

Long term plan

3 main pillars:

- **Motor competence** — accurate movements, movement patterns, movement techniques and sequences
- **Rules, strategies and tactics** — conventions, regulations, strategies that are specific to participation in an activity/sport
- **Healthy participation** — safe practice, how to participate, short- and long-term impacts of participation

F1 – physical development	Gross Motor skills					
		<p>-Continue to develop their movement skills Vocabulary: copy, walking, running, rolling, crawling, jumping, climbing, skipping, hopping Key Knowledge: *Can copy the basic movement skills: walking, running, rolling, crawling, jumping, climbing, skipping, hopping *Can perform the basic movement skills (see above) on command</p> <p>-Are increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm (body percussion) Vocabulary: copy, repeat, clap, fast, slow Key Knowledge: *Can copy/repeat single movements e.g. clap *Can copy/repeat multiple single</p>	<p>Continue to develop their balancing skills Vocabulary: balance, hold, freeze Key Knowledge: *Can stand on one leg for a brief period *Can hold a pose (musical statues) *Can walk across narrow planks or beams</p>	<p>-Go up steps and stairs, or climb up apparatus, using alternate feet. Vocabulary: climb, steps, stairs, apparatus Key Knowledge: *Can climb up steps or stairs using both feet (not alternate feet) *Can climb up or onto apparatus using both feet (not alternative feet) *Can use their arms to pull them up</p> <p>-Match their developing physical skills to tasks and activities in the setting. Vocabulary: copy, walking, running, rolling, crawling, jumping, climbing, skipping, hopping Key Knowledge: *Can perform the basic movement skills: walking, running, rolling, crawling, jumping, climbing, skipping, hopping</p>	<p>-Continue to develop their ball skills Vocabulary: Copy, ball, kick, throw, catch, roll, bounce Key Knowledge: *Can copy the basic balls skills: kicking, throwing, catching, rolling and bouncing *Can perform the basic balls skills on command: kicking, throwing, catching, rolling and bouncing</p> <p>-Start taking part in some group activities which they make up for themselves, or in teams Vocabulary: team, games Key Knowledge: *Can repeat group activities in teams</p>	<p>-Skip, hop, stand on one leg and hold a pose for a game like musical statues. Vocabulary: skip, hop, balance, hold, freeze Key Knowledge: *Can hold a pose still for 3 seconds without losing balance *Can skip around without losing balance *Can hop on the spot without losing balance</p> <p>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Vocabulary: team, teamwork, safely Key Knowledge: *With the help of an adult can work as a team to move large items *On command can work as a team to move large items safely *Knows how to hold/move large items</p>

		<p>movements e.g. clap, clap, clap</p> <p>*Can copy/repeat several different movements e.g. clap, stamp, nod</p> <p>*Can copy/repeat different tempos e.g. fast, fast, slow</p>		*Can select the appropriate movement for the physical task		safely (with the guidance of an adult)
<p>**This outcome, 'Continue to develop their riding skills' (scooters, trikes and bikes) is taught across the F1 year. It is important to note that these skills are developed independently during outdoor continuous provision</p>						
<p>Healthy Lifestyles and Managing Self</p>						
			<p>Make healthy choices about activity (exercise) and toothbrushing.</p> <p>Vocabulary: healthy, unhealthy, exercise, teeth, toothbrush, clean, brush</p> <p>Key Knowledge:</p> <p>*Knows that exercise keeps their body healthy</p> <p>*Knows how to keep their teeth healthy</p>		<p>-Make healthy choices about food, drink</p> <p>Vocabulary: healthy, unhealthy, food, drink, water</p> <p>Key Knowledge:</p> <p>*Can point to healthy/unhealthy food</p> <p>*Can sort healthy/unhealthy food</p> <p>*Can make some healthy choices for their picnic</p>	
PE	AU1	AU2	SP1	SP2	SU1	SU2
<p>Reception</p>	<p><u>Movement and Games</u></p> <p>-Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Vocabulary:</p> <p>Movements, control, balance, rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Key Knowledge:</p> <p>*Be able to perform specific movements on command</p> <p>*Be able to control their body movements on command</p>	<p><u>Movement and Games</u></p> <p>-Revise and refine rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Vocabulary:</p> <p>Movements, control, balance, rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Key Knowledge:</p> <p>*Be able to perform specific movements on command</p>	<p><u>Gymnastics</u></p> <p>-Develop strength, balance and co-ordination and agility</p> <p>Vocabulary:</p> <p>Travel, position, balance, slide, roll, jump, land, link, apparatus, equipment, shape, under, over, through, around, between</p> <p>Key Knowledge:</p> <p>*Develop confidence in the fundamental travelling movements</p> <p>*Be able to stretch, reach and extend their body in a variety of ways and positions</p>	<p><u>Dance</u></p> <p>-Move with developing control and grace.