control and strength in my</p>	<p><b>General gymnastics</b>  Create a sequence of actions that fit a theme.  Use an increasing range of actions, directions and levels in their sequences.  Move with clarity, fluency and expression.  Show changes of direction, speed and level during a performance.  Travel in different ways, including using flight.  Improve the placement and alignment of body parts in balances.  Use equipment to vault in a variety of ways.  Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls</b>  Forward roll from standing  Straddle forward roll Tucked backward roll Backward roll to straddle</p> <p><b>Jumps</b>  Straight jump Tuck jump  Jumping jack Star jump  Straddle jump Pike jump</p>		
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	<p>backward roll</p> <p><b>Jumps</b></p> <p><b>Reception</b></p> <p>Straight jump Tuck jump Jumping jack Half turn jump</p> <p><b>Y1</b></p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p> <p><b>Y2</b></p> <p>Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p> <p><b>Y3</b></p> <p>Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap</p> <p><b>Vault</b></p> <p><b>Y1</b></p> <p>Straight jump off springboard</p> <p><b>Y2</b></p> <p>Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard</p> <p><b>Y3</b></p> <p>Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p>	<p>movements.</p> <p>To choose appropriate linking actions to form a sequence.</p> <p>To create a sequence of moves with a theme</p> <p><b>Lesson 6/7- Recap any of the above to consolidate skills/objectives before the performance</b></p> <p><b>Lesson 8- Performance</b></p> <p>To work in a small group to create and perform a gymnastics sequence with a theme</p> <p>To work collaboratively as part of a group.</p> <p>To select and combine movements to reflect a theme.</p> <p>To demonstrate good body control and strength in my movements</p>	<p>Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn</p> <p><b>Vaults</b></p> <p>Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off</p> <p><b>Handstands/cartwheels</b></p> <p>Lunge into handstand Lunge into cartwheel</p> <p><b>Travelling/linking actions</b></p> <p>Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot</p> <p><b>Shape/balances</b></p> <p>1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Perform/evaluate</b></p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for</p>		
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	<p><b>Handstands/cartwheels</b></p> <p><b>Reception</b> Bunny hop</p> <p><b>Y1</b> Front support wheelbarrow with partner</p> <p><b>Y2</b> Front support wheelbarrow with partner T-lever Scissor kick</p> <p><b>Y3</b> Handstand Lunge into handstand Cartwheel</p> <p><b>Travelling/linking</b></p> <p><b>Reception</b> Tiptoe, step, jump and hop</p> <p><b>Y1</b> Tiptoe, step, jump and hop Hopscotch Skipping Gallop</p> <p><b>Y2</b> Tiptoe, step, jump and hop Hopscotch Skipping Gallop Straight jump half-turn</p> <p><b>Y3</b> Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap</p>		<p>improvements. Modify their use of skills or techniques to achieve a better result.</p> <p><b>Knowledge:</b> To describe the new movements learnt in the unit</p> <ul style="list-style-type: none"> <li>• perform recognisable movements, e.g. a forward roll that looks like a forward roll</li> <li>• describe how their performance has improved over the lesson;</li> <li>• link a series of different movements together to form a short routine;</li> <li>• practise and refine their own movements independently showing awareness of others around them.</li> </ul> <p><b>Equipment</b></p> <p>Hoops Mats Benches Springboard/vaulting box if required</p>		
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	<p><b>Shapes/balances</b></p> <p><b>Reception</b></p> <p>Standing balances</p> <p><b>Y1</b></p> <p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p> <p><b>Y2</b></p> <p>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Y3</b></p> <p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>				
	<p><b>Compete/perform/evaluate</b></p> <p><b>Reception</b></p> <p>Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b></p>				

	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.</p> <p><b>Y2</b></p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others</p> <p><b>Y3</b></p> <p>compete/perform Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Y3 evaluate Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>				
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<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>Throwing/catching</b> <b>Throwing and Catching a Ball</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the</p>	<p>Rockin Rainforest</p> <p>Tag rugby (invasion game focus) <b>8 lessons- see resources for plans/resources and teaching points</b></p> <p><b>Lesson 1- Throwing and catching</b> To throw and catch a rugby ball</p> <p>To know how to hold a rugby ball To use the correct technique to catch a rugby ball. To use the correct technique to throw a rugby ball. To throw and catch with accuracy and control</p> <p><b>Lesson 2- Moving and dodging</b> To execute a successful pass of a rugby ball while on the move. To move with the ball into space.</p> <p>To use technique and positioning to successfully throw and catch a ball in rugby while on the move. To use the sidestep to</p>	<p>Questions:</p> <p>L1 What is rugby? What is the main difference between a rugby ball and most balls used in other sports? What are the differences between rugby and tag rugby? How do you hold a rugby ball? What is unusual about the way you must pass the ball in rugby</p> <p>L2 What is tag rugby? How do you pass a rugby ball? In which directions must you pass the ball in rugby? What is the technique used for passing the ball in rugby? What is a passive defender?</p> <p>L3 Why do you think tag rugby is called tag rugby? When might you need to sidestep in tag rugby? How should a tag rugby belt be worn? Where should the tag be positioned on the belt? How is a player tagged in tag rugby? Who can make tags in the game? When can a player be tagged? How many paces can a player make once they have been tagged? Once tagged, how many seconds does a player have to release the ball? What must the player who has been tagged do once</p>	<p>Tag rugby, try, passing, catching, W-shape, backward pass, technique, possession, tackle, contact, non-contact, opposition, opposing team intercept, interception, intercepting, anticipate, tagging, attacker, defender, grounding the ball, , offside.</p>
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	<p>correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl</p> <p><b>Travelling with a ball</b>  <b>Reception</b>  Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p><b>Y1</b>  Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2</b>  Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p><b>Y3</b>  Move with the ball in a variety of ways with some control. Use two different</p>		<p>they have been tagged?</p> <p>L4  How can the 'piggy' win back the ball in Piggy in the Middle? What do you think the word 'intercepting' means? Why is intercepting so important in a game of tag rugby? Where must you position yourself to be able to intercept the ball? What skills do you need to be able to intercept the ball? What are the rules of tagging in tag rugby? Can you explain the offside rule in tag rugby?</p> <p>L5  What is the aim of an attacker in a game of tag rugby? How can an attacker avoid being tagged? What is the aim of a defender? How can a defender be successful in preventing a try? What does it mean to make a tactical decision Which decision/ move will most likely result in a try? Which decision/move will most likely prevent a try?</p> <p>L6  What are the rules of tagging in tag rugby? What are the rules of tag rugby? What is the aim of an attacker? How can an attacker avoid being tagged? What is the aim of a</p>		
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	ways of moving with a ball in a game.	move into space with the ball, avoiding defenders. To work as part of a team to move the ball towards the try line	defender? How can a defender be successful in preventing a try		
	<p><b>Passing a Ball Reception</b> Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2</b> Know how to pass the ball in different ways.</p> <p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Possession Y3</b> Know how to keep and win back possession of the ball in a team game</p> <p><b>Using Space Reception</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p><b>Y1</b> Use different ways of</p>	<p><b>Lesson 3- Tagging</b> To know, understand and apply the rules of tagging in tag rugby</p> <p>To explain and demonstrate the rules of tagging when playing as a defender and as an attacker. To know when to pass the ball to a teammate after being tagged. To avoid being tagged by using the space effectively</p> <p><b>Lesson 4- Intercepting</b> To gain possession by intercepting a pass.</p> <p>To position myself between the player with the ball and a supporting player. To cooperate with teammates and defend the space</p> <p><b>Lesson 5- Attacking and defending tactics</b> To use my attacking and</p>	<p><b>Skills:</b> <b>Throwing and catching</b> Develop different ways of throwing and catching</p> <p><b>Travelling with a ball</b> Move with the ball using a range of techniques, showing control and fluency.</p> <p><b>Passing a ball</b> Pass the ball with increasing speed, accuracy and success in a game situation</p> <p><b>Possession</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p><b>Using space</b> Make the best use of space to pass and receive the ball.</p> <p><b>Attacking/defending</b> Use a range of attacking and defending skills and techniques in a game</p> <p><b>Tactics/rules</b> Vary the tactics they use in a game. Adapt rules to alter games.</p>		

	<p>travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2</b> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p><b>Y3</b> Find a useful space and get into it to support teammates.</p> <p><b>Attacking/defending Reception</b> Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p>	<p>defending skills and knowledge to make tactical decisions</p> <p>To look for and attack the space when attacking. To defend the ball and the space when defending To make tactical decisions to help my team win possession and keep the ball.</p> <p><b>Lesson 6- Gameplay (within own class)</b> To apply attacking and defending skills in a game of tag rugby. To watch and evaluate the performance of others.</p> <p>To use attacking and defending skills to contribute towards the success of my team. To work as part of a team. To play to the rules of tag rugby. To describe the effectiveness of the performance of others and give suggestions for improvement.</p> <p><b>Lesson 7- Class choice</b> Refer back to lesson 6 'gameplay'. Which element of tag rugby</p>	<p><b>Compete/perform</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p> <p>Knowledge: To be aware of the sport rugby and how it is similar/different to Tag rugby To know it is a non-contact sport and how to tag the opposition safely To apply skills and knowledge of previous years to aid with skills needed in Tag rugby</p> <p>Equipment: Tag rugby equipment Cones Bibs</p>		

	<p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p><b>Tactics and Rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic</p>	<p>does your class need more work on? Refer back to previous lesson plans and objectives and cover what your class needs more time on ahead of the 'inter-school competition' for the next 2 lessons.</p> <p><b>Lesson 8 Inter-school competition.</b></p> <p><b>Class V class</b> <b>Either:</b> Set up a year group Tag Rugby tournament with numerous games and points being awarded for wins (3 points win, 2 points draw, 1 point loss)</p> <p>Do a class V class tag rugby mini-tournament by splitting your class into 5/6 teams and competing against another class</p> <p>Can split over two lessons. Could have a practise match on lesson 8 and the 'real' match/tournament on lesson 9</p>			
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	<p>principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Compete/perform</b> <b>Perform</b> <b>Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control</p>				
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	<p>and confidence. Compete against self and others in a controlled manner.</p>			
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Throwing and catching Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. <b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching <b>Y2</b> Throw different types of equipment in different</p>	<p>Rotten Romans 6 lessons Cricket (catch and throw)  <b>Lesson 1- Catches win matches</b> To use correct techniques for catching a ball when fielding in cricket  To position myself correctly to receive a catch. To adapt my hand, arm and body positions to make different types of catches. To keep sight of the ball at</p>	<p>Questions: L1 Why is it important to be able to catch the ball in cricket? How do you adapt your body position and technique to perform different types of catches? Where should you position your hands when preparing to catch a straight throw? How should you use your fingers when receiving a straight ball  L2 Why might you need to throw a ball long distances in cricket? Why is it important to be able to throw the ball correctly and</p>	<p>Striking and fielding, ball, bat, batsman, batting, block, boundary, bowler, bowling, bye, catch, crease, drive, fielding, grip, infield, innings, kwik cricket, no-ball, out, over, overarm, pathway, pitch, stumps, trajectory, wicketkeeper, wide, batter, innings, pull shot</p>

