

PE Knowledge Organisers

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Nursery

Development Matters Statements - Nursery

Fine Motor	Gross Motor
<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Reception

Development Matters Statements -Reception

Fine Motor	Gross Motor
<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Development Matters Statements - ELG

Fine Motor	Gross Motor
<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Prior Learning

Can stand and balance for short periods on one foot. Can climb stairs and move over large and small steps. Can use hands and feet to negotiate obstacles.

Unit Focus

Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.

We are learning...

1. to balance beanbags.
2. to move through hoops in different ways.
3. to reach and stretch to get equipment.
4. to make bridges and tunnels with our bodies.
5. to travel over and under apparatus.
6. to make shapes with our bodies.

Key Questions

1. Describe a difference between a small and tall shape.
2. Were there any ways in which it was harder to climb over/on to, e.g. feet first?
3. Which body parts did you balance on to make your bridges?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches.

Vocabulary

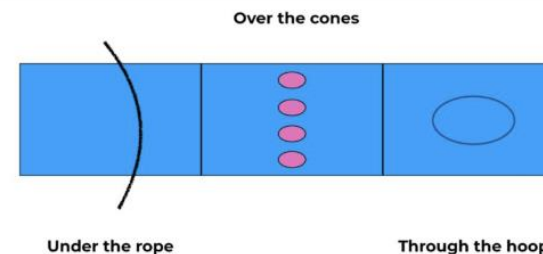
Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.

Concepts

Bridges - We can make bridges with our bodies in a variety of ways, 4-point bridges with our feet and hands, tummy facing up or down, 3-point bridges with 2 hands and one foot etc.

Activity Example

Bring the mats together so they are in strips, and group pupils together in small groups of 3/4. Set up a simple obstacle challenge along the mat. Set the challenge for the pupils to move through the obstacle challenge without dropping their beanbags. **Extension:** 1) Change the body parts they balance the beanbag on, e.g. head, back of the hand, to make it harder/easier. 2) Change the way they move through the course, e.g. walk, crawl, crab walk, etc



Prior Learning

Explored balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions. Able to control the body and perform specific movements on command.

Unit Focus

Explore a variety of rolling, sliding etc. Jump using a variety of take-offs/landings; use hands and feet in different combinations. Participate in a variety of small group cooperative activities.

We are learning...

1. to perform rolls.
2. to show some body control.
3. to perform different jumps.
4. to jump using apparatus.
5. to travel across apparatus.
6. to work as part of a team.

Key Questions

1. What did your leg feel like when you pulled your toes towards you? Could you feel it stretch?
2. Can you name two types of jumps you learned today?
3. Why should we not have floppy arms and legs when jumping?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, dice, music, and percussion instruments

Vocabulary

Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.

Concepts

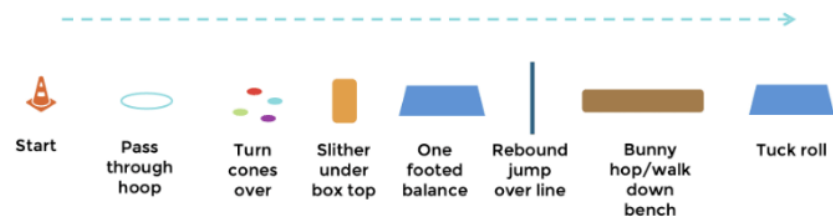
ABC's – Agility, balance and coordination. These are the foundations for all movement, and the proper development of each improves an individual's ability to run, jump, throw and catch and competently take part in a wide range of activities.

Activity Example

Dead bugs – Pupils lie on their backs. Dead bugs develop core strength and flexibility. Ask children to:

- Raise right arm/left leg
- Raise left arm/right leg

NB: They may only place a limb on the floor when the teacher gives the command, e.g. 'left leg down'. This way, you can take the 'dead bugs' through harder or easier progressions.



Body Management 3:

We are learning to:

Linking emotions to colours through Zones of Regulation and stories.
Copy and repeat actions through nursery rhymes and movement activities.
Role-play.
Listening to music and moving freely around space.
Learning to control their body more.

We are learning to:

1. To use colours and feelings in dance.
2. To perform as animals using different levels and directions.
3. To work with a partner.
4. To show expression in our sequence.
5. To perform transport movements in our dance.
6. To use leading and following movements.

Equipment:

Music play or instruments, mats, ribbons or coloured material

Vocabulary:

feelings, emotions, moves, levels, direction, partner, sequence, express, transport movement, leading and following movements, actions, copy, repeat.

Activity Example:

Jungle Dance – Children have a stimulus provided (video or music) linked to the Jungle. Children choose an animal to explore, and then copy their movements. Model different levels to the children and encourage them to show movements at different levels.

Unit Focus: To recognise actions can be performed to music. Copy, repeat and perform some basic actions to music.

Key Questions:

How does the music make you feel?
What is a sequence?
How can you be a good partner?
What is a level? How can you use them?

Concepts:

Co-operation – Children should learn to collaborate and work in a small team/pair. They should be able to work together and make a combined effort.



Prior Learning

Participated in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc.

Unit Focus

Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.

We are learning...

1. to handle a balloon.
2. to handle a ball.
3. to kick a ball.
4. to hop, jump and step.
5. to send a ball or beanbag.
6. to send and stop in a game.

Key Questions

1. Which objects could you send with the most accuracy?
2. What did you find challenging about hopscotch?
3. What do we need to do to roll accurately?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Vocabulary

Carry, crawl, feet, freeze, grip, hands, high, hold, hop, jump, low, music, one foot, pause, prepare, eyes.

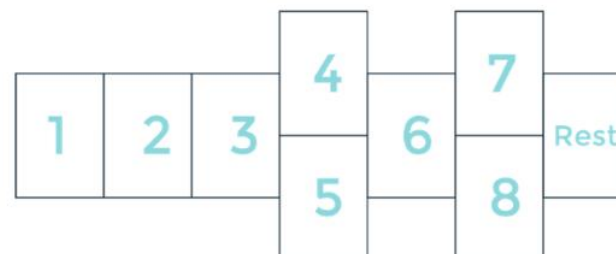
Concepts

Bilateral coordination refers to the ability to coordinate both sides of the body at the same time or with alternating movements in a controlled and organised manner; for example, passing a ball from one hand to another or balancing a bean bag on one hand while rolling a ball along the floor with the other.

Activity Example

Whack a mole

Pupils sit on their knees in the centre of the mat, and the teacher calls out a colour. The pupil must locate that colour quickly and tap the cone with their hand, calling 2 or 3 colours before swapping with player 2. Try 'tricking the pupils' by calling the colours quickly once they have got used to the game.



Prior Learning

Sent and received a variety of objects with different body parts. Worked with others to control objects in space. Coordinated body parts in a variety of activities and in different ways.

Unit Focus

Coordinate similar objects in a variety of ways.
Differentiate ways to manoeuvre objects. Skip in isolation and with rope.

We are learning...

1. to play parachute games.
2. to use equipment to perform actions.
3. to use a baton to push beanbags and balls.
4. to use a baton to dribble.
5. to perform different jumps.
6. to handle a hoop.

Key Questions

1. Can you think of a sport in which you could use your baton skills?
2. Do you think you got better at rolling a hoop either for yourself to chase or to a partner?
3. What does 'opposition' mean when playing a game?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, skipping ropes, short-handed racquet and own made baton.

Vocabulary

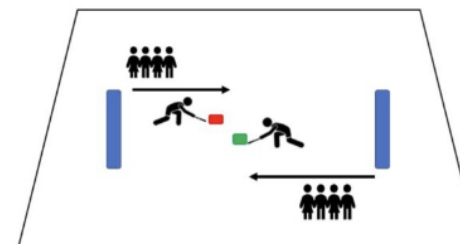
Weight, spin, slide, apparatus, anticipate, freeze, high, low, switch, beat, hop, jump, step, grip, opposition, baton.

Concepts

Object manipulation is a form of dexterity in which one or more people physically interact with one or more objects. Manipulation skills are linked to PE skills such as throwing, catching and hitting.

Activity Example

1. In pairs, hit a balloon back and forth to each other using your baton. 2. Set out a target (like bowling pins); one at a time, children should try to hit a ball at the target. Vary the distance the child is away from the target based on ability. 3. Set out a rectangle on the floor using cones; two children play opposite each other by lying on the floor and trying to push the ball towards their partner opposite. Encourage to use a push as if in snooker.



Prior Learning

Explored a variety of rolling, sliding etc. Jumped using a variety of take-offs/landings, used hands and feet in different combinations. Participated in a variety of small group cooperative activities.

Unit Focus

Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

We are learning...

1. to move in different directions.
2. to keep our bodies safe in running games.
3. to jump in different directions.
4. to stop safely.
5. to move at slow and fast speeds.
6. to stop safely in different ways.

Key Questions

1. How can we show the same movements, fast and slow?
2. What different ways have you started and stopped?
3. How did you try to prevent the player in the middle from getting the ball?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Vocabulary

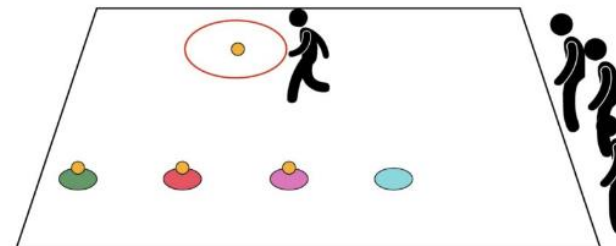
Pause, prepare, freeze, high, low, switch, agility, music, beat.