</p> <p>-Combine different movements with ease and fluency.</p> <p>Vocabulary:</p> <p>Copy, repeat, action, movement, link, combine control, grace</p> <p>Key Knowledge:</p> <p>*Copy, repeat and perform some basic actions</p> <p>*Copy, repeat movement patterns</p> <p>*Link movements together</p>	<p><u>Ball Skills</u></p> <p>-Develop and refine a range of ball skills: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Develop precision and accuracy when engaging in activities that involve a ball.</p> <p>Vocabulary:</p> <p>'Magic moment', throwing, catching, kicking, passing, batting aiming, control, send, receive</p> <p>Key Knowledge:</p>	<p>Confidently and safely use a range of large apparatus outside, alone and in a group.</p> <p>Vocabulary: travel, balance, apparatus, equipment, safely, jump, land, climb, under, over, through, around, between</p> <p>Key Knowledge:</p> <p>*Know how to jump off apparatus and land safely</p> <p>*Explore different ways of travelling over the apparatus e.g. climbing</p> <p>*Explore different positional movements e.g. under, over etc...</p>

<p>*Explore balance and management of their own body</p> <p>*Participate in a variety of small group cooperative activities</p> <p>-Negotiate space and obstacles safely</p> <p>Vocabulary: Stop, start, pause, speed, change direction, actions, obstacle</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Know how to stop, start and pause *Perform actions demonstrating change in speed *Know how to change direction at speed through choice and instruction 	<p>*Be able to control their body movements on command</p> <p>*Explore balance and management of their own body</p> <p>*Participate in a variety of small group cooperative activities</p> <p>-Negotiate space and obstacles safely</p> <p>Vocabulary: Stop, start, pause, speed, change direction, actions, obstacle</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> * Know how to stop, start and pause *Perform actions demonstrating change in speed *Know how to change direction at speed through choice and instruction 	<p>*Experience jumping, sliding and rolling as they move over and under apparatus</p> <p>*Develop co-ordination</p> <p>*Learn and refine a variety of shapes, jumps balances and rolls</p> <p>* Jump using a variety of take offs/landings</p> <p>*Link simple travels actions, balances and jumps</p> <p>*Know how to work with a partner or small group to move apparatus safely</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating and having a good sleep routine</p> <p>Vocabulary: Exercise, heart, beating, active, healthy, unhealthy, balanced diet, sleep routine</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Knows the importance of exercise *Knows some ways exercise helps us stay healthy *Can Identify healthy/unhealthy food *Knows the impact of healthy/unhealthy food on their bodies 	<p>*Link movements with no pause in between</p> <p>*Work as an individual, partner or part of a group</p>	<p>*Send and receive balls using different body parts</p> <p>*Send and receive a ball using different actions e.g. kicking etc...</p> <p>*Know how to stop a ball</p> <p>*Work with others, to control balls in a space</p>	<p>*Know how to work with a partner or small group to move apparatus safely</p> <p>-Confidently and safely use a range of small apparatus indoors, alone and in a group.</p> <p>Vocabulary: equipment, safely, control, pincers, scissors</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> *Know how to hold the small apparatus correctly *Know how to use the small apparatus correctly *Know how to store the small apparatus correctly *Be able to share the apparatus safely with others
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			*Knows the importance of a good sleep routine			
Year 1	<p>Name of unit: Movement, speed agility and quickness</p> <p>Vocabulary: heart rate: the number of times the heart beats within a certain time period (usually a minute), pulse rate</p> <p>Key Knowledge/skills: *Know the reasons why we enjoy exercise and why exercise is important *Know basic movements including running, jumping, etc. and begin to engage in competitive activities *Know how to begin to link running and jumping *Know and refine a range of travelling techniques</p>	<p>Name of unit: Ball skills/ team and partner games</p> <p>Vocabulary: attacking: move forward on the hands and knees or by dragging the body close to the ground, defending: the action of preventing an opponent from scoring</p> <p>Key Knowledge/skills: *Know how to aim at specific objects and throw with some degree of accuracy *Know how to throw and catch a variety of balls and objects using underarm and overarm throwing skills. *Know throwing techniques to throw over longer distances *How to send an object with increasing confidence using hands or bat *Track and retrieve a rolling ball. *Move towards a moving ball to return *Know how to pass and receive with a partner both in isolation and in the context of a game.