	<p>ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl</p> <p><b>Striking a ball</b> <b>Reception</b> Hit a ball with a bat or racquet.</p> <p><b>Y1</b> Use hitting skills in a game. Practise basic striking, sending and receiving.</p>	<p>all times</p> <p><b>Lesson 2- stop and throw</b> To use an overarm throw to hit a target with accuracy. To use the long barrier technique to stop a rolling ball</p> <p>To position myself correctly when throwing overarm. To throw for distance, using the correct overarm technique. To throw towards a target, with accuracy and control. To stop a rolling ball using the correct technique (long barrier)</p> <p><b>Lesson 3- Super striking-</b></p>	<p>accurately in cricket? How can you position your body to stop a ball that is rolling towards you? Why is it important to stand side-on when throwing a ball overarm? How did you adapt your body position and technique to throw the ball overarm accurately</p> <p>L3 What is used in cricket games and matches to hit or strike a cricket ball? When should a batsman use a forward defensive stroke? Why is the batting stance an important skill to learn in cricket? When should a batsman play defensively? When should a batsman play attacking strokes? How do you hold a cricket bat? Do you know how to hold a cricket bat correctly</p> <p>L4 What do you think 'shot selection' in cricket means? When should a batsmen use a forward defensive? When should a batsmen play attacking strokes? What do you notice is different between the footwork in the pull shot compared to the square cut</p> <p>L5 What is bowling? What is the</p>		
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	<p><b>Y2</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p>	<p><b>defending</b></p> <p>To hold and grip a bat correctly. To adopt the correct stance and backlift for batting in cricket, standing sideways, with my knees bent and shoulder-width apart, looking at the ball. To use the correct defensive batting technique to protect the stumps from a ball.</p> <p><b>Lesson 4- Super striking- Attacking</b></p> <p>To learn attacking hitting techniques for batting in cricket</p> <p>To use an attacking hitting stroke. To use specific movements with different types of batting strokes. To begin to strike a ball in an intended direction. To identify when to play attacking and defending strokes in cricket.</p>	<p>role of a bowler in cricket? What are the meanings of the phrases 'line', 'length' and 'delivery'? Why is the grip an important skill to learn when bowling overarm? How well did you bowl the ball using the bowling overarm technique? How successful were you at hitting the stumps during the target bowling activity? How accurate were you in terms of line and length when bowling overarm</p>		
	<p><b>Y3</b> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p>		<p><b>Skills:</b></p> <p><b>Catch and throw</b> Develop different ways of throwing and catching and know when to use different types of throws as practised in Years 2-3. Use the overarm bowl practised in Y3 to try and get the batter out in cricket.</p> <p><b>Striking a ball</b> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a</p>		

		<p><b>Lesson 5- Bowled Over</b></p> <p>To learn the correct technique for bowling overarm in cricket from a standing position</p> <p>To demonstrate an effective overarm bowling technique, using the correct bowling grip. To bowl with a straight arm. To make the ball bounce with my delivery. To hit a specific target when bowling overarm</p> <p><b>Lesson 6- Kwik Cricket tournament</b></p> <p>Set up as a class V class or 4 way class tournament with children in teams of roughly 10</p> <p>Use resources to review rules and area plans with the teachers and the children.</p> <p>To play in a Kwik Cricket match, playing by the rules and showing good sportsmanship.</p>	<p>moving and a stationary ball</p> <p><b>Knowledge:</b> To understand the rules of cricket and that catching is crucial in getting batting team out To know throwing the ball to teammates or towards the stumps is the most effective and quickest way of the ball travelling to get the other team out</p> <p><b>Equipment:</b> Kwik Cricket balls or tennis balls; foam tennis balls for Av-children; cones, footballs, tennis rackets,</p>		

		<p>To use a range of skills to play a competitive striking and fielding game. To understand the importance of teamwork and communication in a striking and fielding game.</p> <p>Topic link:</p> <p>Roman empire and sport Attack Defence Tactics Intrusion/evasion</p> <p>Similarities with war Language used? 1 side Vs another</p>			<p>Action, sequence, communicate, represent, idea, movement phrase, idea, expression, feeling, connect, unison, cannon</p>
<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances</li> </ul>	<p>Dance skills <b>Reception</b> Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas <b>Y1</b></p>	<p>Dance- 4 lessons Topic link: (could swap with previous subject as this is linked to Romans) Seer resources for lesson plans/ideas/ and resources <b>Lesson 1- Roman Round-up</b></p>	<p>Questions: L1 Can you perform actions to communicate ideas? How does this action communicate this idea? Can you communicate a series of ideas through a sequence of actions  L2 Can you recall facts about the Roman army? Can you communicate ideas through</p>		

<p>with previous ones and demonstrate improvement to achieve their personal best</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p><b>Y2</b> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</p> <p><b>Y3</b> Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work</p>	<p>To perform actions with expression. To use actions to represent ideas. To combine actions to create a longer dance.</p> <p><b>Lesson 2- Roman invasion</b> To compose and perform movement sequences with expression</p> <p>To communicate ideas through my actions. To express feelings through my actions.</p> <p><b>Lesson 3- The Colosseum</b> To link and combine movement phrases To communicate an idea through a movement phrase. To combine movement phrases to communicate several ideas. To link movement phrases smoothly.</p> <p><b>Lesson 4- Pompeii</b> To work as part of a group to develop a longer dance that tells the story of Pompeii</p> <p>To develop movement</p>	<p>movement? Can you express emotions through your actions? How has each group communicated the story of the invasion and how well have they expressed the feelings of the soldiers? Can you evaluate your dance?</p> <p>L3 Can you recall facts about the Colosseum? Can you create movement phrases to communicate ideas? Can you link movement phrases to create a longer dance? Can you evaluate your dance?</p> <p>L4 Can you discuss ideas for movement phrases to communicate ideas? Can you develop movement phrases in a group? Can you plan to dance in unison or in canon? Can you dance in unison or in canon? Can you perform movement phrases to communicate ideas? Can you evaluate others' dances?</p> <p><b>Skills:</b> Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.</p>		
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	<p>Perform with some awareness of rhythm and expression.</p> <p><b>Compete/perform/Evaluate</b></p> <p><b>Reception</b></p> <p>Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done.</p> <p><b>Y1</b></p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b></p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences</p>	<p>phrases in a group. to dance in unison or in canon with a group. To combine movement phrases to create a longer dance</p> <p>(shorter sequence of lessons due to short half term. If swapping with previous topic, the final 2 lessons are in the resources folder)</p>	<p>Compose longer dance sequences in a small group.</p> <p>Knowledge: To use topic knowledge of Romans to apply emotion and empathy into performances To have an awareness of historical events and links to history/geography through Y4 topic lessons on Romans.</p> <p>Equipment: Music from resources folder, agility ladders, hoops</p>		
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	<p>between their work and that of others</p> <p><b>Y3</b></p> <p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>				
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare their performances with previous</li> </ul>	<p><b>Running</b></p> <p><b>Reception</b></p> <p>Run in different ways for a variety of purposes</p> <p><b>Y1</b></p> <p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction</p>	<p>Who dunnit?</p> <p>Athletics (agility) 7 lessons</p> <p><b>Lesson 1- FUNDamentals</b></p> <p>To use and apply existing running, jumping and throwing skills.</p> <p>To perform a range of fundamental movement skills.</p>	<p>Questions:</p> <p>L1</p> <p>What is a fundamental movement skill (FMS)? How many different fundamental movement skills can you name? Which athletic events involve running/jumping/throwing? Can you sort these athletic events into track and field events? What are the three main FMS involved in athletics?</p>	<p>Athletics, combined event, pentathlon, decathlon, heptathlon, overarm throw, javelin, pull throw, standing triple jump, bounding strides,</p>	

<p>ones and demonstrate improvement to achieve their personal best</p>	<p>when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p><b>Y2</b> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p><b>Y3</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of</p>	<p>To apply the movement skills of running, jumping and throwing in games</p> <p><b>Lesson 2- Finish Fast</b> To improve running technique for sprinting</p> <p>To identify what the different parts of my body should be doing when sprinting and practise these actions To use an effective technique for sprinting. To sustain my sprinting pace</p> <p><b>Lesson 3- Relay running</b> To practise relay running To know how to pass and receive the relay baton for a smooth changeover. To use the down sweep technique in a relay race. To work as part of a team</p> <p><b>Lesson 4- Standing Triple Jump</b> To jump for distance using the standing triple jump</p> <p>To combine a variety of jumps to jump as far as possible using a combination of jumps. To work with others in the</p>	<p>L2 What is an effective sprint technique? What should the head be doing? What should the knees be doing? What should the arms be doing? What should the feet be doing? Did you sustain your sprinting pace over 50m</p> <p>L3 What is relay running? Can you describe an effective baton changeover? What should the incoming runner do and say? Describe the position of the outgoing runner's hand. Where should the outgoing runner be looking</p> <p>L4 Why is it important to swing your arms during the different phases of the jump? What would happen if we introduced a short run-up to the jump? Were you able to combine a variety of jumps? Could you perform the hop, step and jump of the standing triple jump in one continuous movement? How far did you jump? Were you able to improve on your personal best for the standing triple jump during the lesson</p> <p>L5</p>	<p>relay, personal best, technique.</p>	
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	<p>adjusting running pace to suit the distance being run</p> <p><b>Jumping Reception</b> Jump in a range of ways, landing safely</p> <p><b>Y1</b> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p><b>Y2</b> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control.</p>	<p>standing triple jump, to jump and measure successfully</p> <p><b>Lesson 5- Pull it!</b> To learn the pull throw technique. To identify and describe how to perform a pull throw. To use the correct technique for a pull throw. To develop my ability to throw for distance and accuracy (SWAP JAVELINS FOR HOWLERS)</p> <p><b>Lesson 6- Free choice</b> Recap any of the lessons/ key skills that your class may need more work on. You could combine different parts of different lessons to recap multiple skills. This is to prepare the children for a 'pentathlon' next week where they may choose an event</p> <p><b>Lesson 7- Pentathlon- in class competition</b> To compete in a combined athletics event, with the aim of achieving a personal best  To use and apply the correct technique for my</p>	<p>Which starting position did you throw the farthest? Why do you think this position helped? How does the position of the arm affect the distance thrown? Did a run-up affect the distance thrown? What type of technique does the javelin use? In the past, what were javelins made from? What will happen to your throw if you add a run-up? Can you describe the technique for throwing a javelin? (CAN SWAP JAVELINS For HOWLERS)</p> <p><b>Skills:</b></p> <p><b>Running</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><b>Jumping</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><b>Throwing</b> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p>		
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	<p>Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Y3</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control</p> <p><b>Throwing Reception</b></p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target</p> <p><b>Y1</b> Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p><b>Y2</b></p>	<p>chosen event in a competition. To identify good technique, as well as areas for improvement. To adjust my performance in order to improve. To work as part of a tea</p>	<p><b>Compete/perform/evaluate</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>Knowledge: Understand where athletics is used in the real world- in sports and events such as Olympics/commonwealth games/ European championships etc.</p> <p>Know that athletes train to compete and analyse performances</p> <p>Have an awareness of some British athletes or famous athletes from past and present</p> <p>Equipment Beanbags, hoops, cones, stopwatches, measuring tapes, skipping ropes</p>		
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	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><b>Y3</b> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/perform</b> <b>Evaluate</b> <b>Reception</b> Control their body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b> Begin to perform learnt skills with some control. Engage in competitive activities Watch and describe performances. Begin to</p>				
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	<p>say how they could improve</p> <p><b>Y2</b> Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p>				
<ul style="list-style-type: none"> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength,</li> </ul>	<p><b>Striking and hitting a ball</b> <b>Reception</b> Hit a ball with a bat or racquet.</p> <p><b>Y1</b> Use hitting skills in a game. Practise basic striking, sending and</p>	<p>Adventures Around Europe</p> <p><b>Tennis 5 lessons (bat and ball) See resources for plans/lesson ideas</b></p> <p><b>Lesson 1- Grip</b> To understand the basics of tennis</p>	<p>Questions: L1 What is the best grip for a tennis racquet? How do you serve underarm? What are the basic rules of tennis?  L2 When should you hit the ball? How do you hit the</p>	<p>Racket Service Umpire Love Forehand Backhand Volley Return</p>	