Concepts

In chasing games, children should be aware of the other children around them. When being chased, they should not run with their head turned, watching their chaser. They should still check where they are running. If they are getting closer to another child, they should slow down.

Activity Example

Split the hall into quarters and split the children into each quarter. Children should move in a clockwise direction passing through the four quarters. Each quarter will require a different stopping action. When the teacher calls stop, the pupils stop in the designated manner for the quarter they are in. **Extension:** Move in different ways, run, sidestep, hop etc.



Prior Learning

Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.

Unit Focus

Participate in a variety of agility-based activities. Recognise the difference between actions such as: moving softly, quietly, quickly, powerfully, etc. Relate body movements to music and percussion beats.

We are learning...

1. to move beanbags and balls.
2. to move in different ways.
3. to jump on, off and over.
4. to perform circle dances.
5. to use strength to hold shapes.
6. to work in a team.

Key Questions

1. Why is it important to know when it's 'our go' when playing 'Rob the Nest'?
2. Why do we swing our arms when we jump?
3. Which of these games could you play with your friends?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music player, music, percussion instruments.

Vocabulary

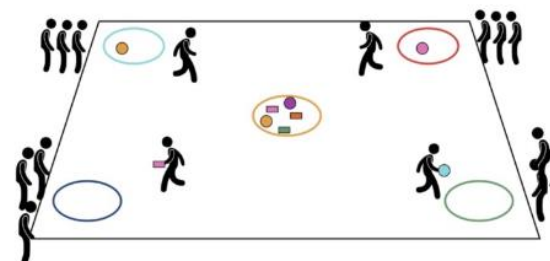
Reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, softly, quietly, quickly, powerful, music, beat.

Concepts

Teaching young **children cooperation** skills means they can think about and balance their own needs and wants with another person's needs and wants. This helps them take part effectively in team games and problem-solving tasks.

Activity Example

Jumping for distance, speed and number of jumps. Group pupils into 2s or 3s with a mat. Starting on the floor, pupils must jump onto the mat using the first 3 jumps from the starter activity. Pupils should experiment to see which of the 3 allows them to jump the furthest, always starting on the floor and jumping onto the mat. Repeat the activity to see how many jumps they need to do to make it onto and off the mat on the other side.



Prior Learning

Coordinated similar type objects in a variety of ways.
Differentiated ways to manoeuvre objects. Skipped in isolation and with rope.

Unit Focus

Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.

We are learning...

1. to match colours and symbols.
2. to work as a team to complete a task.
3. to use our bodies to make number shapes.
4. to follow a trail.
5. to work with others to make patterns.
6. to work with a partner to complete challenges.

Key Questions

1. Can you name the four suits of playing cards?
2. Why do we need to listen when working with others?
3. Did you have any disagreements when creating shapes? How did you work them out?

Equipment

Beanbags, mats, cones, quoits, hoops, balls, bibs, cones, benches, newspapers, a deck of cards, and mats.

Vocabulary

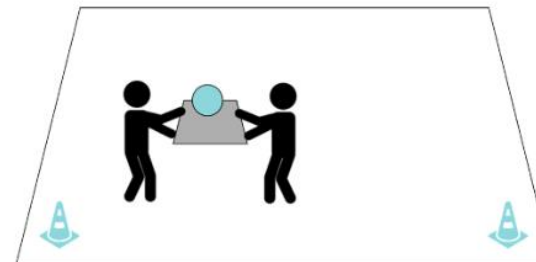
Cooperate, team, individual, partner, pair, work, choose, collect, suits, deck, cards, trail, body shape, number.

Concepts

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - The International Physical Literacy Association, May 2014

Activity Example

Know your own suit– without conferring and in silence, children must look at their playing card and walk and sit down by the wall which corresponds with their suit. Once they have made their choice, they can look at others in the group and ensure they have made the correct choice. If they are at the wrong wall, give them a chance to move. Repeat until every pupil goes to the correct wall the first time.



Prior Learning

Organised and matched items, images, colours and symbols. Worked with a partner to listen and share ideas & questions. Collect, distinguish and differentiate colours and create a shape as a team.

Unit Focus

Copy and repeat various patterns and actions. Continue to work in teams. Solve more complex tasks.

We are learning...

1. to follow a trail with a partner.
2. to play parachute games.
3. to make jumping patterns.
4. to create movement patterns.
5. to lead a partner in tapping patterns.
6. to navigate obstacles.

Key Questions

1. In the scarf game, as this is a cooperative game (meaning you are working together), how do you make it easier for your partner to catch? (throw higher)
2. What skills did you use in the obstacle course?

Equipment

Beanbags, mats, cones, quoits, hoops, box tops, balls, bibs, benches, apparatus, music, skipping rope, scarfs, throw-down lines and spots, pieces of material.

Vocabulary

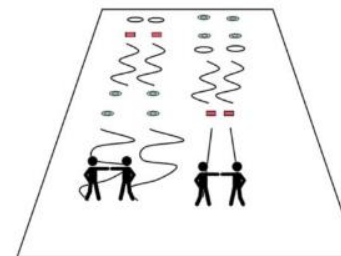
Switch, agility, den, hop, step, grip, trails, over, under, through, around.

Concepts

Repetition is a key **learning** aid because it helps transition a skill from the conscious to the subconscious. Through **repetition**, a skill is practised and rehearsed over time and gradually becomes easier.

Activity Example

Place obstacles around the playing area. For example, cones, benches (to go over), hoops etc. Put children into groups of 4 or 5 – each group is a caterpillar. Children should hold onto the waist of the person in front of them. The caterpillars must make their way safely around the room navigating through, around, over and under the obstacles without breaking the caterpillar. Change the head of the caterpillar regularly so all children can be the leader. **Extension:** More children make up the caterpillar.



Year 1

Prior Learning

Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

Unit Focus

Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.

We are learning...

1. to perform 'like' actions in a sequence.
2. to carry and set up apparatus safely.
3. to perform shapes on large and small body parts.
4. to take off and land and use shape in our jumps.
5. to travel on our feet, showing good body tension.
6. how we can create different levels in our performance.

Key Questions

1. What are 'like' actions?
2. Why is it important to have good body tension when rolling?
3. What is the difference between large and small body parts when performing a shape?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary

Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.

Concept

Any shape is either performed on a large or small body part. Most shapes can be adapted to be performed in a different way taking it from a small to a large body part, e.g. a stretch shape from standing (feet, small body part) to laying on the tummy (large body part).

Assessment Overview

Head – Use words such as rolling, travelling, shape, jump, and take-off.
Hand – Recognise like actions and link them together.
Heart – Value other's efforts when they perform; watch and listen.



Prior Learning

Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball - mastered movements such as walking, running and jumping.

Unit Focus

Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.

We are learning...

1. to select a space to throw or roll a ball into.
2. to track and collect a rolling ball.
3. to catch a ball to stop an opponent from scoring.
4. to use our hands to hit a ball.
5. to run between bases to score points.
6. to work as a team to score points.

Key Questions

1. Now there are fielders in the striking zone, where should you aim to hit?
2. How can you improve your scores working in teams?
3. How are you working together to stop strikers from scoring points?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, batting tee, button cones, quoits.

Vocabulary

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

Rules

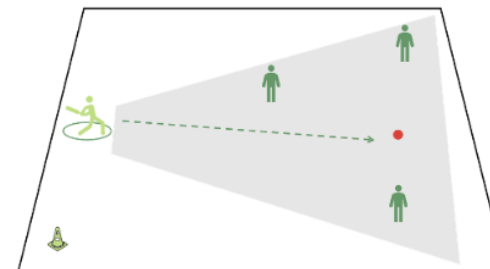
- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.

Assessment Overview

Head – Able to identify when a point has been scored and keep count of the score.

Hand – Run between bases to score points.

Heart – Work collaboratively to score runs showing encouragement and support.



Prior Learning

Able to hit objects with a hand or bat. Tracked and retrieved a rolling ball. Thrown and caught a variety of balls and objects.

Unit Focus

Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.

We are learning...

1. to catch a ball over a short distance.
2. to begin to hit a ball with power.
3. to position ourselves in the path of the ball.
4. to field a ball to a base.
5. to catch a high ball.
6. to stop other teams from scoring points.

Key Questions

1. Why should you try to hit to space?
2. How did you try to score maximum runs?
3. Why does catching the ball mean a player does not get any runs?

Equipment

A variety of balls, a variety of bats/rackets, cones, hoops, targets, batting tee, button cones, quoits.

Vocabulary

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

Rules

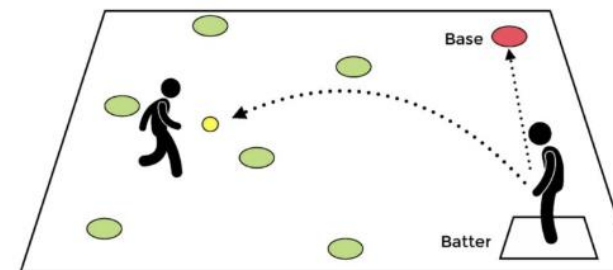
- Batter throws the ball into the coned area and runs back and forth to the marker to score points.
- Fielders must touch each cone with the ball to stop the runner.

Assessment Overview

Head – Can choose where to send the ball to maximise the chance to score.