</p>	<p>Name of unit: Dance (expressive arts and design)</p> <p>Vocabulary: dance phrase: a brief sequence of related movements with a beginning, middle and end, mirroring: to do the same travel, jump, shape or balance at the same time</p> <p>Key Knowledge/skills: *Copy, remember and repeat simple skills with control and co-ordination *How to respond to a range of stimuli explore space, direction, levels and speeds and perform with different body parts</p>	<p>Name of unit: Gymnastics /apparatus</p> <p>Vocabulary: magic chair: safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance</p> <p>Key Knowledge/skills: *Perform basic gymnastic actions like travelling rolling and jumping with increasing control. *How to use different combinations of floor, mats and apparatus. *How to perform a short sequence in which there is a clear beginning, middle and end *How to use simple gymnastic actions and shapes *How to apply basic strength to gymnastic actions *How to carry basic equipment *Introduce turn, twist, spin, rock and roll and link these *How to perform longer movement phrases and link with confidence</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: Jog, sprint, run, jumping, throwing, aim</p> <p>Key Knowledge/skills: *How to run at different speeds, jump with accuracy and use a small range of techniques *Developing stamina, running, jumping and throwing technique.</p>	<p>Name of unit: Striking and fielding games</p> <p>Vocabulary: Batter: the person who hits the ball with a bat field: attempt to catch/stop the ball and return it after it has been hit by the batsman or batter, retrieve: to get back tactics: actions and strategies planned to achieve an overall objective</p> <p>Key Knowledge/skills: *Know how to work as a team *How to strike and use their co-ordination to be successful. *How to hit objects with their feet, hands or a bat. *How to track and retrieve a rolling ball (which will develop into sending and receiving skills to benefit fielding as a team). *How to distinguish between batters and fielders and know about basic tactics *How to develop throwing techniques to throw over</p>

		<p>*Know how to move fluently, changing direction and speed easily and avoiding collisions.</p> <p>*How to show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking</p> <p>*Know how to use a variety of skills in response to their opponent's actions</p>				<p>longer distances.</p> <p>*How to send an object with increasing confidence using feet, hands or bat</p>
Year 2	<p>Name of unit: Ball skills/ team and partner games</p> <p>Vocabulary: Dribble: an act of taking the ball forward with repeated slight touches or bounces, rebound - bounce back through the air after hitting something hard, intercepting: involves stealing the ball from your opposition</p> <p>Key Knowledge/skills: *How to aim at specific objects and throw with a greater degree of accuracy and power over an increased distance. *Know simple tactics and react to situations that helps their team and makes it difficult for the opposition. *How to pass a ball accurately to a partner over a variety of distances.</p>	<p>Name of unit: Movement, speed agility and quickness</p> <p>Vocabulary: Speed, agility, balance, obstacles</p> <p>Key Knowledge/skills: *How to develop power, agility, coordination and balance *How to negotiate obstacles showing increased control refine ways to control their bodies and a range of equipment *How to recognise good qualities in themselves and others</p>	<p>Name of unit: Gymnastics/apparatus</p> <p>Vocabulary: Stretch, control, accuracy, quality, sequence, speed, level, direction, core strength, rhythm</p> <p>Key Knowledge/skills: *How to perform a range of rolls. *How to show control, accuracy and fluency of movement when performing actions on their own and with a partner *How to improve the quality of the actions and transitions between actions *How to explore combinations of mats and apparatus *How to plan and perform a movement sequence showing contrasts in speed, level and direction</p>	<p>Name of unit: Dance (expressive arts and design)</p> <p>Vocabulary: Travel, stillness, direction, space, beginning, middle, end, feelings, levels, directions, pathways, speed, rhythm</p> <p>Key Knowledge/skills: *How to select and use skills and ideas with co-ordination and control *How to work as part of a group to create a dance that will be performed on stage in front of their class.</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: Throw, high, low, skip, aim, fast, slow, safely, step, bounce, jump, leap, hop, repeat, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing</p> <p>Key Knowledge/skills: *How to change speed and direction, link running and jumping and throw accurately *How to select which throwing technique to use for accuracy and distance *How to develop stamina, running and throwing technique *How to compete in both team and individual events.</p>	<p>Name of unit: striking and fielding games</p> <p>Vocabulary: backstop: position behind the batter, transition: movement from one position/balance/skill to another, umpire: official who watches a game or match closely to enforce the rules, wicketkeeper: a fielder stationed close behind a batsman, wickets: in cricket - the sets of three stumps with two bails across the top at either end of the pitch</p> <p>Key Knowledge/skills: *How to develop knowledge and tactical awareness of striking and fielding *How to develop basic attacking skills *How to hit with a variety of bats</p>