<p>technique, control and balance</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>receiving.</p> <p><b>Y2</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball</p> <p><b>Y3</b> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p><b>Compete/perform/Evaluate</b> <b>Reception</b> Control my body when performing a sequence of movements. Participate in simple game</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p>Watch and describe performances. Begin to say how they could improve.</p>	<p>To use the 'handshake' grip as the correct way to hold a tennis racket To serve underarm accurately- not included in resources plan (children to practise underarm serving over net/obstacle and to each other)</p> <p><b>Lesson 2- Timing and striking</b></p> <p>To understand timing and when/how to strike the ball</p> <p>To understand the basic skills and techniques of tennis</p> <p><b>Lesson 3- Forehand</b></p>	<p>ball? How does the angle of your racquet affect the shot?</p> <p>L3 What does 'forehand' mean? What does the ready position look like? When should you use the forearm technique in a game scenario?</p> <p>L4 What does 'backhand' mean? What does the ready position look like? When should you use the backhand technique in a game scenario? How is backhand different to forehand ?</p> <p>L5 <i>Recap and review questions as above based on what your class need</i></p> <p>L6 How do you score points in tennis? What techniques do you now know? How and when do you use these techniques? How can you modify your technique to make it even better?</p>		
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	<p><b>Y2</b>  Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others.  Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others</p>	<p>To understand and demonstrate the forehand technique</p> <p>To understand and use the 'ready' position</p> <p><b>Lesson 4- Backhand technique</b></p> <p>To understand and use the one hand(AV+)/two hand backhand (AV-,AV)technique</p>	<p>Skills:</p> <p><b>Striking and hitting a ball</b>  Use a bat to hit a ball with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation (forehand, backhand)  Use hand-eye coordination to strike a moving and a stationary ball (serving and rallies)</p>		
	<p><b>Y3</b>  Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.</p>	<p><b>Lesson 5- Game time! (inter-class competition)</b></p> <p>Class to be put into teams or compete in matches in a tournament style</p> <p>See resources for minigames ideas to apply techniques</p> <p>Children to put into practise their skills of grip, timing, rallies, forehand and backhand and underarm serving into a game situation to</p>	<p><b>Perform/evaluate</b>  Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p><b>Knowledge:</b>  Have an awareness of tennis and maybe know</p>		

		compete with others	<p>some players (Nadal, Murray etc.)- <i>show children videos of some matches and rallies</i></p> <p>Understand tennis can be played on different surfaces and how the scoring system works.</p> <p>Know how this bat and ball game is similar/different to the bat and ball game in Y3 (tri-golf)</p> <p><b>Equipment:</b> Racquets, tennis balls, pop up nets, cones, hoops,</p>		
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Year 5	Handball (catch/throw) Swimming	Hockey (invasion) Swimming	Gymnastics Swimming	Athletics (agility)	Basketball (catch/throw)	Rounders (bat and ball)
NC Objective	Previous knowledge	Topic Covered	Questions	Date Covered	Vocabulary	
<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Throwing and Catching a Ball Reception</b></p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands</p> <p><b>Y1</b></p> <p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b></p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b></p> <p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low,</p>	<p>Invaders and traders 8 lessons</p> <p>Topic link: Vikings- invading space when attacking- defending areas link to battles between Saxons and Vikings.</p> <p>Handball (catch and throw game) 6 lessons- see resources for plans, videos and teaching points.</p> <p><b>Lesson 1- Agility, quickness and ball control</b></p> <p>To practise ball control, agility and quickness. To manipulate (handle) and control a ball in a range of different ways. To take part in agility drills to improve my agility. To take part in quickness drills to improve my quickness.</p> <p><b>Lesson 2- Throwing and catching</b></p> <p>To develop and refine</p>	<p>Questions:</p> <p>L1 Have you ever played handball before? What do you already know about handball? Are quickness and speed the same thing? If not, what is the difference? Why is it important to keep your head up when dribbling with the ball? What is agility? What is quickness?</p> <p>L2 How should the ball be gripped? What are the fundamental skills needed to play handball? What happens to the accuracy of your pass the further away you get?</p> <p>L3 In a game of handball, what attacking skills would you expect to see? Can you remember the technique for the overhead pass we learnt in the previous lesson? Can you remember the technique for the two-handed catch we learnt in the previous lesson? Why is the number three an important number in handball? What rules are related to the number three?</p> <p>L4</p>		<p>Handball, invasion game, agility, balance, coordination, footwork, quickness, speed, acceleration, deceleration, ball control, technique, manipulation, accuracy, throwing, catching, rule of 3, move, defence, defensive stance intercepting , shoot, goalkeeper, power, accuracy, rules, teamwork, tactics</p>	

	<p>fast or slow). Develop a safe and effective overarm bowl</p> <p><b>Y4</b> Develop different ways of throwing and catching</p> <p><b>Travelling with a Ball</b> <b>Reception</b> Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</p> <p><b>Y1</b> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2</b> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p><b>Y3</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game</p> <p><b>Y4</b> Move with the ball using a range of techniques, showing control and fluency</p> <p><b>Passing a Ball</b> <b>Reception</b> Kick an object at a target</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in</p>	<p>throwing and catching skills To know how to grip a handball. To throw a handball using an overhead pass. To use an effective technique to catch a ball.</p> <p><b>Lesson 3- attacking- moving and passing</b> To combine the skills of moving and passing in handball To know the 'Rule of 3' for moving and passing in handball. To combine the skills of moving and passing. To take part in moving, passing and shooting drills</p> <p><b>Lesson 4- Defending, marking and intercepting</b>  To use the defensive skills of marking and intercepting in a game</p> <p>To know how to mark a player in handball. To intercept the ball</p> <p>To apply a range of different attacking and defending handball skills in a game.</p> <p><b>Lesson 5- Shoot and protect</b> To aim for a target</p>	<p>In a game of handball, what defending skills would you expect to see? What does intercepting mean? How is the defensive stance beneficial for a defender? What does marking involve?</p> <p>L5 Show me how a goalkeeper might be standing when defending the goal. What two physical qualities are important for a goalkeeper? Name two different ways a player can shoot at the goal</p> <p>L6 Can you name the skill? What is teamwork? Make a list of words associated with teamwork. What is a tactic? Are any of the other teams employing effective tactics? What are they? What did you/your team do well? What could you/your team do better? Was there a particular skill or tactic that helped you/your team to be successful? Did you/your team demonstrate good teamwork? How?</p> <p>Skills: <b>Throwing and Catching a Ball</b>  Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p>		
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	<p>a game</p> <p><b>Y2</b> Know how to pass the ball in different ways.</p> <p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Y4</b> Pass the ball with increasing speed, accuracy and success in a game situation</p> <p><b>Possession</b></p> <p><b>Y3</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Y4</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p><b>Using Space</b></p> <p><b>Reception</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p><b>Y1</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>	<p>To protect a target</p> <p>To shoot with accuracy at a target. To shoot with power at a target. To take part in drills to test my reactions. To use effective body positioning and technique to protect a target</p> <p><b>Lesson 6-</b> Recap any objectives/skills ready for competition</p> <p><b>Lesson 7/8- Inter-school competition</b> <b>Class V class</b></p> <p>Spilt class into teams to compete against each other in a tournament style. Children to apply rules and techniques learnt in lessons:</p> <p>To work in a team effectively To know and follow the rules of handball. To apply a range of handball skills in a game. To understand how tactics can be used to help win games.</p>	<p><b>Travelling with a ball</b> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together</p> <p><b>Passing a ball</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation</p> <p><b>Possession</b> Keep and win back possession of the ball effectively in a team game</p> <p><b>Using space</b> demonstrate an increasing awareness of space</p> <p><b>Attacking and defending</b> Choose the best tactics for attacking and defending. Shoot in a game at appropriate moments (when would it be better to pass?)</p> <p><b>Tactics and rules</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p><b>Compete/perform</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics</p>		
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	<p><b>Y2</b> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game</p> <p><b>Y3</b> Find a useful space and get into it to support teammates</p> <p><b>Y4</b> Make the best use of space to pass and receive the ball.</p> <p><b>Attacking and Defending Reception</b> Play a range of chasing games</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and defending skills in a game.</p>		<p>and composition.</p> <p>Knowledge: To be shown handball matches so children can see what a game looks like</p> <p>To know the simple rules such as only taking 3 steps with the ball, bouncing to reset the steps, no feet allowed inside the area of the defending goal etc.</p> <p>To have an overall knowledge of invasion games using previous knowledge of invasion games from previous year groups- understand the principles of attacking and defending games and how to score/defend.</p> <p>Know this sport is a fairly new one and is often played in European countries- it is gaining popularity</p> <p>Equipment:</p> <p>Handballs Goals Cones (small and tall) Bibs Beanbags</p>		
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	<p><b>Y4</b> Use a range of attacking and defending skills and techniques in a game.</p> <p><b>Tactics and Rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly</p> <p><b>Y4</b> Vary the tactics they use in a game. Adapt rules to alter games</p>		<p>Hoops Tennis balls Gymnastic mats (for Goalkeepers)</p>		
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	<p><b>Compete/Perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p>				
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<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>•</li> </ul>	<p><b>Travelling with a ball</b></p> <p><b>Reception</b> Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball</p> <p><b>Y1</b> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2</b> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p><b>Y3</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p><b>Y4</b> Move with the ball using a range of techniques, showing control and fluency.</p> <p><b>Passing a Ball</b></p> <p><b>Reception</b> Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2</b> Know how to pass the ball in</p>	<p>Narnia Hockey 8 lessons Seer resources folder for plans, teaching points and resources.</p> <p><b>Lesson 1- Passing and receiving the ball</b></p> <p>To pass and receive the ball To hold the hockey stick correctly for pushing and stopping the ball To push the ball accurately To stop and control the ball</p> <p><b>Lesson 2- Moving with the ball</b></p> <p>To dribble the ball accurately and with some speed To use the correct body position to travel with the balls safely To stay in control of the ball whilst moving To change direction with the ball</p> <p><b>Lesson 3- getting past a player</b> To get past an opponent with speed and accuracy</p>	<p>Questions:</p> <p>L1 How do you stop a rolling ball with a hockey stick? How do you pass the ball using a hockey stick?</p> <p>L2 How do you hold a hockey stick? How can you keep the ball under control whilst moving?</p> <p>L3 How can you get past an opponent? What muscles do we use when playing hockey? Why do we need to dribble in Hockey?</p> <p>L4 How do we tackle safely? What is the technique for tackling? Why do we need to win possession back for our team?</p> <p>L5 What is the technique for striking the ball in hockey? How is this technique different to striking a ball in tri-golf/tennis? How can we be accurate? Why do we need to hit the ball with pace?</p> <p>L6 What are the basic rules of hockey?</p>	<p>Push, pass, receive, stop, control, stance, grip, dribble, footwork, opponents, intercept, defender, tackle, possession, block, technique, shoot, pace, one-on-one, foul, free hit</p>
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	different ways.	To use correct grip and body position for dribbling To change direction quickly with the ball	How can you defend/attack as a team? How would you evaluate your performance? How could your team improve?		
	<p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Y4</b> Pass the ball with increasing speed, accuracy and success in a game situation</p> <p><b>Possession</b> <b>Y3</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Y4</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p><b>Using Space</b> <b>Reception</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p><b>Y1</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2</b></p>	<p><b>Lesson 4- Tackling</b> To tackle an opponent using the correct technique</p> <p>To know the rules for tackling and how to apply them in a game situation</p> <p>To win possession back for the team.</p> <p><b>Lesson 5- hitting and shooting</b></p> <p>To hit the ball accurately and with good technique</p> <p>To use the correct grip and body position for striking</p> <p>To aim at a target</p> <p>To hit the ball with pace</p> <p><b>Lesson 6- using your skills</b> To apply hockey skills learnt this half term into a game situation</p>	<p>Skills: <b>Travelling with a Ball</b> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together</p> <p><b>Passing a Ball</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Possession</b> Keep and win back possession of the ball effectively in a team game</p> <p><b>Using Space</b> Demonstrate an increasing awareness of space.</p> <p><b>Attacking and Defending</b> Choose the best tactics for attacking and defending. Shoot in a game</p> <p><b>Tactics and Rules</b> Know when to pass and when to dribble in a game</p>		