Hand – Retrieve and return a ball to base.

Heart – Decide as a team the best positioning to intercept balls.



Prior Learning

Followed simple instructions. Moved using simple rhythms and actions. Copied and repeated simple actions.

Unit Focus

Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts.

We are learning...

1. to show moods and feelings we would experience in the jungle.
2. to move as if we were living in the jungle.
3. to create and perform movements which show friendship.
4. to perform leading and following movements.
5. to perform a short dance with a clear start, middle and end.
6. to use repeated actions in our dance.

Key Questions

1. What was your favourite scene in *The Jungle Book*?
2. How can you show your favourite scene with your partner?
3. What would you like to improve in your dance phrase?

Equipment

Music player, music, cones, hoops, throw down spots, balloons.

Vocabulary

Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.

Concept

- Using mirroring as a tool for creating interesting partner work.
- A dance phrase has a beginning, middle and end.

Assessment Overview

Head – Demonstrate understanding that dance has a start, middle and end.
Hand – Perform basic body actions to music.
Heart – Work with a partner to use repeating motifs.



Prior Learning

Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.

Unit Focus

Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

We are learning...

1. to hit a target.
2. to defend a target.
3. to roll and slide balls and beanbags.
4. to shoot in a game to get points.
5. to work with a partner to score points.
6. to use our attacking and defending skills in a game.

Key Questions

1. What can we do to make it easier for our teammates to pass the ball to us?
2. How can we score a goal?
3. What skills can you use to attack and defend?
4. How have you worked well with your team?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, and skittles.

Vocabulary

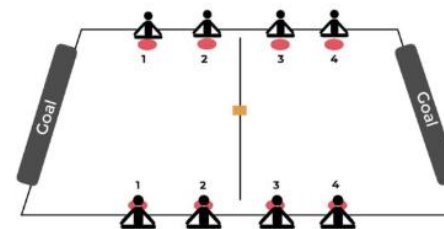
Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.

Rules

- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.

Assessment Overview

Head - Make decisions about how to defend a target.
Hand - Use change of direction and speed in open play.
Heart - Show motivation to improve.



Prior Learning

Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds.

Unit Focus

Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.

We are learning...

1. to start and stop moving at speed.
2. to use our arms when running at different speeds.
3. to take off on two feet to jump at distance.
4. to use the correct technique to throw different objects for distance.
5. to show improvement in our throwing.
6. to take part in a competition using running, jumping and throwing skills.

Key Questions

1. How do you know when you have completed a good run, throw or jump?
2. How could you have improved your run, throw or jump?
3. How did you help your partner improve?

Equipment

A variety of balls, hoops, beanbags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, and skipping ropes.

Vocabulary

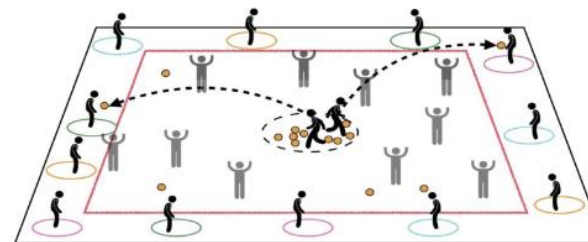
Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.

Rules

- Move equipment one at a time.
- Start behind a line for jumps.
- All throw and collect the equipment at the same time.

Assessment Overview

Head – Recognise and implement concepts such as waiting your turn.
Hand – Start and stop at speed and run in straight lines at different speeds.
Heart – Put in the effort and stay motivated when challenged.



Prior Learning

Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.

Unit Focus

Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.

We are learning...

1. to slide a beanbag to a target.
2. to hit a ball in different ways with our hands.
3. to move towards a ball to return it.
4. to work with a partner to stop and return a beanbag.
5. what a rally is and rallying with a partner.
6. to send a ball into space to make it harder for our opponent.

Key Questions

1. How do you get accuracy in your hits/throws?
2. Where do you need to be to return a ball? (behind the ball)
3. What do you need to do to get behind the ball?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, and balloons.

Vocabulary

Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Rules

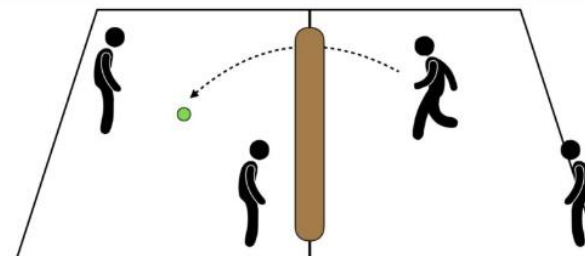
- Stop the ball from bouncing twice on your side of the net.
- You win a point if the ball bounces twice on your opposition's side of the court.
- The ball must land within the boundary of the court.

Assessment Overview

Head – Can describe how they worked with their partner to send and receive.

Hand – Chase, stop and control balls and other objects.

Heart – Work with a partner to send and return.



Prior Learning

Copied and repeated various patterns and actions. Continued to work in teams. Solved more complex tasks.

Unit Focus

Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.

We are learning...

1. to follow simple instructions to complete a trail.
2. to find matching symbols.
3. to copy and create a hoop dance.
4. to work with a partner to complete a hoop challenge.
5. to recognise a drawn symbol as a real object, e.g. square = ball.
6. to use decision-making skills to hide equipment.

Key Questions

1. What shapes/numbers did you find around the playground?
2. What are some important steps to do whilst following a trail?

Equipment

Hoops, speed stacks (6 sets), beanbags, tennis balls, cones, netballs, quoits, flat spots.

Vocabulary

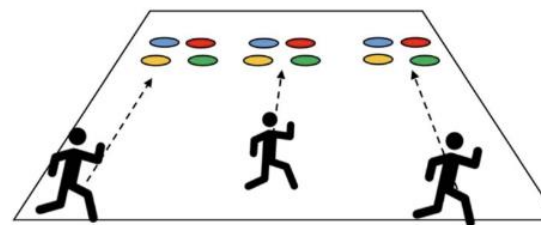
Sequence, problems, instructions, perform, symbol, pyramid, stacking, up stack, down stack, shape, map, repeat, pattern, individual, group.

Concept

Recognise that symbols can be used to represent something else. Use supporting documents such as maps and keys to help you remember what each symbol means.

Assessment Overview

Head - Identify and select equipment based on symbol.
Hand - Handle, order and organise equipment.
Heart - Complete simple instructions as a group.



Year 2

Prior Learning

Shown a range of recognised point balances. Can link turns, twists, rocks and rolls. Can perform unison, simple canon and unison techniques.

Unit Focus

Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.

We are learning...

1. to combine 4 elements into a floor sequence.
2. to create power in a variety of different jumps.
3. to take weight on our hands and move in different ways.
4. to use our flexibility in a bridge and japana gymnastic shape.
5. to perform the point balance arabesque.
6. to perform a teddy roll.

Key Questions

1. Why do we hold shapes for 3 seconds and try to move smoothly into and out of elements?
2. Why do you think taking weight on your hands rather than your feet is harder?
3. Why did we practice on the wall before attempting a bridge on the floor?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary

Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque.

Skill

Bunny Hop

- Feet and legs should be together, bent at the knee.
- Push up and away with your feet off your toes to transfer all body weight to your hands.
- Practice in place first, kicking up and returning feet to the same position.
- See if you can hold your weight on your hands for longer periods.
- Once confident, begin to travel forward, transferring weight from feet to hands.

Assessment Overview

Head - Explain the differences between types of balances, such as point and patch.

Hand - Demonstrate flexibility in movements.

Heart - Reflect on their own performances and identify their strongest skill/action.



Prior Learning

Developed sending and receiving skills to benefit fielding as a team. Distinguished between the roles of batters and fielders. Introduced to the concept of simple tactics.

Unit Focus

To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.

We are learning...

1. to hit a ball and score points running to cones.
2. to defend a target by kicking.
3. to bowl underarm with control.
4. to hit a ball using different bats and techniques.
5. to throw accurately to a base.
6. to hit a ball into space, away from fielders.

Key Questions

1. What can we do as batters to help each other when trying to get runs?
2. What helped you decide where to hit the ball?
3. Why would you aim at the middle of a person in underarm bowling?

Equipment

Small balls, large balls, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary

Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.

Rules

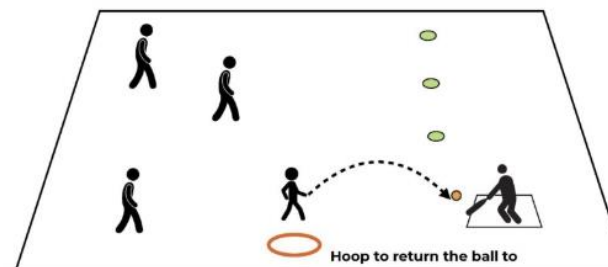
- Attempt to run to the furthest target possible.
- 1 point for every cone reached.
- Fielders collect the ball and return to a target to stop the batter running.

Assessment Overview

Head - Make choices about where to hit the ball.

Hand - Has developed hitting skills with a variety of bats.

Heart - Display sportsmanship when competing against others.



Prior Learning

Have developed hitting skills with a variety of bats. Practised feeding/bowling skills. Hit and run to score points in games.

Unit Focus

Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.

We are learning...

1. to time our run around the bases to stay safe.
2. to kick a ball into space using different parts of the foot.
3. to respond to how a ball is being bowled when hitting.
4. about the role of the wicketkeeper.
5. about the role of the backstop and its likeness to the wicketkeeper.
6. to bowl underarm in a game with accuracy.