	<p>*How to perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>*How to react to situations in a way that helps their partners and makes it difficult for their opponents</p> <p>*How to throw and handle a variety of objects</p> <p>*How to send and receive a ball using their feet. *Recall and link combinations of skills, e.g. dribbling and passing</p>		<p>*Describe and explain how performers can transition and link elements</p> <p>*How to perform basic actions with control and consistency using core strength</p> <p>*How to create and perform a simple sequence (while attempting to use rhythm)</p> <p>*How to develop body management through a range of floor exercises</p>			<p>*Start to know how to feed and bowl</p> <p>*How to hit and run to score points in games</p> <p>*How to work in teams to field</p> <p>*Begin to know the role of wicketkeeper or backstop</p> <p>*How to perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>*How to hit and return a ball with some consistency</p> <p>*How to select and apply a small range of tactics to suit different situations</p>
Year 3	<p>Name of unit: Basketball</p> <p>Vocabulary: bounce pass: a pass to a teammate that is made by bouncing the ball once. intercept: to take possession of (a ball) during an attempted pass by an opposing team. tip off: put the ball in play by throwing it up between two opponents. double dribble: receive the ball and bounce it, then hold the ball, and bounce it again (illegal move in handball)</p> <p>Key Knowledge/skills: *Know and increase confidence with how to</p>	<p>Name of unit: OAA</p> <p>Vocabulary: orienteeing: With the aid of a map and compass being able to find your way around a space.</p> <p>Key Knowledge/skills: *Know techniques and methods of using a map to navigate around a route. *Know the relevance and uses of maps compass's and symbols.</p>	<p>Name of unit: Gymnastics</p> <p>Vocabulary: dismount: To leave an apparatus at the end of a routine flight: a skill where the gymnast is suspended completely in the air.</p> <p>Key Knowledge/skills: *Know a range of rolls (control and accuracy) *know shapes, balances and different forms of travelling. *Know how to use apparatus. *Know longer more varied movement phrases with smooth, planned links between actions.</p>	<p>Name of unit: Dance</p> <p>Vocabulary: symmetry: a shape made by a dancer or dancers that has no line of reflection locomotion: movements that take you from one place to another. symmetry: Dancers move in exactly the same way and at the same time, as if only one person were moving. When dancers move both sides of their bodies together to create symmetrical shapes, they balance each other in space and produce visual symmetry.</p> <p>Key Knowledge/skills:</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: accelerate: undergo a change of speed hurdle: one of a series of upright frames over which athletes in a race must jump. javelin: a light spear thrown in a competitive sport or as a weapon.</p> <p>Key Knowledge/skills: *Know how to throw with accuracy and power at/into a target. *Know the difference between sprinting and long-distance running. *Know a range of athletic skills; this will sprinting,</p>	<p>Name of unit: Rounders</p> <p>Vocabulary: batsman: a player, who is batting or whose chief skill is in batting. innings: one team takes its turn to bat and bowl. long barrier: the safest technique to control a rounders ball that is travelling along the ground. no ball: (in rounders) awarded when the ball in bowled above the head or below the knee outs: Rounders regulations consider a batter as 'out' when: - their feet are not fully inside the batting box before the ball gets struck.</p>

	<p>pass, dribble, intercept and shoot the ball.</p> <p>*Know the rules of footwork in basketball</p> <p>*Know the rules of basketball</p> <p>*Develop a range of ball handling skills</p>			<p>*Know movement patterns with coordination and fluency.</p> <p>*Know how to put together and practice a performances</p> <p>*Know how to implement facial expressions and props within their performance.</p>	<p>long distance running, jumping and throwing.</p>	<p>- while making a run, they are on the inside of the post.</p> <p>- when a fielder, or the ball the fielder has thrown, reaches the post before the batter.</p> <p>- if they get caught out.</p> <p>- Any time the batter: deliberately blocks a fielder, overtakes another batter, moves from a post before the ball has been thrown.</p> <p>rounder: occurs if the batter successfully strikes the ball and he reaches the fourth post before another ball gets bowled.</p> <p>Key Knowledge/skills:</p> <p>*Know How to play the game of rounders using the correct rules, skills and techniques.</p>