	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p><b>Y3</b> Find a useful space and get into it to support teammates.</p> <p><b>Y4</b> Make the best use of space to pass and receive the ball.</p> <p><b>Attacking and Defending</b></p> <p><b>Reception</b> Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and</p>	<p>To work as a team to attack and defend To know the basic rules of hockey</p> <p>To evaluate my and my team's performance</p> <p><b>Lesson 7-</b> Free choice Recap any skills your class need in preparation for inter-school competition over next 2 lessons. Use previous plans for lesson ideas.</p> <p><b>Lesson 8-</b> Inter-school competition Year group tournament or class v class in small sided games</p> <p>Children to apply skills learnt this half term in competition</p> <p>To work as a team applying attacking and defending principles and to show respect to the other team</p>	<p><b>Compete/Perform</b></p> <p>Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition</p> <p><b>Evaluate</b> Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> <p><b>Knowledge:</b> To have an understanding of hockey and that there are different types (field/ice)</p> <p>To compare hockey to other sports (similar to football-scoring goals) similar to golf holding a stick)</p> <p>To use previous knowledge in order to build on teamwork and tactics</p> <p><b>Equipment:</b> Range of different sized balls Cones Hockey sticks</p>		
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	<p>defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p><b>Y4</b> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Tactics and Rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Y4</b> Vary the tactics they use in a</p>		<p>Bibs</p>		
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game. Adapt rules to alter games

**Compete/Perform  
Reception**

Control my body when performing a sequence of movements. Participate in simple games.

**Y1**

Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.

**Y2**

Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.

**Y3**

Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.

**Y4**

Perform and apply skills and techniques with control and accuracy. Take part in a range

	<p>of competitive games and activities</p> <p><b>Evaluate Reception</b> Talk about what they have done. Talk about what others have done.</p> <p><b>Y1</b> Watch and describe performances. Begin to say how they could improve.</p> <p><b>Y2</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p><b>Y4</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>				
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<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>General gymnastic skills Reception</b> Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</p> <p><b>Y1</b> Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care.</p> <p><b>Y2</b> Copy, explore and remember actions and movements to create their own sequence.</p>	<p><b><u>Wonders of the universe</u></b></p> <p><b>Gymnastics 6 lessons see resources for plans, plans, teaching tips</b></p> <p><b>Shape and balance- Space themed for topic link</b></p> <p><b>Lesson 1- Rhythmic Gymnastics – The Earth, Sun and Moon</b></p> <p>To link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon</p> <p>To create a range of shapes with my body and a gymnastics ribbon. To use shape and movement to communicate ideas about the Earth, Sun and Moon. To evaluate my own and others’ performances and identify ways to improve.</p> <p><b>Lesson 2- Linking Movements and Balances – A New Planet</b></p> <p>To create two, three and four-point balances and movements to represent the discovery and exploration of a new planet To hold balances on two,</p>	<p>Questions:</p> <p>L1 How can you use the ribbon to create a fast, sharp movement? How can you use the ribbon to depict the orbit of Earth or the Moon? Why might you use different levels when creating your shapes? In what ways can you use your body to enhance the performance? How can you use your flexibility to create interesting shapes with your body? How can you use your strength to create interesting shapes with your body? How is control and balance important when creating shapes with your body? Can you accurately explain how the Earth, Sun and Moon move in relation to each other?</p> <p>L2 Do your movements depict the events of the story as clearly as possible? Have you included a range of movements to add variety and interest? Do your movements demonstrate a range of gymnastic skills, e.g. strength, flexibility, control. When and how might different speeds, dynamics and levels be effective? Which point-balances are easier/harder to create? Why? What can you do to improve your balances? How can you use your strength and flexibility to create effective balances</p>	<p>Shape, balance, movement control, strength, flexibility, technique, dynamics, levels, rhythm, rhythmic gymnastics, Earth, Sun, Moon, point balance, linking action, part-Weight, Partner Balance, Cooperatively, apparatus, levels, rhythm, dynamic, perform</p>
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	<p>Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.</p> <p><b>Y3</b> Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p><b>Y4</b> Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity,</p>	<p>three and four-points of my body. To vary the speed, shape, levels and dynamics of my movements to tell a story. To link movements and balances to tell a story. To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 3- Partner Balances – Alien Encounters</b></p> <p>To create part-weight balances with a partner to resemble an alien To work cooperatively. To use body tension, strength and the correct technique to hold the different partner balances. To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 4- Shapes on Apparatus – Meteor Shower</b></p> <p>To create and perform a gymnastics routine that includes shapes on apparatus</p> <p>To create tuck, star, straddle and pike shapes on apparatus. To vary the speed, shape,</p>	<p>L3 Why is core strength important when creating part-weight balances? Which balances are easier/harder to create? Why? What can you do to improve your balances? How can you use your strength and flexibility to create effective balances? Why is it important to be able to hold your part-weight balance steadily? How can you make sure you come down safely from your balance? What is part-weight partner balance?</p> <p>L4 Where should your arms and legs be in each of these shapes? Which shapes are easier/harder to create? Why? How can you use your strength or flexibility to help you create different shapes? Can you vary your position on the apparatus to create more effective and interesting shapes? How can you link your shapes and movements for maximum effect? Why might you use different levels, dynamics and speeds in your routine? What types of movements do you think would be effective when travelling between apparatus? Why? What else can you incorporate into your routine to enhance the performance?</p>		
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	<p>fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b>Jumps</b> <b>Reception</b> Straight jump Tuck jump Jumping jack Half turn jump</p> <p><b>Y1</b> Straight jump Tuck jump Jumping jack Half turn jump Cat spring</p> <p><b>Y2</b> Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle</p> <p><b>Y3</b> Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump</p>	<p>level and dynamics of my movements to tell a story. To link shapes and movement to tell a story. To evaluate my own and others' performances and identify ways to improve.</p> <p><b>Lesson 5- Planning a Space-Themed Routine</b> To plan a space-themed gymnastics routine that includes a range of shapes, balances and movements To work cooperatively. To plan a routine with a range of shapes, balances, movements and rhythmic gymnastics elements. To plan a routine which represents a space theme. To evaluate my own and others' performances and identify ways to improve.</p> <p><b>Lesson 6- Performing a Space-Themed Routine</b> To perform a space-themed gymnastics routine that includes a range of shapes, balances and movements To work cooperatively. I can perform a range of body shapes as part of a routine. To perform individual two, three and four-point balances and part-weight partner balances as part of a routine.</p>	<p>L5 Why is it important to listen and share ideas with others? When and why might you incorporate different shapes in your routine? What type of individual point balances and part-weight partner balances would be most effective? Why? How can you link your shapes and movements for maximum effect? Why might you use different levels, dynamics and speeds in your routine? What else can you incorporate into your routine to enhance the performance?</p> <p>L6 Can you work cooperatively, suggesting and following ideas for movements, shapes and balances? Have you included a range of individual point balances and part-weight partner balances in your routine? Have you included a range of shapes, e.g. tuck, pike, straddle, in your routine? Have you included effective linking actions or dance steps in your routine? Does your routine work well with the music? Have you worked cooperatively to create a routine that complements everybody's individual skills? What could you change to make your routine even better?</p> <p>Skills: <b>General gymnastic skill</b></p>		
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	<p><b>Y4</b>          Straight jump half-turn Cat leap          Straight jump Tuck jump          Jumping jack Star jump          Straddle jump Pike jump          Straight jump half-turn          Straight jump full-turn Cat leap          Cat leap half-turn</p> <p><b>Vault</b></p> <p><b>Y1</b>          Straight jump off springboard</p> <p><b>Y2</b>          Hurdle step onto springboard          Straight jump off springboard          Tuck jump off springboard</p> <p><b>Y3</b>          Hurdle step onto springboard          Squat on vault Star jump off          Tuck jump off Straddle jump off          Pike jump off</p> <p><b>Y4</b>          Hurdle step onto springboard          Squat on vault Straddle on vault          Star jump off Tuck jump off          Straddle jump off Pike jump off</p> <p><b>Shapes and balances</b></p> <p><b>Reception</b></p> <p>Standing balances</p> <p><b>Y1</b>          Standing balances Kneeling balances          Pike, tuck, star, straight, straddle shapes</p>	<p>To perform linking actions and movements to structure my routine. To use different speeds, levels and dynamics to create effects. to evaluate my own and others' performances and identify ways to improve</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences</p> <p><b>Jumps</b>          Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn          Straight jump full-turn Cat leap Cat leap half-turn Split leap</p> <p><b>Vaults</b>          Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault</p> <p><b>Shape and balances</b>          1, 2, 3 and 4- point balances</p>		

	<p><b>Y2</b> Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Y3</b> Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Y4</b> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/perform/Evaluate</b> <b>Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to</p>		<p>Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/perform/evaluate</b> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p> <p><b>Knowledge:</b> Have a solid understanding of safety in gymnastics based on skills learnt over KS1 and 2.</p> <p>Know how to set up equipment safely and how gymnastics is good for health and body.</p> <p>Know a variety of gymnastic events</p> <p>Equipment:</p> <p>Gymnastic mats Ribbons if available Bench, springboard, vault, ropes, climbing frame,</p>		
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	<p>perform learnt skills with some control.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>				
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where</li> </ul>	<p><b>Throwing and Catching a Ball</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>Ancient Egypt <b>Basketball (catch and throw)</b> 4 lessons – see resources for plans/resources teaching guides</p> <p><b>Lesson 1- Expert dribbling</b> To dribble a basketball with control.</p> <p>To use the correct dribbling</p>	<p>Questions: L1 How do players move with the ball in basketball? Describe the ball bouncing technique for basketball. What part of the hand should you dribble with? Which part of your arm should you bend and straighten when dribbling? What sort of height should you bounce the ball at? Describe what your legs should be doing when dribbling. Where should you be looking? Why is it</p>		<p>Invasion game, ball familiarisation, dribble, dribbling, travelling, moving with the ball, control, fluency, technique, opponent, passing, chest pass, bounce pass,</p>