Key Questions

1. Can you name some striking and fielding games?
2. Why is it important to get behind the ball with two hands rather than reaching with one hand?
3. How do rounders and cricket differ?

Equipment

Small balls, large balls, balloons, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary

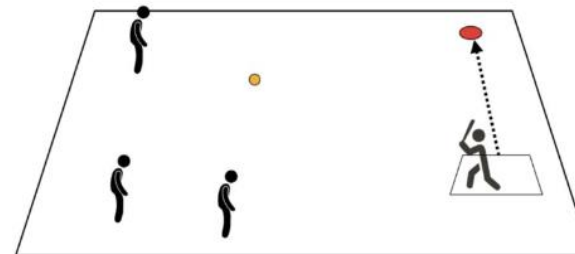
Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.

Rules

- The batter must stop running when the fielding team returns the ball to a base.
- The batter can also be caught out if the fielding team catches the ball before it bounces or if the bowler bowls and hits the stumps.

Assessment Overview

Head - Make choices about where to hit the ball.
Hand - Attempted to play the role of wicketkeeper or backstop.
Heart - Can work in small groups to field and bat.



Prior Learning

Built simple movement patterns from given actions. Composed and linked actions to make simple movement phrases.

Unit Focus

Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.

We are learning...

1. to use penguin images to inspire our dance.
2. to show feelings of abandonment through dance.
3. to create movements that show friendship between two characters.
4. to create a solo dance with changes of direction and speed.
5. to match our movements to music.
6. to choose a formation for our dance and explain our choice.

Key Questions

1. What is the main mood/feeling you get from this dance?
2. What does it mean to perform as a soloist?
3. Explain what actions show the story.

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop with internet access.

Vocabulary

Direction, huddle, group, mood, feeling, penguin, musicality, respond, galloping, flying, friendship, abandonment.

Concepts

- Solo is an individual dancing alone, apart from others, with independent movements.
- A duet is two people dancing together with complimentary and contrasting actions.

Assessment Overview

Head - Show confidence to perform in front of others.

Hand - Show good timing with the music.

Heart - Attempt to work as part of a group to perform a dance.



Prior Learning

Can recognise rules and apply them. Can use and apply simple strategies for invasion games. Can describe why we take part in exercise and enjoy it.

Unit Focus

Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.

We are learning...

1. to kick the ball over long and short distances
2. to stop a ball with control using the foot.
3. to work as a team to keep the ball.
4. to bounce a ball with my partner.
5. to bounce the ball while we are moving (dribbling).
6. to pass the ball forward in a game.

Key Questions

1. How did you work well as a team?
2. How did you progress forward up the pitch?
3. How did you attack, and how did you defend?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles and goals.

Vocabulary

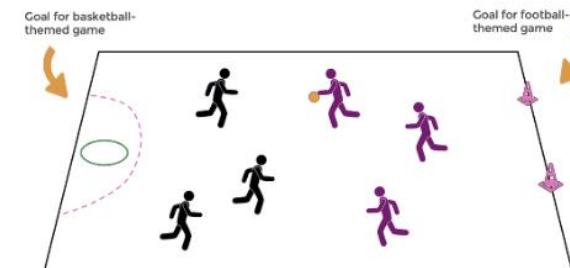
Aim, attack, compete, control, cooperate, receive, restart, sideline.

Rules

- No contact.
- Restart play if the ball goes off the sideline (the team that did not hit the ball out gets a sideline ball and must pass into one of their players).
- Pass to each player before shooting.

Assessment Overview

Head - Recognise you sometimes need to stay in defined areas.
Hand - Can send a ball using feet.
Heart - Show awareness of teammates and opponents in games.



Prior Learning

Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

Unit Focus

Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

We are learning...

1. to move quickly whilst being aware of others around.
2. to create power with our legs to turn at speed.
3. to move through an obstacle course with speed and control.
4. to choose the best throw for different situations.
5. to use quick feet whilst sprinting.
6. to perform static and dynamic balances.

Key Questions

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

Rules

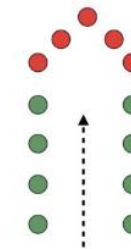
- Wait for a command before you start.
- Be aware of others around you.

Assessment Overview

Head - Make choices about appropriate throws for different activities.

Hand - Show increased control of body and limbs.

Heart - Work cooperatively to complete running, jumping and throwing tasks.



Prior Learning

Used thinking skills to follow multi-step instructions. Solved more challenging problems as an individual. Can comprehend that one thing can represent another. Taken part in activities with increasing challenges to build confidence.

Unit Focus

Use searching skills to find given things from clues and pictures. As a pair, navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem-solving.

We are learning...

1. to work as a team to complete a task.
2. to use problem-solving skills to complete a simple treasure hunt.
3. to copy and then create a simple movement pattern.
4. to give clues to guide a blindfolded person safely.
5. to improve performance through repetition.
6. to use a key on a map to re-create a map with accuracy.

Key Questions

1. Did your speed stacking improve throughout the lesson? Or from the last lesson?
2. Why do you think you improved/didn't improve? What could you do to improve?
3. Why does repeating a task help to improve success?

Equipment

Hoops, speed stacks (6 sets), beanbags, blindfolds, large pieces of material, skipping ropes, hockey sticks, balls, hoops, stopwatches, tennis balls, beanbags, paper and coloured pencils, music player.

Vocabulary

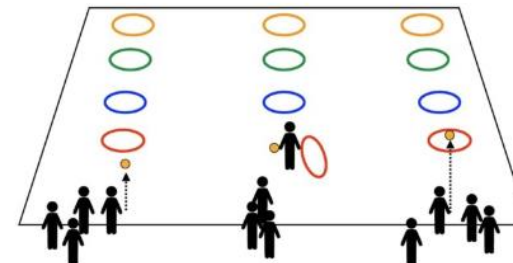
Reach, search, find, explore, teamwork, speed, verbal, tactile, map, key, equipment, variety.

Concepts

Use verbal and tactile cues to lead someone who is blindfolded and be led by someone when you are blindfolded.

Assessment Overview

Head - Confidently follow a basic map.
Hand - Attempt beginner's competition speed stack.
Heart - Show sensitivity when working with a blindfolded partner.



Prior Learning

Developed sending skills with a variety of balls. Tracked, intercepted and stopped a variety of objects. Selected and applied skills to beat the opposition.

Unit Focus

Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

We are learning...

1. to stay on our toes to move quickly to the ball.
2. to identify which hand is dominant in a game.
3. the basic rules of serving to our partner.
4. to develop agility and use it in a game.
5. to use the correct grip to hit a self-fed ball.
6. to use the ready position in a rally.

Key Questions

1. How do you hold the racquet differently for the different types of hits?
2. What is a self-feed?
3. What is a boundary?
4. Why do you think we have boundaries?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, balloons, bench.

Vocabulary

Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.

Concept

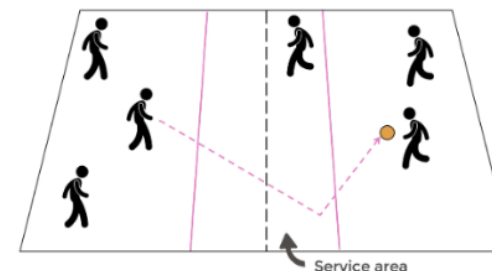
- Children can either hit with a racquet or their hands.
- Children must not run onto others' courts to collect balls while they are in the middle of a point.

Assessment Overview

Head - Decide on and play with their dominant hand.

Hand - Take part in a rally.

Heart - Play in modified games with others to send and return a ball over a net/line.



Year 3

Prior Learning

Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

Unit Focus

Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

We are learning...

1. to show full extension during a balance.
2. to move in and out of contrasting shapes with fluency.
3. to perform a sequence using different types of rolls.
4. to perform powerful jumps from low apparatus.
5. to perform in unison with a partner.
6. to create a group performance using contrasting actions.

Key Questions

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.

Vocabulary

Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.

Concepts

Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.

Assessment Overview

Head - Identify similarities and differences in sequences.
Hand – Perform sequences with contrasting actions.
Heart – Explain why strength and flexibility are important in maintaining a healthy, active lifestyle.



Prior Learning

Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment.

Unit Focus

Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.

We are learning...

1. jumping and hopping sequences.
2. to run at different speeds.
3. to approach and jump hurdles.
4. to throw a javelin using the pull-throw technique.
5. a variety of skipping techniques.
6. to keep score accurately over a range of events.

Key Questions

1. Did you complete an activity and change your technique to improve your score?
2. What recording system did you use for counting and keeping track of points scored?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.

Rules

- All players compete in all activities.
- Groups accumulate scores across all activities.

Assessment Overview

Head - Compete with others and record points.
Hand - Link running and jumping activities with some fluency and consistency.
Heart - Identify how to improve.



Prior Learning

Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.

Unit Focus

Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.

We are learning...

1. to perform quick, accurate chest passes.
2. to use dodging to get free from our opponent.
3. to catch a netball.
4. to use a bounce pass to feed a goal shooter.
5. to throw for distance using a shoulder pass.
6. to collect a loose ball.

Key Questions

1. When would we use a bounce pass?
2. How can we create space?
3. What is the 1m distance rule?
4. How does netball differ from other invasion games?