Year 4	<p>Name of unit: OAA</p> <p>Vocabulary: orienteering: a competitive sport in which runners have to find their way across rough country with the aid of a map and compass.</p> <p>Key Knowledge/skills: *Know how to navigate around more complex routes using a map.</p>	<p>Name of unit: Basketball</p> <p>Vocabulary: bounce pass: a pass to a teammate that is made by bouncing the ball once. cross over ball: a way of faking out other basketball players by rapidly switching the ball from one hand to the other and changing direction of travel</p>	<p>Name of unit: Dance</p> <p>Vocabulary: symmetry : a shape made by a dancer or dancers that has no line of reflection locomotion: movements that take you from one place to another symmetry: Dancers move in exactly the same way and at the same time,</p>	<p>Name of unit: Gymnastics</p> <p>Vocabulary: dismount: To leave an apparatus at the end of a routine flight: a skill where the gymnast is suspended completely in the air.</p> <p>Key Knowledge/skills: *Know more complex rolls (Backwards roll)</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: accelerate: undergo a change of speed hurdle: one of a series of upright frames over which athletes in a race must jump. javelin: a light spear thrown in a competitive sport or as a weapon.</p> <p>Key Knowledge/skills:</p>	<p>Name of unit: Rounders</p> <p>Vocabulary: batsman: a player, who is batting or whose chief skill is in batting. innings: one team takes its turn to bat and bowl. long barrier: the safest technique to control a rounders ball that is travelling along the ground.</p>

	<p>*Know how to create their own maps and orienteering challenges.</p> <p>*Know strategies to solves problems during more complex tasks.</p>	<p>intercept: to take possession of (a ball or puck) during an attempted pass by an opposing team.</p> <p>tip off: put the ball in play by throwing it up between two opponents.</p> <p>double dribble: receive the ball and bounce it, then hold the ball, and bounce it again (illegal move in handball)</p> <p>free throw: awarded for a minor foul or violation (in handball)</p> <p>3 man weave: a passing drill that develops quick, accurate passes between players as no dribbling is allowed.</p> <p>Key Knowledge/skills:</p> <ul style="list-style-type: none"> *Know how to refine and master their basketball skills (passing, intercepting, dribbling, footwork and shooting). *Know the roles of each individual on the basketball court. *Know attacking and defending strategies. *Know how to officiate a game. *Know how to use the correct footwork and marking skills in small sided games. 	<p>as if only one person were moving. When dancers move both sides of their bodies together to create symmetrical shapes, they balance each other in space and produce visual symmetry.</p> <p>Key Knowledge/skills:</p> <ul style="list-style-type: none"> *know how to perform movement patterns that show precision, control and fluency. *Know how to (with a group) put together their own short performance, using facial expressions and props more accurately. *Know how to evaluate their performances, refining and improving dances. 	<p>*Know how to work with a partner to combine actions and maintain the quality of performance when performing in unison.</p> <p>*Know how to develop longer and more varied movement sequence demonstrating smooth transitions.</p> <p>*Know how to consolidate, modify and improve gymnastics actions.</p>	<p>*Know how to maintain running over a longer distance.</p> <p>*Know how to refine their techniques in a range of athletics skills (sprinting, long distance running, throwing and jumping).</p> <p>*Know ways of improving performance.</p> <p>*Know how to measure and time events</p>	<p>no ball: (in rounders) awarded when the ball in bowled above the head or below the knee</p> <p>outs: Rounders regulations consider a batter as 'out' when:</p> <ul style="list-style-type: none"> - their feet are not fully inside the batting box before the ball gets struck. - while making a run, they are on the inside of the post. - when a fielder, or the ball the fielder has thrown, reaches the post before the batter. - if they get caught out. - Any time the batter: deliberately blocks a fielder, overtakes another batter, moves from a post before the ball has been thrown. <p>rounder: occurs if the batter successfully strikes the ball and he reaches the fourth post before another ball gets bowled.</p> <p>Key Knowledge/skills:</p> <ul style="list-style-type: none"> *Know how to officiate rounders games *Know how to analyse their team's performance and adapt strategies to win. *Know what aspects of fitness apply to rounders.