<p>appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p> <p><b>Travelling with a ball</b></p> <p><b>Reception</b> Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball</p>	<p>technique for basketball. To look up while dribbling with the ball. To move in different directions and at different speeds with the ball. To dribble with control and fluency</p> <p><b>Lesson 2- Skilful passing</b> To use a range of techniques to pass a basketball successfully</p> <p>To pass the ball with control and accuracy. To pass the ball over a range of distances. To use dribbling and passing skills together</p> <p><b>Lesson 3- Footwork and pivoting</b> To move effectively around the court.</p> <p>To use light and quick footwork to move around the court. To know when I need to pivot. To stop in different ways and pivot using the correct footwork. To combine the skill of pivoting with other basketball skills I have learnt. To know how to pivot.</p>	<p>important to look up when dribbling in basketball? What are players not allowed to do when dribbling with the ball?</p> <p>L2 What is basketball? Do you know the name or technique used for any types of basketball passes? What is the benefit of using two hands to pass the ball? What is the benefit of stepping into the pass? When would you use an overhead pass? When would you use a bounce pass? Which pass is the quickest and most accurate way to get the ball around the court?</p> <p>L3 What is pivoting? Do you know how to pivot? When do players use pivoting in a game of basketball? Can you describe how to pivot? What happens if a player lands on their right foot first? What happens if a player lands on their left foot first? What happens if a player lands on both feet at the same time</p> <p>L4 What have you done well and what would you like to get better at? Why is teamwork important in basketball? Can one very skilful player win a game by himself? What is the aim of an attacker? What is the aim of a defender? What skills and strategies will help an attacker</p>	<p>intercepting, catching, throwing, pivot, teamwork, communication, evaluate</p>
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	<p><b>Y1</b> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2</b> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p><b>Y3</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p><b>Y4</b> Move with the ball using a range of techniques, showing control and fluency.</p> <p><b>Passing a Ball</b> <b>Reception</b> Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2</b> Know how to pass the ball in different ways.</p> <p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p>	<p><b>Lesson 4- Let's play- inter-shool competition</b> <b>Class v class small sided games</b> To apply our basketball skills when playing as part of a team in a game. To evaluate our performance. To apply attacking and defending skills and tactics I have learnt in a game. To work as part of a team. To answer questions to help evaluate my own performance</p>	<p>keep possession of the ball? How can a defender steal the ball from an attacking player dribbling with it? What is the stance (body position) of a defender who is marking? How can an attacking player get free from a defender? What have you most enjoyed? Why? What have you least enjoyed? Why? What do you like about basketball? What have you found most difficult about basketball? What would you like to get better at? How can you achieve this? What would you say to someone who was thinking about trying basketball for the first time?</p>		
	<p><b>Skills:</b> <b>Throwing and Catching a Ball</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Knowledge:</b> To have a basic understanding of basketball and its rules (no travelling, no contact)</p> <p>To apply previous skills from throwing and catching/team games to help with scoring To know basketball is a hugely popular sport in the USA and that we also play it in the U.K.- Our local team is the Leicester Riders</p>				

	<p><b>Y4</b> Pass the ball with increasing speed, accuracy and success in a game situation</p> <p><b>Possession</b></p> <p><b>Y3</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Y4</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p><b>Using Space</b></p> <p><b>Reception</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p><b>Y1</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2</b> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p>		<p>Equipment: Cones Hoops Basketballs Bibs</p>		
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**Y3**  
Find a useful space and get into it to support teammates.

**Y4**  
Make the best use of space to pass and receive the ball.

**Attacking and Defending**

**Reception**  
Play a range of chasing games.

**Y1**  
Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.

**Y2**  
Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.

**Y3**  
Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.

**Y4**  
Use a range of attacking and defending skills and

	<p>techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Tactics and Rules</b>  <b>Reception</b>  Follow simple rules.</p> <p><b>Y1</b>  Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b>  Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b>  Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Y4</b>  Vary the tactics they use in a game. Adapt rules to alter games</p> <p><b>Compete/Perform</b>  <b>Reception</b>  Control my body when performing a sequence of</p>				
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	<p>movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p><b>Evaluate Reception</b> Talk about what they have done. Talk about what others</p>				

	<p>have done.</p> <p><b>Y1</b> Watch and describe performances. Begin to say how they could improve.</p> <p><b>Y2</b> Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p><b>Y4</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>				
<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in</li> </ul>	<p><b>Running</b></p> <p><b>Reception</b> Run in different ways for a variety of purposes</p> <p><b>Y1</b></p>	<p>Human Body- link to science and fitness of the body- heart pumping blood- impact of exercise on the body</p> <p>Know and understand the</p>	<p>Questions: Can you name 3 athletic events? What impact does exercise have on your body? What is an effective technique</p>		<p>Athletics, fundamental, movement skills, running, throwing, jumping,</p>

<ul style="list-style-type: none"> <li>combination</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p><b>Y2</b> Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p><b>Y3</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting</p>	<p>reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.</p> <p>Athletics (agility) 7 lessons</p> <p><b>Lesson 1- FUNdamentals</b> To practise and refine existing running, jumping and throwing skills To perform basic running, jumping and throwing skills. To use and combine the skills of running, jumping and throwing in games. To work as part of a team.</p> <p><b>Lesson 2- Sprint Start</b> To use an effective technique for sprinting including the sprint start To test and practise my reaction times. To perform, compare and evaluate my sprint start from a variety of starting positions. To refine my sprinting technique.</p> <p><b>Lesson 3- Endurance running</b> To sustain my running pace over longer distances To pace myself when</p>	<p>for sprinting? How can you conserve energy and stamina for endurance running? How can you jump for height? How do you land safely? What is a fling throw? What technique do you need to use? What event requires the fling throw?</p> <p>Skills: <b>Running</b> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. <b>Jumping</b> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the</p>	<p>catching, kicking, striking, discipline, track, field, sprint, endurance, middle distance, hurdles, javelin, shot-put, discus, hammer, long jump, high jump, triple jump, pole vault, speed, coordination, overhead throw, throwing for distance, safe landing, take-off</p> <p>Athletics, discipline, event, track, running, sprint, 100m, 200m, 400m, sprint relay, hurdles, reaction, reaction time, stimulus, crouch start, standing start, starting blocks, speed, technique.</p> <p>high jump, pole vault, jumping for height, standing vertical</p>
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	<p>running pace to suit the distance being run</p> <p><b>Y4</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><b>Jumping Reception</b> Jump in a range of ways, landing safely</p> <p><b>Y1</b> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p><b>Y2</b> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine</p>	<p>running for continuous periods. To control the pace I run at to suit the activity. To demonstrate stamina</p> <p><b>Lesson 4- Jumping for height</b> To practise jumping for height</p> <p>To demonstrate power in the take-off. To demonstrate an effective flight phase. To land safely. To use a learnt technique to jump as high as possible</p> <p><b>Lesson 5- The Fling Throw</b> To learn the fling throw technique</p> <p>To identify and describe how to perform a fling throw. To use the correct technique for a fling throw. To develop my ability to throw for distance and accuracy</p> <p><b>Lesson 6- Throwing Gala</b> To use a variety of throwing techniques</p> <p>To throw a variety of</p>	<p>distance and height jumped with accuracy. Investigate different jumping techniques</p> <p><b>Throwing</b> Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/Perform/Evaluate</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance</p> <p><b>Knowledge:</b> To have a good understanding of Olympic and athletic events based from previous years athletics topics Should be able to name at least 4 events To have a good understanding of how to improve a performance and what to look for when evaluating</p>	<p>jump, take-off, flight, landing, safe landing, reaching height, jumping height, absorb, impact</p> <p>fling throw, discus, accuracy, throwing for distance, grip, foot fault.</p>
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	<p>different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Y3</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control</p> <p><b>Y4</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><b>Throwing Reception</b></p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target</p>	<p>throwing implements using the correct technique. to develop my ability to throw for distance and accuracy. To measure and record my throwing distance (cross-curricular Maths. link)</p> <p><b>Lesson 7- Sports day practise for next half term</b></p> <p>Set up a variety of stations based on the above lessons, children to practise their agility/running/throwing skills on each station</p>	<p>(technique, body positioning etc.)</p> <p><b>Equipment:</b> Hurdles Howlers Hoops Beanbags Stopwatches Cones Ladders Variety of balls Skipping ropes Tape measures</p>		
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	<p><b>Y1</b>          Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p><b>Y2</b>          Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p> <p><b>Y3</b>          Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance</p> <p><b>Y4</b>          Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/perform</b>  <b>Evaluate</b>  <b>Reception</b>          Control their body when performing a sequence of</p>				
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	<p>movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b> Begin to perform learnt skills with some control. Engage in competitive activities Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p> <p><b>Y4</b> Perform and apply skills and techniques with control and</p>				
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	<p>accuracy. Take part in a range of competitive games and activities</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>				
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>Striking and Hitting a Ball Reception</b> Hit a ball with a bat or racquet. Use hitting skills in a game.</p> <p><b>Y1</b> Practise basic striking, sending and receiving.</p> <p><b>Y2</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p><b>Y3</b> Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p><b>Y4</b> Use a bat, racquet or stick (hockey) to hit a ball or</p>	<p>Innovative inventors</p> <p><b>Rounders (bat and ball/striking and fielding) 5 lessons See resources for plans/resources/teaching guides</b></p> <p><b>Lesson 1- Batting and bowling</b> To learn the correct techniques for batting and bowling in rounders.</p> <p>To hold a rounders bat correctly. To adopt the correct stance for batting. To swing the bat and lean in to hit a ball that is bowled to me. To bowl underarm to reach a target. To control the height, speed and distance of my bowls</p>	<p>Questions: How do you hold the bat in rounders? What throwing technique do we use for bowling? (underarm)</p> <p>When might you need to make a fast throw? When might you need to catch a high ball? When might you need to catch a low ball? When might a long, overarm throw be required?</p> <p>How might your batting technique vary with a fast or slow bowler? How might your throwing technique vary in different situations? How might your catching technique vary in different situations</p> <p>How could you position yourself to stop a ball that is rolling towards you? How could you position yourself to stop a ball that is hit into the air? How could you position yourself to stop a</p>		<p>Batter, bowler, stance, technique, height, speed, distance, judgement, swing, bowl, underarm Fielder, fielding, technique, bases, bowler, backstop Deep field, high ball catch, strategic, tactic, reading a game</p> <p>Tactics, strategy, rules, outwit, game plan.</p>