Equipment

Netballs, bibs, cones, hoops, netball posts (junior height if possible).

Vocabulary

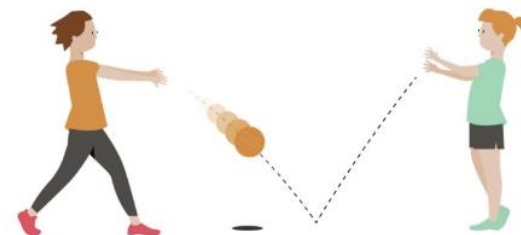
Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.

Rules

- If the ball goes off the court, a throw-in is taken by the team who didn't throw or knock the ball out of court.
- If a player breaks the rules, the umpire will give a pass or shot to the other team.

Assessment Overview

Head - Show an understanding of the role of a goal shooter.
Hand - Pass the ball in a variety of ways.
Heart - Create opportunities as a team to score.



Prior Learning

Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Unit Focus

Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.

We are learning...

1. to hit a stationary ball into space using the straight drive.
2. to bowl underarm to a batter with some consistency.
3. to use the correct footwork to strike a bowled ball.
4. to stop a moving ball using the long barrier technique.
5. to throw longer distances overarm.
6. to perform as a wicketkeeper.

Key Questions

1. What is the purpose of the long barrier?
2. What can we do as batters to help each other when trying to get runs?
3. Why do we need to return the ball to the bowler/wicketkeeper as quickly as possible when fielding?

Equipment

A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.

Vocabulary

Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.

Rules

- Each batter faces one over, which consists of 6 balls.
- Each batter starts with 10 points.
- If the batter is caught or bowled out, they lose 1 point.
- If they complete one run around the target area and back, they win 1 point.

Assessment Overview

Head - Adhere to some basic cricket rules.

Hand - Stop a moving ball.

Heart - Field as a team to return the ball to the bowler/base effectively.



Prior Learning

Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.

Unit Focus

Practise and put together a performance. Perform using facial expressions. Perform with a prop.

We are learning...

1. to perform a jazz square and use it in our dance.
2. to perform a dance showing two contrasting characters.
3. to develop movements using improvisation.
4. to use props in our dance sequence.
5. to use facial expressions to bring life and emotion to our dance.
6. to take on the role of director to help others improve their dance.

Key Questions

1. Why are facial expressions important in dance?
2. What actions might you perform when scared? (or happy or sad)
3. What other props might you have in dance?

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.

Vocabulary

Facial expression, improvisation, rehearse, director.

Concepts

- Props are objects that dancers use to enhance their dance, like chairs, fans, ribbons and swords.
- Choreography is the act of designing a dance.

Assessment Overview

Head - Describe features of dances performed by others.

Hand - Competently include props and other ideas in their dance.

Heart - Share and create short dance phrases.



Prior Learning

Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively, both attacking and defending.

Unit Focus

Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.

We are learning...

1. to use the inside of the foot to pass the ball.
2. to trap a ball that is moving along the ground with control.
3. to pass the ball accurately into space over short distances.
4. to identify and move into space to receive the ball.
5. to use the outside of the foot to control the ball and dribble.
6. to cushion the ball when receiving.

Key Questions

1. How can we make it easier for our teammates to pass us the ball?
2. When should we look to dribble in a game?
3. Where should you look when dribbling?

Equipment

Footballs, bibs, cones, targets/goals.

Vocabulary

Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.

Rules

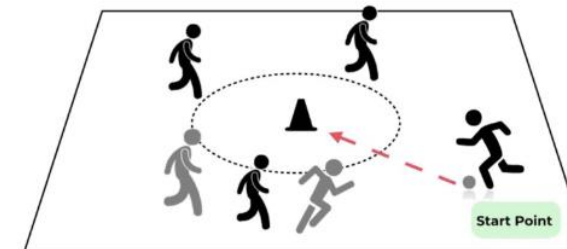
- If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.
- No contact.

Assessment Overview

Head - Recognise the need to look forward when attacking a goal.

Hand - Use short passes to keep possession.

Heart - Show support, encouragement and good sportsmanship.



Prior Learning

Experienced different games and activities where throwing and catching skills were used. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Unit Focus

To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills.

We are learning...

1. to get into the best body position to field a ball.
2. to bowl with some consistency in a game.
3. to hit a moving ball with one hand.
4. to stop a moving ball with the long barrier technique.
5. to throw longer distances using the overarm technique.
6. to select and apply new skills in a competition.

Key Questions

1. Why do we need to return the ball to the bowler/bases as quickly as we can when fielding?
2. Why do we need to be directly behind the ball before getting into the long barrier position?
3. Why is the forward-stepping action significant when bowling?

Equipment

A range of balls, a range of bats and striking equipment, bases, button cones, batting cone, posts.

Vocabulary

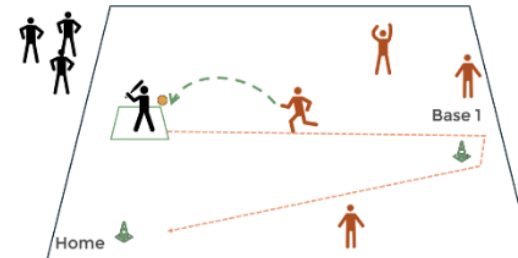
Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.

Rules

- Batters will face a certain number of balls each or play within a time limit.
- If a batter hits the ball, they must run around the bases (as many as they want).

Assessment Overview

Head - Explain the importance of being ready in the field.
Hand - Bowl an underarm ball.
Heart - Identify how to improve own and other's work and be tactful.



Prior Learning

Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.

Unit Focus

Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.

We are learning...

1. to use clear communication, strength and flexibility to complete a task.
2. to work with others to complete map-reading tasks.
3. to draw and create a clear route on a map for others to follow.
4. to work with others and identify what went well and what we could do to improve.
5. to use the outside of the foot to control the ball and dribble.
6. to safely take part in trust-based activities.

Key Questions

1. What does trust mean?
2. How did you work together to decide on the layout of your station?
3. Do the symbols give us any clues as to what real-life object/area they might represent?

Equipment

Variety of ropes, hoops, bean bags, a range of sports equipment, teaching resource cards, soft balls, bibs/bands.

Vocabulary

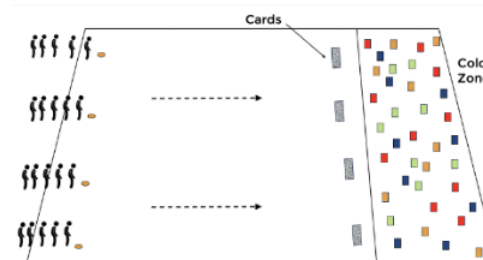
Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.

Concepts

To problem solve, you need to think through possible problems before arriving at a solution. Children should take on the point of view of every team member.

Assessment Overview

Head - Use acquired skills to create maps and directions.
Hand - Perform with strength, stamina and endurance in more physical tasks.
Heart - Can work with others to solve problems.



Year 4

Prior Learning

Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.

Unit Focus

Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

We are learning...

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. to challenge ourselves in running, jumping and throwing tasks 2. to accelerate over short distances. 3. to run and jump using one-footed take-off. | <ol style="list-style-type: none"> 4. to use a sling action to throw a discus. 5. to run on a curve and exchange a baton in our team 6. to apply the skills we have developed in a competitive way. |
|---|--|

Key Questions

1. How did you improve on your scores?
2. Can you name two throwing techniques?
3. Why should you start moving when you receive the baton?

Equipment

A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.

Vocabulary

Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.

Rules

- Correct use of a stopwatch.
- Where to receive the baton.
- Measure from the throwing line.

Assessment Overview

Head - Decide on ways to improve, run, jumps and throws and implement changes.
Hand – Throw a variety of objects, demonstrating accuracy.
Heart – Work with others to score and record distance and times accurately.



Prior Learning

Performed basic netball skills, including passing and catching. Used space effectively to build attacking play. Implement the basic rules of netball.

Unit Focus

Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.

We are learning...

1. to protect the ball once we have caught it.
2. to use basic shooting techniques in a game.
3. one-to-one marking.
4. to pivot once we have caught the ball.
5. to use quick feet.
6. to use preliminary moves.

Key Questions

1. In what other sports would you need to mark players?
2. What is given to the opposing team if you commit a footwork foul?
3. What did you do well in the games and what could you improve?

Equipment

Netballs, cones, bibs, stopwatch, Goals—Junior posts, if possible, hoops, stopwatch.

Vocabulary

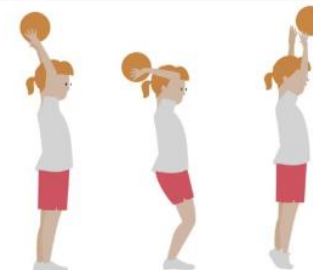
Protect, semi-circle, one-to-one, pivot, pivoting, preliminary.

Rules

Footwork foul - If you land on two feet at the same time or if you catch the ball stationary without jumping, you can choose which foot to pivot. If you land right-left or left-right, you use the back foot to pivot on - so this foot cannot leave the floor otherwise, this would be a footwork foul.

Assessment Overview

Head - Show some awareness of high-five positions.
Hand - Use basic shooting techniques in isolation and in a game.
Heart - Work as part of a team to ensure all players are marked.



Prior Learning

Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively, both attacking and defending.

Unit Focus

Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

We are learning...