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Year 5	<p>Name of unit: Invasion Games - Football</p> <p>Vocabulary: foul: an action in a sport that is against the rules step over: a movement in which a player rolls their foot over the top of the ball without touching it, to deceive an opposing player tackle: to get the ball away from the opponent</p> <p>Key Knowledge/skills: Invasion Games *How to travel with a ball showing changes of speed and directions using either foot or hand. *How to use a range of techniques when passing, e.g. high, low, bounced, fast, slow *How to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>Components: *How to dribble, control the ball using parts of the foot and movement with the ball *How to use space effectively when running with the ball</p>	<p>Name of unit: Invasion Games - Hockey</p> <p>Vocabulary: push pass: used to move the ball speedily over shorter distances.</p> <p>Key Knowledge/skills: Invasion Games *How to travel with a ball showing changes of speed and directions using either foot or hand. *How to use a range of techniques when passing, e.g. high, low, bounced, fast, slow *How to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>Sport Specific (Hockey) *How to apply their knowledge of attacking and defending principles to small, sided games. *Know the rules of the game and how to officiate</p> <p>Components: *How to dribble, control the ball and manipulate the hockey stick</p>	<p>Name of unit: Gymnastics/Apparatus</p> <p>Vocabulary: dismount: To leave an apparatus at the end of a routine flight: a skill where the gymnast is suspended completely in the air without her hands or any other part of her body touching the beam. vaulting: gymnastics exercise in which the athlete leaps over a form that was originally intended to mimic a horse.</p> <p>Key Knowledge/skills: Expressive Arts *How to perform consistently showing precision, control and fluency</p> <p>Gymnastics *How to perform a range of rolls showing different entrances and exits. *How to perform actions, shapes and balances clearly, consistently and fluently. *How to perform combinations of actions that show clear</p>	<p>Name of unit: Invasion Games - Netball</p> <p>Vocabulary: centre: Allowed in all thirds, but not in either shooting circle goal attack: Allowed in the attacking and centre thirds, and the shooting circle goal defence: Allowed in the defensive and centre thirds, and the shooting circle goalkeeper: Allowed in the defensive goal third and shooting circle goal shooter: Allowed in the attacking goal third and shooting circle</p> <p>Key Knowledge/skills: Invasion Games *How to adapt their play for the needs of the game. *Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game. *How to choose and use a wide range of skills effectively to keep</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: baton: a short stick that is passed from one runner to another in a relay race. relay: a racing competition where members of a team take turns completing parts of racecourse or performing a certain action.</p> <p>Key Knowledge/skills: *How to sustain and maintain running speed *How to choose pace for running. *Develop a range of athletic skills *How to sustain pace over short and longer distances *How to run as part of a relay team *How to perform a range of jumps and throws</p> <p>Athletic Event & Component: *How to perform a standing long jump *How to develop stamina – 400m *How to develop short distance sprinting – explosive speed</p>	<p>Name of unit: Striking & Fielding - Cricket</p> <p>Vocabulary: mid-off: the fielding position on the offside closest to the bowler mid-on: the fielding position on the on side closest to the bowler off drive: A type of batsman's shot played by swinging the bat vertically and hitting the ball along the ground in the direction of mid-off. on drive: a type of batsman's shot played by swinging the bat vertically and hitting the ball along the ground in the direction of mid-on.</p> <p>Key Knowledge/skills: Striking & Fielding *How to apply cricket rules in a variety of styles and games *How to attempt a small range of recognised shots *How to use a range of tactics for attacking and defending in the role of bowler, batter and fielder</p> <p>Components: *How to catch accurately</p>