<ul style="list-style-type: none"> <li>•</li> </ul>	<p>shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball</p> <p><b>Throwing and Catching a Ball</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater</p>	<p><b>Lesson 2- Throwing and catching</b> To use the correct techniques for throwing and catching when fielding in rounders To position myself correctly to receive a catch. To adapt my body, hand and arm positions to make different types of catches. To throw overarm using the correct technique. To throw towards and reach a target using different types of throws where necessary.</p> <p><b>Lesson 3- Backstop and bases</b> To know the roles and responsibilities of the backstop and base fielders in rounders. To field effectively and demonstrate good skill and technique.</p> <p>To explain where the backstop and base fielders should stand and what they need to do. To judge who I need to throw the ball to when fielding, to try and stop the opposing team from scoring. To throw and catch a ball quickly and accurately while under pressure.</p>	<p>ball that might bounce before it reaches you?</p> <p>Why should you watch where the ball is at all times? Why is it important to be aware of where on the pitch the batters are? What might you do if a tactic or strategy is not working? Which tactics and strategies did you try that worked well? Which tactics and strategies didn't work so well? Was there a scenario you find particularly difficult?</p> <p>Skills: <b>Striking and Hitting a Ball</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Practise techniques for all strokes.</p> <p><b>Throwing and catching</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p> <p><b>Compete/performance/evaluate</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a</p>		
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	<p>control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p> <p><b>Y5</b> <i>From basketball earlier in the year</i> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Compete/perform/evaluate</b></p> <p><b>Compete/Perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some</p>	<p><b>Lesson 4- Deep fielding</b> To know the roles and responsibilities of the deep fielders in rounders. To field effectively in these positions and demonstrate good skill and technique</p> <p>To explain where the deep fielders should stand and what they need to do. To stop a moving ball using the appropriate technique. To judge who I need to throw the ball to when fielding to try and stop the opposing team from scoring.</p> <p><b>Lesson 5- Tactics and strategy</b> To be able to 'read' the game and apply tactics to outwit opponents</p> <p>To explain and apply different tactics. To demonstrate awareness of the game to make decisions which positively affect gameplay. To play strategically as part of a team.</p> <p><b>Lesson 6- Playing a competitive game-</b></p>	<p>strong understanding of tactics and composition.</p> <p><b>Knowledge:</b> To have an awareness of rounders and how it is similar to baseball/cricket (videos may help)</p> <p>To apply striking and fielding skills learnt in previous years</p> <p>To know that to run around all bases will score a point for your team</p> <p><b>Equipment:</b></p> <p>Rounders bats – per child Lightweight balls for close-range practise, e.g. foam or plastic – per child Tennis balls – per group of four/five Chalk Tennis rackets or cricket bats – as required Cones</p>		
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	<p>control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p><b>Evaluate Reception</b> Talk about what they have done. Talk about what others have done.</p> <p><b>Y1</b> Watch and describe performances. Begin to say how they could improve.</p> <p><b>Y2</b></p>	<p><b>inters-school competition (class v class or year group tournament) – if time allows or swap lessons 5 and 6</b></p> <p>To know and apply the rules of rounders during a game. To use a range of throwing, catching, fielding and batting strategies.</p> <p>To play a rounders match according to the rules and show good sportsmanship. To demonstrate a range of skills and techniques when fielding and batting. To employ a range of tactics and strategies to help drive the success of my team.</p>			
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	<p>Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p><b>Y4</b> Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result</p>				
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Year 6	Gymnastics (rivers and mountains)	Netball Invasion game	NFL Catch and throw	Ultimate Frisbee Catch and throw	Athletics Agilty	Cricket (Bat and ball)	Vocabulary
NC Objective	Previous Knowledge	Topic Covered	Questions	Date Covered	Shape, balance, movement control, strength, flexibility, technique, speed, dynamics, levels, rhythm, rhythmic, source, upper course, middle course, lower course, stream, tributary, channel, erode, sediment, waterfall, rapids, gorge, meander, confluence, floodplain, deposits, delta, estuary, bed, bank, summit,		
<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p><b>Y3</b></p> <p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p><b>Y4</b></p> <p>Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of</p>	<p>Vile Victorians</p> <p>8 lessons see resources folder for plans/teaching guides and resources</p> <p><b>Lesson 1- Rhythmic gymnastics- The river course</b></p> <p>To link shapes and movement using rhythmic gymnastics to represent the course of a river</p> <p>To create a range of shapes with my body and a gymnastics ribbon. To use shape and movement to represent the changing course of a river and specific river features. to evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 2- Point balances- magnificent mountains</b></p> <p>To create one, two, three and four-point balances to represent mountains</p> <p>To hold balances on one,</p>	<p><b>Questions:</b></p> <p>L1</p> <p>What type of movements could you use to represent different stages of the river course? How can you use the ribbon to represent different river features? Why might you use different levels or dynamics when creating your shapes? How can you make sure your routine is smooth and sections are well connected? When might you perform shapes and movements at the same/ different time as your partner? When might you incorporate matching/contrasting shapes and movements into your routine? How can you use your flexibility to create interesting shapes with your body? How can you use your strength to create interesting shapes with your body?</p> <p>L2</p> <p>How many points is it best to use to depict a tall, slimmer mountain? What about a broader mountain? How can you make your balances as strong and secure as a mountain? How/why is the shape of your body important when creating point balances? What skills do you need to create an effective balance?</p> <p>L3</p> <p>What gymnastics shapes can you</p>				

	<p>direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.</p> <p><b>Y5</b> Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently.</p>	<p>two, three and four points of my body. To create a range of point balances to represent mountains. To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 3- Partner balances- Parts of a mountain</b></p> <p>To combine a range of body shapes and balances with a partner to represent different features of a mountain</p> <p>To form a range of creative body shapes, positions and balances. To work with a partner to make combined balances that emphasise different levels and shapes. To move smoothly into and out of a balance or shape. To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 4- Group formations- mountain ranges</b></p> <p>To combine shapes and balances to make a group formation that represents different mountain ranges</p>	<p>think of? Can you remember how to create these shapes? What body shape could you use to represent a U-shaped valley? How can you adapt a bridge to change the shape of a mountain top? How can you work with your partner to form mountain shapes together? What other balances can you use to represent the different shapes and features of a mountain? What body shapes and balances did you combine together? Which one was your favourite? Which mountain features did you represent? How? Can you give an example of the different levels you made with your partner? Can you identify the ways you worked collaboratively with your partner? Did you form a range of creative body shapes, positions and balances? Did you identify ways to improve your own and others' performance?</p> <p>L4 What is a counterbalance? Can you vary or adapt any of the balances to create balances of different shapes or levels? Can you work out which mountain range it is? Is everybody included and contributing to the overall effect? Is there an effective range of body shapes, positions and balances? What body shapes, balances and positions did you see? How have they achieved different heights and shapes? How could this balance be improved? Did you work collaboratively – listening to and</p>		<p>peak</p>
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	<p>Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.</p> <p><b>Shapes and Balances</b> <b>Y3</b> Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Y4</b> 1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Y5</b> 1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/perform/evaluate</b> <b>Y3</b> Develop the quality of the actions in their</p>	<p>To work collaboratively. To perform counterbalances with a partner. To perform part-weight partner balances. to work as a group to combine body shapes and balances to represent a mountain range</p> <p><b>Lesson 5- Planning a group sequence river, run fun</b></p> <p>To link shape, movement and balance to plan a group sequence that communicates information about rivers and mountains To work collaboratively to plan a sequence of shapes, balances and movements. To use apparatus creatively and sensibly. To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lesson 6- Planning a group sequence river, run fun pt.2</b> To link shape, movement and balance to perform a group sequence that communicates information about rivers and mountains To work collaboratively. To link shape, balance and</p>	<p>sharing ideas? L5 What ideas have you contributed towards your group sequence today? What shapes, balances and movements from the unit covered so far have you included in your sequence? What actions or movements would be most effective when linking together sections of your sequence? How can you use the apparatus creatively in your routine? What else can you incorporate into your routine to enhance the performance? Does your plan communicate information about rivers (the river course and river features) and mountains</p> <p><b>Skills:</b> <b>Acquiring and Developing Skills in Gymnastics (General)</b> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances</p> <p><b>Shapes and Balances</b> 1, 2, 3 and 4- point balances</p>		

	<p>performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p> <p><b>Y4</b></p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p><b>Y5</b></p> <p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their</p>	<p>movement to perform a sequence as part of a group.</p> <p>to use apparatus creatively and sensibly.</p> <p>To evaluate my own and others' performances and identify ways to improve</p> <p><b>Lessons 7/8- recap</b> any objectives/skills that your class needs based on the above lessons</p>	<p>Balances on apparatus Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations Pike, tuck, star, straight, straddle shapes Front and back support</p> <p><b>Compete/perform/evaluate</b></p> <p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Begin to record their peers' performances, and evaluate these Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p> <p><b>Knowledge:</b></p> <p>To use and apply skills learnt from foundation to Y6. To know how to perform effectively and efficiently in a group to get a theme across as worked on in previous year groups.</p> <p>To be aware of gymnastics in a professional setting and that there are different types of gymnastic disciplines</p> <p><b>Equipment:</b></p> <p>Bibs</p>		
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	performance.		Mats Ribbons or coloured crepe paper Apparatus Music (see resources)		Chest pass, shoulder pass, teamwork, passing, shooting, catching, position, non- contact, High Five Netball. Bounce pass, overhead pass, chest pass, shoulder pass, teamwork, passing, catching, one-handed catch, intercept, defence, defender
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility,</li> </ul>	<p><b>Throwing and Catching a Ball</b></p> <p><b>Reception</b>  Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b>  Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b>  Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a</p>	Extinct? Netball (invasion game) 8 lessons  <b>Lesson 1- Passing and catching pt.1</b> To improve and refine catching and throwing in netball To practise the technique for the chest pass. To practise the technique for the shoulder pass. To know how to catch a netball with two hands.  <b>Lesson 2- Passing and catching pt.2</b> To use a range of netball passes. To know how to catch a netball in different ways.	Questions: L1 Have you ever played netball before? What do you already know about netball? What type of passes did you use in the warm-up game, Piggy in the Middle? When might you use the shoulder pass in netball? Can you describe the technique for the two different passes you have learnt today? L2 What are the names of these netball passes? When might these netball passes be used in a game of netball? Do you know the names of any other types of passes used in netball? When might a bounce pass be used in a game? When might you use the overhead pass in netball? What is the technique for catching a netball with two hands? Can you match the description with the correct netball pass?		Defending, defender, marking,

<p>strength, technique, control and balance</p>	<p>ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p> <p><b>Y5</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Passing a Ball Reception</b></p>	<p>To practise the technique for the bounce pass. To practise the technique for the overhead pass. To select the appropriate netball pass to use in different scenarios. To know how to catch a ball with one and two hands.</p> <p><b>Lesson 3- Footwork and pivoting</b> To know how to pivot. To understand the footwork rule in netball. To land in different ways. To pivot using the correct footwork. To combine the skill of pivoting with other netball skills I have learnt. To understand the footwork rule.</p> <p><b>Lesson 4- Outwit your defender</b> To know how to outwit a defender to receive a pass. To move at a range of speeds and in different directions. To use different movement skills to evade a defender. To apply a range of attacking movement skills in a game.</p> <p><b>Lesson 5- Attacking and</b></p>	<p>L4 What should you do when a player from your team has the ball? How many different speeds can you move at? What different directions can you move in? What is dodging? At what different speeds did you move in today's lesson? How did you move in different directions? How well did you do at this? What movement skills did you use to outwit your defender? How well did you do this? Were you able to use dodging or leading successfully in the Four Squares game?</p> <p>L5 What do you know about defending in netball? What does it mean to defend? Which two positions on the team are allowed to shoot? What did your team do well? What could your team do better at? How could they achieve this? What did you do well? What would you like to get better at? How could you do this?</p> <p>L6/8/9 Do you know what a toss-up in netball involves? Have you ever seen or taken part in a netball toss-up? What do you know about High 5 Netball? What is the 1m distance rule? What is the footwork rule? What did your chosen player/team do well? What could your chosen player/team do better at? How could they achieve this? What did you do well? What would you like to get better at? How could you do this?</p>	<p>one-on-one marking, opponent, opposition, attacking, attacker, possession, footwork, landing foot, teamwork, passing, catching</p> <p>High 5 Netball, netball positions, Goal Attack (GA), Goal Shooter (GS), Centre (C), Goal Defence (GD), Goal Keeper (GK), Time Keeper (TK), Scorer (S), Centre Pass Marker (CPM), defending, defender, attacker, attacking, marking, opponent, opposition,</p>
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	<p>Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2</b> Know how to pass the ball in different ways.</p> <p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p> <p><b>Y4</b> Pass the ball with increasing speed, accuracy and success in a game situation</p> <p><b>Y5</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p><b>Possession</b></p> <p><b>Y3</b> Know how to keep and win back possession of the ball in a team game.</p> <p><b>Y4</b> Occasionally contribute towards helping their team to keep and win back possession of the ball in a</p>	<p><b>defending</b> To know how to one-on-one mark an opposition player. To aim for a target. To know how to mark an opposition player with or without possession of the ball. To know the rules for defending in netball. To use an effective technique when aiming for a target.</p> <p><b>Lesson 6- High 5 netball tournament (practise for competition in lessons 8/9)</b> To use attacking and defending skills in a game of netball. To play as part of a team. To follow the rules of High 5 Netball. to evaluate performances and suggest ways to improve.</p> <p><b>Lesson 7- Review</b> Review any skills that your class need work on in preparation for the inter-school competition over next 2 lessons. Use resources and previous lessons/plans to</p>	<p>Skills:</p> <p><b>Throwing and catching</b> Throw and catch accurately and successfully under pressure in a game</p> <p><b>Passing a ball</b> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move</p> <p><b>Possession</b> Keep and win back possession of the ball effectively and in a variety of ways in a team game</p> <p><b>Using space</b> Demonstrate a good awareness of space</p> <p><b>Attacking and defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p><b>Tactics and rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game</p> <p><b>Compete/perform</b></p>		<p>possession, footwork, pivot, landing foot, teamwork, passing, catching, toss-up.</p>
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	<p>team game</p> <p><b>Y5</b> Keep and win back possession of the ball effectively in a team game</p> <p><b>Using Space Reception</b> Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</p> <p><b>Y1</b> Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p> <p><b>Y2</b> Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.</p> <p><b>Y3</b> Find a useful space and get into it to support teammates.</p> <p><b>Y4</b> Make the best use of space</p>	<p>consolidate learning</p> <p><b>Lesson 8- Inter-school competition</b> High 5 netball tournament</p> <p>To participate in a class v class or year group tournament using and applying skills learn this half term.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Knowledge:</b> To have a good understanding of the skills built up over KS1 and 2 and apply in a game situation.</p> <p>To know the simple rules of netball and how it is similar/different to other invasion games and sports such as basketball</p> <p><b>Equipment:</b> Netballs Hoops Cones Bibs</p>		
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	<p>to pass and receive the ball.</p> <p><b>Y5</b> Demonstrate an increasing awareness of space</p> <p><b>Attacking and Defending</b></p> <p><b>Reception</b> Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p><b>Y4</b> Use a range of attacking and</p>				
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	<p>defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Y5</b> Choose the best tactics for attacking and defending. Shoot in a game</p> <p><b>Tactics and Rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Y4</b> Vary the tactics they use in a</p>				
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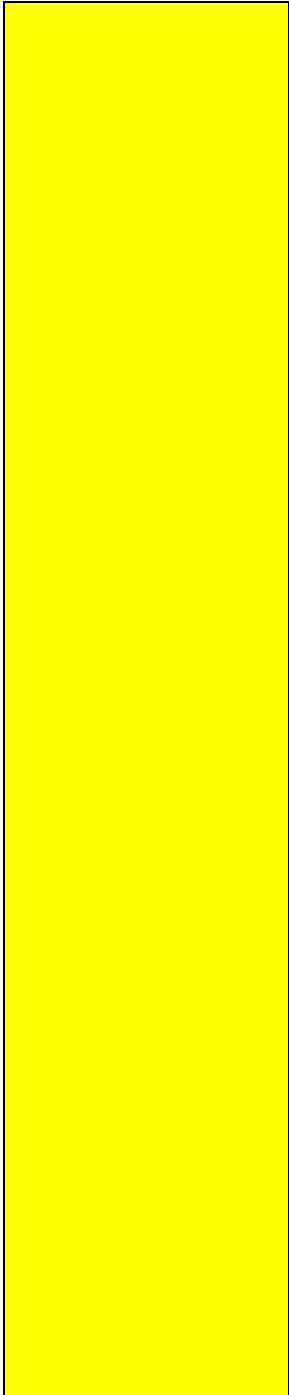
	<p>game. Adapt rules to alter games</p> <p><b>Y5</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p><b>Perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p>				
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	<p>Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p><b>Y5</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>				
<ul style="list-style-type: none"> <li>• use running, jumping,</li> </ul>	<p><b>Travelling with a Ball Reception</b> Move a ball in different ways, including bouncing</p>	<p>Voyages</p> <p>Tag Football (NFL- catch and throw) Seer</p>	<p>Questions: L1 How hard should I throw the ball?</p>	<p>Quarterback Receiver Wide receiver Touchdown</p>	