- | | |
|--|---|
| 1. to perform a push pass with accuracy. | 4. to use a slap pass to send the ball over longer distances. |
| 2. to perform a straight dribble to maintain possession. | 5. to turn to keep the ball under control and move into space. |
| 3. to use reverse-stick to control a ball on the far side of our body. | 6. to develop new skills in competitive situations and look to improve. |

Key Questions

1. Why must we keep the ball close to our stick when turning or dribbling?
2. What happens in the game if the ball hits the back of your stick?
3. How can we produce more power to make slap hit go further?

Equipment

Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

Vocabulary

Control, use space, defend, attack, dribble, pass, push, slap, reverse.

Rules

- No Contact.
- No touching the ball with their feet, the opposition gets a free pass where the offence occurred.
- The ball cannot touch the back of the stick.

Assessment Overview

Head - Decide as a team how to make things difficult for your opponent.

Hand - Attempt a slap pass in isolation.

Heart - Suggest ways to improve your and your team's performance.



Prior Learning

Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work.

Unit Focus

Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

We are learning...

1. to perform a 6-element sequence that uses changes in speed and direction.
2. to use the STEP principle to create and perform a partner sequence.
3. to take weight on our hands, showing control.
4. to develop a sequence using compositional ideas, e.g. pathways
5. to co-operate as a group to refine a short sequence.
6. to compare and judge sequences.

Key Questions

1. How many compositional elements can you identify?
2. Did you use different pathways in your sequence?
3. What safety aspects do you need to consider when performing a cartwheel?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Vocabulary

Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.

Concepts

Pathways refer to the sequences of movements or routes taken by pupils as they navigate through the space, either on the floor or apparatus. These pathways can involve walking, running, jumping, rolling, or any combination of movements and are designed to develop physical coordination, spatial awareness, and creativity. Pathways build motor skills and stimulate cognitive planning and decision-making as children choreograph their actions and sequences.

Assessment Overview

Head - Decide on ways to improve a piece of work using compositional elements and implement changes.

Hand - Demonstrate some control when taking weight on hands.

Heart - Adapt actions and sequences to work with partners and small groups.



Prior Learning

Able to show basic control skills. Sent the ball with some accuracy to maintain possession and build an attack. Implemented the basic rules of football.

Unit Focus

Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.

We are learning...

- | | |
|--|--|
| 1. to run onto the ball to receive it. | 4. to dribble, showing good control to progress forward. |
| 2. to explore front and goal-side marking techniques. | 5. to pass and receive the ball over longer distances. |
| 3. to perform a standing tackle to dispossess an attacker. | 6. to perform passing and moving with a teammate. |

Key Questions

1. Which passes did you use in the game?
2. In a game situation, how can we suggest ways to improve our skills?
3. What differences are there in long and short-distance passes?

Equipment

Footballs, bibs, cones, targets/goals.

Vocabulary

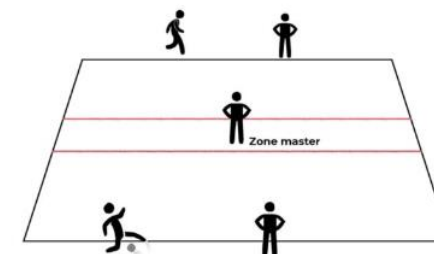
Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.

Rules

- If the ball touches a player's hand, then the opposition gets a free kick where the offence occurred.
- A point is scored each time a team successfully stops the ball in their goal areas.

Assessment Overview

Head - Sometimes, make decisions on the best time to tackle.
Hand - Send the ball over longer distances.
Heart - Work hard in a game and recognise the effects on yourself and your teammates.



Prior Learning

Has played simple rounders games and applied some rules to these games. To continue to develop and use simple rounders skills.

Unit Focus

To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.

We are learning...

- | | |
|--|--|
| 1. to hit the ball in different directions. | 4. to underarm bowl, abiding by the rules of bowling. |
| 2. to run between the posts and avoid getting stumped out. | 5. to play the role of backstop in a small game. |
| 3. to intercept the ball using one hand. | 6. the rounders scoring system and using it in a game. |

Key Questions

1. Where must you bowl a ball?
2. What ready position should a backstop take up?
3. How can we score a full rounder?
4. How can we earn half a rounder?

Equipment

A range of balls, a range of bats and striking equipment, posts, button cones, batting cone.

Vocabulary

Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.

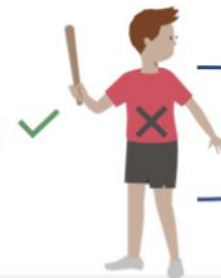
Rules

- Fielders need to return the ball to the bowler or a base.
- If the ball gets to the base the batter is running to before the batter, they are out.
- After three bowls without hitting the ball, the batter must move to the next base.

Assessment Overview

Head - Play in a game using rounders scoring system.
Hand - Play backstop role in small game situations.
Heart - Identify and describe some successful play.

The ball must be bowled to the side of the batter and not at the line of the body



The ball must reach the batter above the knee and below the head

Prior Learning

Built stylistic qualities through repetition and applying movement to one's own body. Built basic creative choreography skills in travelling, dynamics and partner work.

Unit Focus

Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.

We are learning...

1. to use freeze frame in our dances.
2. to perform a slide and roll confidently.
3. to use a variety of formations when performing.
4. to extend our 'mission dance' phrases using canon.
5. to sequence our dance actions to show good flow.
6. to create a 5 action dance routine showing good 'stage' entry.

Key Questions

1. Why do we need to sequence movements? (so one move flows to the next).
2. Explain the different actions in your dance. Do they stick to the superhero theme?
3. What are some of the points in a slide and roll?

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.

Vocabulary

Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.

Concepts

Freeze frame (also known as still image) is like pressing the pause button on a remote control, taking a photo or making a statue.

Assessment Overview

Head - Demonstrate and discuss performance skills.
Hand - Perform with increasing musicality with control and confidence.
Heart - Work as part of a group to listen and give ideas.



Prior Learning

Worked with others to solve problems. Described their work and used different strategies to solve problems. Lead others and be led. Differentiated between when a task is competitive and when it is collaborative.

Unit Focus

Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve.

We are learning...

- | | |
|---|---|
| 1. to work collaboratively to complete a problem-solving task. | 4. to complete an orienteering task calmly under time pressure. |
| 2. to work collaboratively to create shapes whilst blindfolded. | 5. to work with a partner to use a map to follow a course. |
| 3. to name and recognise the cardinal points of the compass. | 6. to recognise and recall common map symbols from a key. |

Key Questions

1. Why is it useful to remember and recall common map symbols?
2. Do you notice any traits the symbols have in common?
3. Why is it easier to work as a pair during the orienteering activity rather than on your own?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, and compasses.

Vocabulary

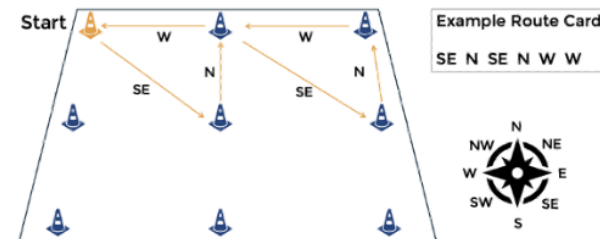
Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.

Concepts

- A compass can be used for direction, navigation and location.
- North, south, east and west are known as cardinal points or cardinal directions.

Assessment Overview

Head - Plan and refine strategies to solve problems.
Hand - Use maps, symbols and compass confidently to navigate.
Heart - Work well as part of a team or group within a well-defined role.



Year 5

Prior Learning

Investigated ways of performing running, jumping and throwing activities. Used a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

Unit Focus

Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.

We are learning...

1. to run for speed & distance on our own and as part of a team.
2. pacing our run over longer distances.
3. different jumping styles and exploring which ones we can jump further with.
4. to use the push-throw technique.
5. to exchange a baton within a restricted area.
6. to design a running, jumping or throwing activity for others using the STEP principle.

Key Questions

1. Why should you pass the baton into your partner's opposite hand?
2. Which throw do you think is most effective for distance?
3. Can you jump further with a run up?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, foam discus, vortex howler, and low hurdles.

Vocabulary

Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.

Rules

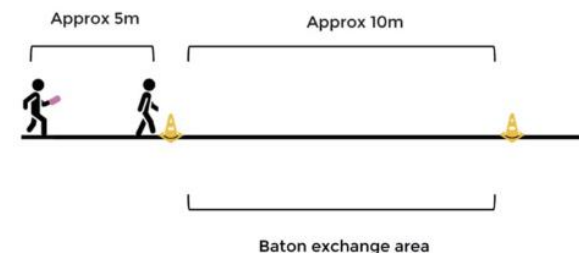
- Receiving the baton within a restricted area.
- Fair scoring of event/activity.
- Appropriate rules in running, jumping or throwing events.

Assessment Overview

Head - Distinguish between good and poor performances and suggest ways to improve self and others.

Hand - Sustain pace over shorter and longer distances.

Heart - Able to run as part of a team in relay-style events.



Prior Learning

Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas.

Unit Focus

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

We are learning...

1. the key steps to perform a round-off.
2. to create and perform a partner sequence using symmetry.
3. to create and perform a partner sequence using asymmetry.
4. to perform a counter-balance with a partner.
5. to perform smooth transitions between counterbalances using different levels.
6. to evaluate each other's work and suggest improvements.

Key Questions

1. What makes a performance aesthetically pleasing?
2. How can you be a good partner in counterbalances?
3. Why do you need good communication with a partner or group?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops.