<p>throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>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</li> <li>develop flexibility, strength, technique, control and</li> </ul>	<p>and kicking. Use equipment to control a ball.</p> <p><b>Y1</b> Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p> <p><b>Y2</b> Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p> <p><b>Y3</b> Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p> <p><b>Y4</b> Move with the ball using a range of techniques, showing control and fluency.</p> <p><b>Y5</b> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p>	<p>resources for plans and guides on lessons</p> <p>6 lessons</p> <p><b>Lesson 1- Throwing (quarterback challenge in resources)</b></p> <p>To throw the ball using the correct technique in the context of flag football</p> <p>To be able to throw under some pressure accurately and with control</p> <p><b>Lesson 2- Catching (receiver challenge in resources)</b></p> <p>To catch the ball whilst standing and when on the move</p> <p>To use the correct technique for catching high balls and catching low (technique tips are in the resources folder)</p> <p><b>Lesson 3- Defending (pull the flag in resources)</b></p> <p>To be able to pull a tag</p>	<p>How can I ensure the ball travels in the direction of my receiver?</p> <p>L2 Are there any other patterns that you could run? When it is best to run fast, and when it is best to slow down? What is the technique for catching high/low balls?</p> <p>L3 As a ball-carrier, is it best to run as fast as possible, or change speeds? As a defender how can I make sure that I am in the best position to take the flag/tag?</p> <p><b>Skills:</b> <b>Throwing and catching</b> Throw and catch accurately and successfully under pressure in a game.</p> <p><b>Travelling with a ball</b> Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p> <p><b>Passing a ball</b> Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.</p> <p><b>Compete/Perform</b></p>	<p>Tag Accuracy Patterns Running pattern NFL Hut Ball carrier Flag Tag</p>	
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<p>balance</p>	<p><b>Throwing and Catching a Ball</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of</p>	<p>from the opponent safely and with purpose</p> <p>To not allow the attacker to get past you with or without the ball</p> <p>To use good technique when tackling and good body position to allow you to get the tag</p> <p><b>Lesson 4-Tactics</b></p> <p>Use a mixture of activities from the ‘quarterback challenge lesson’ and the ‘receiver’ lesson. Make the tactics and types of runs the focus for this session using the skills of throwing and catching that have been taught. Children to use the below patterns of runs to try and trick defenders:  “Go” = run straight but turn your head towards the QB and try to catch the ball in front of you (you don’t have to run this at full speed!). •  “Post” = run straight for 5 yards then turn 45 degrees (towards the QB). Look for the ball to be thrown in front of you after you have changed direction. • “Out”</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Tactics and rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p><b>Attacking and Defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p><b>Knowledge:</b> To know simple rules of NFL and how it is normally played (show videos and simple tactics such as the quarterback tries to throw forward to the receiver to gain yards inside the opponents territory)</p> <p>To know the difference between rugby (backwards passing) and Tag football- often throwing forwards</p> <p>Understand there is no contact and, like tag rugby, you can tag</p>		
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	<p>catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p> <p><b>Y5</b> <i>From basketball earlier in the year</i> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Passing a Ball Reception</b> Kick an object at a target.</p> <p><b>Y1</b> Pass the ball to another player in a game. Use kicking skills in a game.</p> <p><b>Y2</b> Know how to pass the ball in different ways.</p> <p><b>Y3</b> Pass the ball in two different ways in a game situation with some success.</p>	<p>= run straight for 5 yards then turn 90 degrees (away from the QB). Look for the ball to thrown in front of you as you run away from where the QB is standing</p> <p><b>Lesson 5- Review and recap</b> Review and go over any skills or lessons your class need to work on. This is in preparation for the competition next lesson. Use resources to recap skills. You could carousel the activities so everything is worked on again.</p> <p><b>Lesson 6- Inter-school competition</b>  To put into a game situation all skills learnt this half term.</p> <p>Class V class or year group mini-tournament</p>	<p>the opponent</p> <p><b>Equipment:</b></p> <p>NFL balls (rugby/tennis balls as alternative) Tags Cones Bibs</p>		
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	<p><b>Y4</b> Pass the ball with increasing speed, accuracy and success in a game situation.</p>				
	<p><b>Y5</b> Pass a ball with speed and accuracy using appropriate techniques in a game situation</p>				
	<p><b>Attacking and Defending</b></p>				
	<p><b>Reception</b> Play a range of chasing games.</p>				
	<p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p>				
	<p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>				
<p><b>Y3</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past</p>					

	<p>them.</p> <p><b>Y4</b> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Y5</b> Choose the best tactics for attacking and defending. Shoot in a game</p> <p><b>Tactics and Rules</b> <b>Reception</b> Follow simple rules.</p> <p><b>Y1</b> Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how</p>				
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	<p>to play a striking and fielding game fairly.</p> <p><b>Y4</b> Vary the tactics they use in a game. Adapt rules to alter games</p> <p><b>Y5</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p><b>Perform Reception</b> Control my body when performing a sequence of movements. Participate in simple games.</p> <p><b>Y1</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p><b>Y2</b> Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.</p> <p><b>Y3</b> Develop the quality of the</p>				

	<p>actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities</p> <p><b>Y5</b> Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p>				
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate,</li> </ul>	<p><b>Throwing and catching</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and</p>	<p>Amazing Australia</p> <p><b>Ultimate Frisbee (catch and throw) 4 lessons – see resources- Use Disc golf equipment for warm-ups</b></p> <p><b>Lesson 1- Throwing and catching (week 1 in resources)</b></p>	<p><b>Questions:</b> What is a crocodile catch? How do you throw the Frisbee? How do you defend in Ultimate Frisbee? What is a backhand pass? What is the technique for this? What do we mean by ‘the spirit of the game’? Why is pivoting important in Frisbee?</p>		

<p>and apply basic principles suitable for attacking and defending</p> <ul style="list-style-type: none"> <li>• develop flexibility, strength, technique, control and balance</li> <li>•</li> </ul>	<p>overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p>	<p>To perform a crocodile catch</p> <p>To throw a backhand pass</p> <p><b>Lesson 2- Defending and turning (week 3 in resources)</b> Learn the principles of marking To perform a pivot turn</p> <p><b>Lesson 3- Advanced passes (week 5 in resources)</b> To learn the curved pass To play in the 'spirit of the game'</p> <p><b>Lesson 4- Inter-school competition (week 6 in resources)</b> To play in a class v class or whole year group Ultimate Frisbee tournament To apply skills of passing and defending learnt this half term</p>	<p>Skills:</p> <p><b>Throwing and catching</b> Throw and catch accurately and successfully under pressure in a game.</p> <p><b>Compete/Perform</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Tactics and rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p><b>Attacking and Defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p><b>Knowledge:</b> To have an awareness of the sport Ultimate Frisbee (use media to support) To link the sport to NFL (throwing an object forwards to gain territory in the attacking half)</p>		
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	<p><b>Y5</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Compete/perform</b> <b>Compete/perform</b> <b>Evaluate</b> <b>Reception</b> Control their body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b> Begin to perform learnt skills with some control. Engage in competitive activities Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that</p>		<p>Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.</p>		
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of others.

**Y3**

Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.

Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time

**Y4**

Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

**Y5**

Choose and use criteria to evaluate own and others' performance .Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive

games with a strong understanding of tactics and composition.

**Tactics and rules**

**Reception**

Follow simple rules.

**Y1**

Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.

**Y2**

Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.

**Y3**

Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.