Vocabulary

Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.

Concepts

A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. With a partner, a counterbalance can be created by pulling/holding or pushing.

Assessment Overview

Head - Select a component for improvement and use guidance from others.
Hand - Attempt to perform more complex skills in isolation, such as round-off.
Heart - Work responsibly in trust exercises and when counterbalancing.



Prior Learning

Throughout the unit, a single theme was maintained and linked all activities to communicate this with the audience.

Unit Focus

Perform different styles of dance fluently and clearly. Refine and improve dances adapting them to include the use of space, rhythm and expression.

We are learning...

1. what a non-locomotor movement is and using it in our dance.
2. to perform both non-locomotor and locomotor movements together.
3. to create new and exciting group patterns.
4. a simple Line Dance routine.
5. to create our own 3-step line dance with a partner.
6. to work collaboratively within our group to improve our performance.

Key Questions

1. Why is it easier to create more exciting movement patterns with larger groups instead of as an individual or pair?
2. Why do they call the dance move 'around the world'?
3. What are some of the key characteristics of line dancing?

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.

Vocabulary

Facial expression, rehearse, choreographer, locomotion, bangra line dance, wall patterns.

Concepts

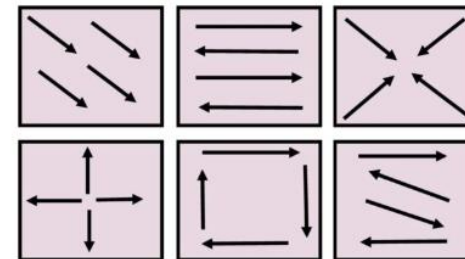
- 5 Actions of dance – jump, turn, travel, gesture and stillness.
- Locomotion moving from one place to another.
- Non-locomotor movements are body movements without travel, such as bending, swaying, or wiggling.

Assessment Overview

Head - Confidently participate in dances from different parts of the world.

Hand - Refine & improve dances, adapting them to include rhythm & expression.

Heart - Adapt a pair dance into a small group dance.



Prior Learning

Introduced netball positions. Acquired and applied basic shooting techniques. Demonstrated and implemented some basic rules. Developed netball skills such as marking and footwork. Introduced the concept of preliminary moves.

Unit Focus

Make choices about which pass to use and where to shoot from. Implement some tactics to get free. Move quickly around the court.

We are learning...

1. to choose the appropriate pass for different scenarios.
2. to find space to receive in a game.
3. to use different dodging techniques to outwit a defender and get free.
4. to practice and perform pivoting and quick turns.
5. to get into closer shooting positions.
6. to react and move quickly in isolation and in games.

Key Questions

1. Why is it an advantage to get closer to shoot?
2. What areas of your game would you like to improve?
3. What should you do if you are closely marked by a player when you are trying to find space?

Equipment

Netballs, cones, bibs, stopwatch, goals (junior posts if possible), hoops, soft balls.

Vocabulary

Score, shoot, possession, react, foul, umpire, quick turns, dodge, pivot, stationary, shooting circle/semi-circle.

Rules

- No hitting or slapping the ball out of players' hands.
- You cannot kick the ball.
- You cannot defend the ball in a player's hands, but you can jump once to intercept the pass or shot.

Assessment Overview

Head - Explain the techniques for different passes.

Hand - Attempt to get into better shooting positions.

Heart - Use verbal and non-verbal communication to show teammates where you want to ball.



Prior Learning

Learned about attacking as a team and moving toward a goal. Able to follow the basic rules for modified/mini hockey games. Learned how to pass, receive, control, dribble and shoot.

Unit Focus

Combine basic hockey skills such as dribbling and push passes. Select and apply skills in a game. Play effectively in different positions on the pitch, including in defence. Increase power and strength of passes, moving the ball over longer distances.

We are learning...

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. to perform a block tackle to dispossess an attacker. 2. to use fast, accurate passes into the D to create scoring opportunities. 3. to mark an attacker closely to stop them from receiving the ball. | <ol style="list-style-type: none"> 4. to perform a sweep hit to send the ball 'first time'. 5. to move the ball quickly from left to right to outwit a defender. 6. to use a variety of techniques to keep possession in a game. |
|--|---|

Key Questions

1. How can you as an individual player help build an attack towards the goal?
2. When you are marking in defence, where should you position yourself?
3. If the ball hits someone's foot what happens?

Equipment

Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

Vocabulary

Teamwork, score, shoot, positions, power, distance, perform, consistent, fair play.

Rules

- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.
- If the ball touches the back of the stick 'back stick', then the opposition gets a free pass where the offence occurred.

Assessment Overview

Head - Apply basic defensive positions.
Hand - Able to combine basic skills such as dribbling and passing.
Heart - Work as a team to attack and defend.



Prior Learning

Worked well in a team or group within defined roles. Planned and refined strategies to solve problems. Identified the relevance of and use maps, compass and symbols. Identified what they do well and suggest what they could do to improve.

Unit Focus

Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.

We are learning...

1. to explore different ways of communicating with a blindfolded partner.
2. to follow a designated route at maximum speed and complete a task safely.
3. to use memory methods to recall different objects whilst navigating.
4. to use clear communication to recreate a shape from memory.
5. to use imagination and creative thinking to create the tallest marshmallow tower.
6. to send and interpret messages using Morse code.

Key Questions

1. Can you suggest any other ways to communicate a Morse Code Signal?
2. Can you think of any situations today that Morse Code might be useful, for example, in an emergency?
3. What happens to our recall the more times we see something new?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, marshmallows, spaghetti, whiteboard pen, bucket, water, and plastic cups.

Vocabulary

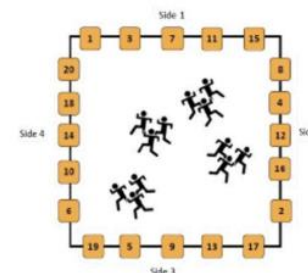
Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.

Concept

A control point is a checkpoint within a route or course.

Assessment Overview

Head - Communicate using code.
Hand - Work at a high intensity for a sustained period whilst completing a task.
Heart - Explore and refine ways of communicating to best complete a set task.



Prior Learning

Introduced to some defensive skills. Can dribble in different directions using different parts of their feet. Passed for distance. Evaluated skills to aid improvement.

Unit Focus

Play effectively in a variety of positions and formations. Relate a greater number of attacking and defensive tactics. Become more skilful when performing movements at speed.

We are learning...

1. to turn with the ball.
2. to travel quickly and effectively when running with the ball.
3. to combine running with the ball and sending it into space.
4. to maintain position when attacking to create space.
5. to perform a stepover to beat a defender.
6. to control a bouncing ball, keeping it close to the body.

Key Questions

1. Why is regaining possession quickly crucial in a game?
2. What does possession mean?
3. Why is it essential to be goalside of your player when marking?

Equipment

Footballs, range of balls, cones, goals, bibs, stopwatch.

Vocabulary

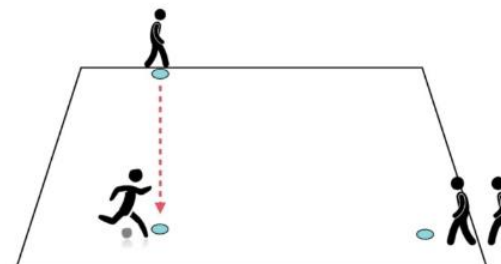
Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain.

Rules

- No slide tackling.
- No touching the ball with your hands (unless you are the goalkeeper).
- To start and restart the game after a goal is scored player passes the ball to a teammate from the centre.

Assessment Overview

Head - Select an appropriate conclusion to a run with the ball.
Hand - Receive the ball and turn.
Heart - Use individual skills to keep possession.



Prior Learning

Developed a range of skills in a competitive context. Chosen and used a range of simple tactics in isolation and a game context. Identified different roles in rounders.

Unit Focus

Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.

We are learning...

1. to judge how far you can run based on the distance of a hit.
2. to throw over short distances with power and accuracy to get batters out.
3. to follow the path of the ball to make sure it is fielded consistently.
4. the backwards hit rule and using it tactically as the backstop.
5. to hit the ball into gaps to maximise the chance of scoring.
6. to set a field in a game to limit the scoring of a batter.

Key Questions

1. What's the difference between close and deep fielding?
2. If the backstop threw the ball to 2nd base and 2nd base misfielded the ball, what could the batter do?
3. Why would a batter purposely hit the ball backwards?

Equipment

Range of balls, range of bats and striking equipment, posts, button cones, batting cone.

Vocabulary

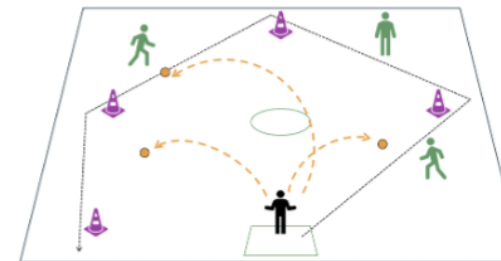
Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive.

Rules

- Batters waiting should be stood in the backward area, well away from the 4th post.
- A 'No Ball' is awarded when the ball is bowled above the head or below the knee if it is too wide, it bounces before it gets to the batter or if the bowler's foot is outside of the bowling square.

Assessment Overview

- Head** - Apply the backward hitting rules.
Hand - Play more attacking shots, looking for gaps in the field.
Heart - Show commitment towards their team and perseverance during gameplay.



Year 6

Prior Learning

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

We are learning...

1. to use controlled flight onto high apparatus.
2. to dismount from high apparatus.
3. to develop a short sequence using flight in canon formation.
4. to incorporate equipment such as hoops and balls into a group sequence.
5. to create a paired flight sequence using both canon and unison.
6. to create and perform a 6-element sequence to music.

Key Questions

1. How did the warm-up help your performance?
2. Why do unison and canon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Vocabulary

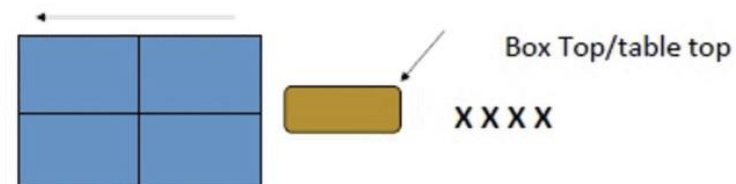
Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.

Concepts

The vault is a piece of artistic gymnastics apparatus that gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

Assessment Overview

Head - Identify strengths and weaknesses of a performance.
Hand - Experience flight on and off apparatus.
Heart - Lead group warm up demonstrating the importance of strength and flexibility.



Prior Learning

Sustained pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

Unit Focus

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

We are learning...

1. sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. the heave throw technique and what it is used for.
4. to assess our own ability to play our role in parlauf.
5. the scissor jump technique and when it would be used in athletics.
6. to record and relay results over a range of track and field events.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauf running?
3. What are the 3 phases of triple jump?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Concepts

- Running for time and running for distance.
- Linking sport-specific movements to everyday tasks.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.
Hand - Combine different jumping skills to accurately replicate the triple jump technique.
Heart - Judge your strengths and weaknesses to fulfil your role in a running challenge.



Prior Learning

Used professional examples to inspire ideas for explosive action. Owned and explored new movement possibilities.

Unit Focus

Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language & terminology.

We are learning...

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| <ol style="list-style-type: none"> 1. the technique of the stag leap and rebound jump. 2. to explore relationships through dance and perform partner lifts. 3. to compose a dance phrase based on the Haka. 4. to choose and use suitable dynamics for the Haka. | <ol style="list-style-type: none"> 5. to link freeze frames to street dance style to create a short movement phrase. 6. to perform a Top Rock and Slide Step and perform confidently with a partner. |
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Key Questions

1. Did you capture the street dance style?
2. If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc).

Equipment

Laptop/projector to show video clips/play music, CD player, cones.

Vocabulary

Motif, street dance, composition, collaborate, stag leap, rebound, expression.

Concepts

Dance Genres
Ballet. Modern. Hip-Hop. Ballroom. Folk Dance. Performance Art.

Assessment Overview

Head - Interpret different stimuli with imagination and flair.
Hand - Use recognised dance actions and adapt them to create motifs and movement patterns.
Heart - Take the lead, suggesting ideas and refining actions of others.



Rebound Jump



Stag Leap

Prior Learning

Used specific netball skills in games. Played efficiently in different positions on the pitch, both attack and defence. Increased power and strength of passes, moving the ball over longer distances.

Unit Focus

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances.

We are learning...

1. Ways to improve coordination.
2. To mark the pass or the shot.
3. Organisation in and around the semi-circle.
4. To compete to win the rebounding ball.
5. To stay active to intercept a pass.
6. To stay onside in games depending on the position being played.

Key Questions

1. Why are rebounds so important for the attacker and for the defender?
2. Why are some passes more appropriate for different distances?
3. What is intercepting? When can you intercept?

Equipment

Netballs (size 4), cones, bibs, stopwatch, Goals—Junior posts, if possible, hoops.

Vocabulary

Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.

Rules

- Players must stay in the areas their position allows.
- The ball cannot be thrown over one complete third without being touched or caught by a player in that third.

Assessment Overview

Head – Umpire a game, explain decisions where necessary.
Hand – Anticipate, track and control a rebounding ball from a shot.
Heart – As a team, decide tactics to implement into the game.



Prior Learning

Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.

Unit Focus

Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.

We are learning...

1. to shoot under pressure from close range.
2. to perform long corner routines as part of a team.
3. to use goal-side marking to prevent an attacker from getting closer to the goal.
4. to use a banana run to force an oncoming attacker out wide.
5. to use a hit-out to successfully restart a game
6. indian dribble and to play competitively using new skills.

Key Questions

1. What set plays did you use in a game, and were they successful?
2. When would you use Indian Dribble in a game situation?
3. What strategies did your team use to defend?

Equipment

Sticks, a range of balls (hard, foam or quicksticks balls), cones, goals, bibs, stopwatch.

Vocabulary

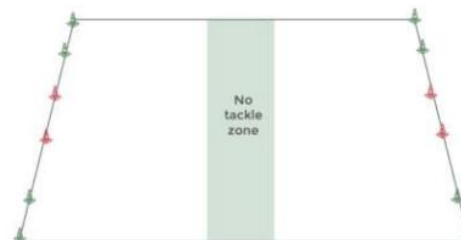
Power, distance, perform, consistent, fair play, tackle, covering, supporting.

Rules

- Implement a long corner for any ball unintentionally hit off the back line by the defence.
- If the attacking team hit the ball of the back line, take a hit out.

Assessment Overview

Head – Choose and implement a range of strategies to attack and defend.
Hand – Shoot from close range.
Heart – Use and apply boundary rules such as corners, self pass and sideline.



Prior Learning

Explored ways of communicating in a range of challenging activities. Navigated and solved problems from memory. Developed and used trust to complete the task and performed under pressure.

Unit Focus

Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

We are learning...

1. To work with a partner to successfully orient and follow a map.
2. To identify objects for a scavenger hunt from a written description.
3. To safely perform a pyramid balance in a small group.
4. To work efficiently as part of a team to complete a range of tasks.
5. To create a fun and challenging game for others to complete.
6. To listen to others to refine and adapt ideas to complete a complex task.

Key Questions

1. Did their designs change or evolve?
2. What are the key uses for a reef knot?
3. What are the traits or characteristics of good leadership and teamwork?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, compass, egg, cups, straws, paperclips, tape, and scissors.

Vocabulary

Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.

Concepts

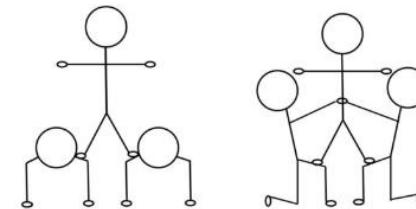
- A reef knot is a binding knot and is used to hold things together such as parcels, or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different ropes together.

Assessment Overview

Head – Use knowledge of games in PE to suggest adaptations and variations to activities.

Hand – Refine and adapt ideas in group tasks.

Heart – Takes responsibility for a role in a task.



Balance 1

Balance 2

Prior Learning

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

Unit Focus

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

We are learning...

1. To set up a shooting opportunity for a teammate.
2. To restrict an opponent's space by defending with my partner.
3. To perform a penalty kick with power and accuracy.
4. To attack and shoot as a pair.
5. To perform the role of cover defender to stop the opposition's attack.
6. To use close control to keep possession of the ball under pressure.

Key Questions

1. Compare week 6's performance to week 1. Can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Equipment

Footballs, cones, goals, bibs, stopwatch.

Vocabulary

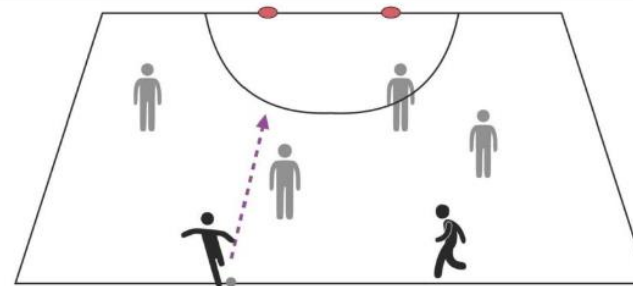
Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.

Rules

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.

Assessment Overview

Head – Devise a drill that develops a particular skill.
Hand – Apply correct body position when closing down a player to defend.
Heart – Collaborate with a partner to implement simple defensive techniques.



Prior Learning

Linked together a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to rounders.

Unit Focus

Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

We are learning...

1. attacking, tactical bowling to make it more difficult for the batter to hit.
2. to track and catch a high ball.
3. the difference between attacking and defensive batting.
4. to work in a pair in the field to restrict scoring.
5. to apply tactics when running around bases to avoid overtakes.
6. to apply attacking and defensive tactics in a competitive situation.

Key Questions

1. What is the need to change our field for certain batters?
2. What are some of the rules of rounders?
3. How can you improve as a team to score more runs or stop the opposition scoring?

Equipment

A range of balls, a range of bats and striking equipment, posts, button cones, and batting cones.

Vocabulary

Shot, defensive, offensive, predict, place, select, tactics, stance, tracking.

Rules

- A batter can still run on a 'No Ball' in the same way as if a ball was good.
- A batter cannot be caught out or stumped out at 1st post by a no ball.
- If you do not hit the bowled ball, you still must run unless it is a no ball.

Assessment Overview

Head – Demonstrate urgency when in the field.

Hand – Play in a complete game of rounders with markings and four bases.

Heart – Understand teammate's perspective and motivation when accumulating rounders.