**Y4**

Vary the tactics they use in a game. Adapt rules to alter games

	<p><b>Y5</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p><b>Attacking and defending</b></p> <p><b>Reception</b> Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>				
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	<p><b>Y4</b> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Y5</b> Choose the best tactics for attacking and defending. Shoot in a game</p>				
<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal</li> </ul>	<p><b>Running</b></p> <p><b>Reception</b> Run in different ways for a variety of purposes</p> <p><b>Y1</b> Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.</p> <p><b>Y2</b> Run at different paces, describing the different paces. Use a variety of different stride lengths.</p>	<p>Over the top Athletics- 7 lessons (agility)</p> <p><b>Lesson 1- Athletic Fundamentals</b> To practise and refine fundamental movement skills needed for athletics To work on the speed of my reactions. To use the correct technique for the underarm throw. To apply the skills of running and throwing in a game. To understand what athletics involves.</p> <p><b>Lesson 2- Sprint relays</b> To work as a team to competitively perform a sprint relay</p>	<p>Questions:</p> <p><b>L1</b> How could you sort these athletic events into different categories? Can you identify the main movement skill being performed in each picture? How many of these athletic events have you tried? What does it mean to have good reactions? Can a person improve their reaction time? Can you think of examples of sporting situations that require quick reactions? How many different athletic events can you name? What are the fundamental movement skills needed for athletics? Can you describe the underarm throwing technique? When might the underarm throw be used?</p> <p><b>L2</b> What is the aim of a relay team?</p>	<p>Athletics, fundamental movement skills, running, throwing, jumping, reaction time, underarm throw. Athletics, sprint, sprinting, acceleration, relay, baton, baton exchange, changeover zone, downsweep Middle distance, long distance, endurance,</p>	

<p>best</p>	<p>Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances</p> <p><b>Y3</b> Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run</p> <p><b>Y4</b> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p> <p><b>Y5</b> Accelerate from a variety of starting positions and select</p>	<p>To use an effective sprinting technique. To know how to pass and receive a baton effectively. To work effectively as part of a relay team</p> <p><b>Lesson 3- Middle-Distance and Long-Distance Running</b> To control running pace over a range of distances To control my running pace to suit the activity. To sustain my running pace over middle and longer distances. To change my running pace during different parts of the run.</p> <p><b>Lesson 4- How to Hurdle</b> To refine my hurdling technique To demonstrate coordination and rhythm when hurdling. To run with speed and fluency over the obstacles. To use my preferred leg to 'lead' over the obstacles</p> <p><b>Lesson 5- Jumping Jamboree</b> To practise and refine</p>	<p>What would you expect to see if someone was running with an effective sprinting technique? What might you see if someone was running with an ineffectual sprinting technique? What part of your sprint technique do you feel you do well? What part of your sprint technique would you like to improve? What advice might you give to the runners to improve the baton exchange process? Can you describe an effective baton changeover?</p> <p><b>L3</b> What is sprinting? How long do you think a runner can run at their top speed for? What is a warm-up? Why do we need to warm up before physical activity? How long did it take? Did it take half the amount of time compared to the sprint? How long do you think you could keep going at this pace? Can you change your running pace during different parts of a run? What distance do you think a top athlete could run in 4 minutes? What is a cool-down? Why do we need to cool down after exercising? Do you see yourself as more of a sprinter, middle-distance runner or long-distance runner?</p> <p><b>L4</b></p>	<p>stamina, mental strength, pace, pacing, sprint, top speed, race tactics. Hurdles, hurdling, obstacles, lead leg, trail leg, stride pattern, coordination, rhythm, fluency, speed. Leaping, bounding, jumping, long jump, standing long jump, triple jump, standing triple jump, high jump, standing vertical jump, no jump, take off, flight, landing, pole vault Throw, heave throw, overhead</p>	
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	<p>their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners</p> <p><b>Jumping Reception</b> Jump in a range of ways, landing safely</p> <p><b>Y1</b> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps</p> <p><b>Y2</b> Perform and compare different types of jumps: for example, two feet to two</p>	<p>jumping techniques To jump as far as possible using a learned technique. To jump as high as possible using a learned technique. I can set up and lead jumping activities</p> <p><b>Lesson 6- The Heave Throw</b> To throw for distance using a heave throw technique. To throw using the overhead heave throw technique. To select the appropriate throwing technique to use in a game (for both distance and accuracy). To evaluate my own and other's performance</p> <p><b>Lesson 7- Sports day practise for next half term</b> Set up a variety of stations based on the above lessons, children to practise their agility/running/throwing skills on each station</p>	<p>What is hurdling? Which leg is your preferred lead leg? Is this the same leg that you would naturally kick a ball with? Can you maintain a consistent stride pattern between each hurdle without having to lengthen or shorten your stride? Can you complete this sentence - the longer your legs, the your stride? Which aspects of hurdling do you think you did well? Which aspect of hurdling do you think you need to develop? What could you do to improve your skills in these areas?</p> <p><b>L5</b> How many different types of jumps can you name? In athletics, there are four jumping events. Do you know what they are? Who jumped the furthest distance in the standing long jump? Who jumped the furthest distance in the standing triple jump? Who jumped the highest in the standing vertical jump? Does the height of the athlete make a difference to how high or far they jumped? Why? Who demonstrated a good technique in each of the different jumps? How? Which jump did you find most challenging? Why?</p> <p><b>L6</b> How many sports can you name</p>	<p>heave throw, throwing technique, fundamental movement skills, hammer.</p>	
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	<p>feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p> <p><b>Y3</b> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control</p> <p><b>Y4</b> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p> <p><b>Y5</b> Improve techniques for jumping for distance. Perform an effective standing long jump. Perform</p>		<p>that involve throwing? How many different types of throws can you name? What equipment is thrown in different sports? What does heave mean? Talk about one thing you did well today. Name one thing you could develop further? How could you do this? Give yourself a star rating (out of five stars) for effort and for technique. What one thing did your partner do well? What one thing could your partner develop further? How could they do this? Describe the overhead heave throw technique. What have you most enjoyed? Why? What have you least enjoyed? Why? What do you like best about athletics? What have you found most difficult this term in athletics? What would you like to get better at? How can you achieve this? How would you describe what athletics involves to someone who doesn't know anything about it?</p> <p>Skills: Running Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a</p>		
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	<p>the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p> <p><b>Throwing Reception</b></p> <p>Roll equipment in different ways. Throw underarm. Throw an object at a target</p> <p><b>Y1</b></p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power</p> <p><b>Y2</b></p> <p>Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p>		<p>consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Jumping</p> <p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Throwing</p> <p>Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy. Compete/perform/evaluate Perform and apply a variety of skills and techniques confidently,</p>		
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	<p><b>Y3</b> Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance</p> <p><b>Y4</b> Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Y5</b> Perform a fling throw .Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance</p> <p><b>Compete/perform</b> <b>Evaluate</b> <b>Reception</b> Control their body when performing a sequence of movements. Participate in simple games. Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b> Begin to perform learnt skills with some control. Engage in</p>		<p>consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p><b>Knowledge:</b> To have a good understanding of Olympic and athletic events based from previous years athletics topics Should be able to name at least 5 events To have a good understanding of how to improve a performance and what to look for when evaluating self and others (technique, body positioning etc.) To know how to set up stations for different skills</p> <p><b>Equipment:</b> Agility ladders, relay batons, cones, stopwatches, hurdles, skipping ropes, measuring tape, balls</p>		
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	<p>competitive activities Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b> Perform learnt skills with increasing control. Compete against self and others Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b> Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or</p>				
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techniques to achieve a better result.

**Y5**

Choose and use criteria to evaluate own and others' performance .Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Consistently perform and apply skills and techniques with accuracy and control.

Take part in competitive games with a strong understanding of tactics and composition.

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<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare their performances with previous ones and</li> </ul>	<p><b>Striking and hitting Reception</b> Hit a ball with a bat or racquet.</p> <p><b>Year 1</b> Use hitting skills in a game. Practise basic striking, sending and receiving.</p> <p><b>Year 2</b> Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.</p> <p>Year 3 Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.</p> <p><b>Year 4</b> Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with</p>	<p>Survival <b>Striking and fielding 5 lessons (bat and ball)</b></p> <p><b>Lesson 1- Speedy Catching</b></p> <p>To react quickly and catch balls thrown at different heights and angles</p> <p>To keep eyes on the ball at all times</p> <p>To apply catching skills necessary to catch effectively</p> <p>To adapt body position to catch balls at different heights/angles</p> <p><b>Lesson 2- Attacking the ball</b> To attack the ball using effective fielding techniques</p>	<p><b>Questions:</b> What are effective techniques for catching/batting/bowling?</p> <p>Why is it important to keep your eye on the ball when fielding?</p> <p>How can you adapt your body position to strike a ball?</p> <p>Why do we need to bat the ball into space?</p> <p>Why is it important to retrieve the ball quickly after it has been hit?</p> <p>Why is it important to communicate with teammates?</p> <p>How can you increase power with your throw?</p> <hr/> <p>Skills: <b>Striking and hitting</b></p>	<p>Striking, Fielding, hand-eye coordination, cooperation, accuracy, catching, overarm throwing, overarm bowling, batting, long-barrier stopping technique, opposition, target, batter, attacking the ball, rolling, stopping, bouncing, bowler, fielder</p>	

<p>demonstrate improvement to achieve their personal best</p>	<p>a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p><b>Year 5</b> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.</p> <p><b>Throwing and catching</b></p> <p><b>Reception</b> Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</p> <p><b>Y1</b> Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p> <p><b>Y2</b> Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a</p>	<p>To actively react to a ball hit by the batting team</p> <p>To use the most effective way to stop a ball travelling</p> <p>To effectively communicate with teammates</p> <p><b>Lesson 3- Distance throwing</b> To throw the ball accurately over a large distance</p> <p>To use effective technique for throwing long distance e</p> <p>To increase the power in long throws</p> <p>To throw a ball at least 10M</p> <p><b>Lesson 4- Brilliant batting</b></p> <p>To bat a bowled ball a large distance into space-away from the fielders</p> <p>To use an effective batting technique</p>	<p>Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.</p> <p><b>Throwing and catching</b> Throw and catch accurately and successfully under pressure in a game.</p> <p><b>Compete/Perform</b> Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Tactics and rules</b> Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p> <p><b>Attacking and Defending</b> Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p><b>Knowledge:</b> To understand basic rule sod cricket (scoring runs and how to</p>		
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	<p>ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p> <p><b>Y3</b> Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p> <p><b>Y4</b> Develop different ways of throwing and catching.</p> <p><b>Y5</b> Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p> <p><b>Compete/perform</b></p>	<p>To move feet/adjust body position to hit the ball into space</p> <p><b>Lesson 5- Bowled over</b></p> <p>To bowl overarm at a target</p> <p>To practise an effective overarm bowling technique</p> <p>To make the ball bounce after bowling</p> <p>To aim at a specific target with an overarm bowl</p> <p><b>Inter-school competition (if time allows, bonus lesson)</b></p> <p>To play a quick cricket match class v class or whole year group tournament <b>(see resources for handbook of set-up and rules)</b></p> <p>To put into a game situation skills learnt over the half term (fielding/batting/bowling)</p>	<p>get the batter out)</p> <p>To apply skills and knowledge of similar sports done over their time at school (Rounders Y5, cricket Y4)</p> <p><b>Equipment:</b></p> <p>Footballs, small balls, bats, cones, Hoops, cricket set,</p>		
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	<p><b>Compete/perform</b>  <b>Evaluate</b>  <b>Reception</b>  Control their body when performing a sequence of movements. Participate in simple games.  Talk about what they have done. Talk about what others have done</p> <p><b>Y1</b>  Begin to perform learnt skills with some control. Engage in competitive activities  Watch and describe performances. Begin to say how they could improve</p> <p><b>Y2</b>  Perform learnt skills with increasing control. Compete against self and others  Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p> <p><b>Y3</b>  Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of</p>	<p>To compete against others and work as a team effectively</p>			
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	<p>a performance. Describe how their performance has improved over time</p> <p><b>Y4</b> Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p><b>Y5</b> Choose and use criteria to evaluate own and others' performance .Explain why they have used particular skills or techniques, and the effect they have had on their performance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.</p> <p><b>Tactics and rules</b> <b>Reception</b> Follow simple rules.</p>				
	<p><b>Y1</b></p>				

	<p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Y2</b> Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.</p> <p><b>Y4</b> Vary the tactics they use in a game. Adapt rules to alter games</p> <p><b>Y5</b> Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game</p> <p><b>Attacking and defending</b></p>				
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	<p><b>Reception</b> Play a range of chasing games.</p> <p><b>Y1</b> Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.</p> <p><b>Y2</b> Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p> <p><b>Y3</b> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p> <p><b>Y4</b> Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Y5</b></p>				
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	Choose the best tactics for attacking and defending. Shoot in a game				
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