	<p>*How to pass and trap the ball using parts of the foot *How to use positional footwork *How to shoot using parts of the foot *How to use force, power & accuracy</p> <p>Acquiring & Developing Skills *How to link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Selecting & Applying Tactics *How to show control, precision and fluency *Know and understand tactics and composition.</p>	<p>*How to pass and trap the ball – push & slap passes *How to use positional footwork *How to shoot using push shot & slap shot *How to use force, power & accuracy</p> <p>Acquiring & Developing Skills *How to link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Selecting & Applying Tactics *How to show control, precision and fluency *Know and understand tactics and composition.</p>	<p>differences between levels, speeds and directions, with fluency</p>	<p>possession and score goals. *How to defend effectively when possession moves to the other team.</p> <p>Sport Specific (Netball) *How to build knowledge of the fundamental skills within netball (passing, foot work, intercepting and shooting and rules)</p> <p>Components: *How to pass the ball using chest pass, overhead, shoulder pass, bounce pass *How to use dodging, footwork and pivoting (positional) *Know the rules of movement *Know how to shoot accurately - Bend knees, Elbow pointing, Eyes on net, Flicking wrist *Know attack and defence strategies (positional)</p> <p>Acquiring & Developing Skills *How to select and combine skills, techniques, tactics and ideas and apply them appropriately and accurately showing precision, control and fluency. *Know how to use strategy, tactics and</p>	<p>*How to develop foot position, dominant foot, hip to lip arm technique, push off and stance, acceleration (positional) *How to jump effectively over hurdles *How to run relay races (teamwork) *How to throw a howler effectively</p>	<p>*Know a range of bowling skills – underarm bowl, overarm bowl (side stance, dominant arm, straight arm, rotation of arm, point at wicket and release) *Know a range of batting skills – positional stance (side on, side of wicket, bat position, watching ball, step and swing) *Know a range of fielding skills – positional, application of skills – under arm and over arm throwing, stopping the ball</p> <p>Acquiring & Developing Skills *How to select and combine skills, techniques and ideas and apply them whilst beginning to also develop precision, control and fluency.</p> <p>Selecting & Applying Tactics • When performing pupils draw on what they know from previous striking and fielding units in year 4 (rounders)</p>
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				composition when performing		
Year 6	<p>Name of unit: Invasion Games - Hockey</p> <p>Vocabulary: push pass: used to move the ball speedily over shorter distances.</p> <p>Key Knowledge/skills: Invasion Games *How to adapt their play for the needs of the game. *Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game. *Know, choose and effectively use skills to keep possession and score goals. *How to defend effectively when possession moves to the other team.</p> <p>Sport Specific (Hockey) *Know how to coach and identify strengths and weaknesses in a partner's performance. *Focus on attacking and defending strategies in games *Understand the rules of the game and how to officiate one.</p> <p>Components:</p>	<p>Name of unit: Invasion Games - Football</p> <p>Vocabulary: foul: an action in a sport that is against the rules step over: a movement in which a player rolls their foot over the top of the ball without touching it, in order to deceive an opposing player tackle: to get the ball away from the opponent</p> <p>Key Knowledge/skills: Invasion Games *How to adapt their play for the needs of the game. *Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game. *How to choose and use a range of skills effectively to keep possession and score goals. *How to defend effectively when possession moves to the other team.</p> <p>Components: Recapping skills</p>	<p>Name of unit: Invasion Games - Netball</p> <p>Vocabulary: centre: Allowed in all thirds, but not in either shooting circle goal attack: Allowed in the attacking and centre thirds, and the shooting circle goal defence: Allowed in the defensive and centre thirds, and the shooting circle goalkeeper: Allowed in the defensive goal third and shooting circle goal shooter: Allowed in the attacking goal third and shooting circle</p> <p>Key Knowledge/skills: Invasion Games *How to adapt their play for the needs of the game. *Recognise the different rules for the games in which they are playing, showing that they can umpire fairly as well as play the game. *Choose and use skills effectively to keep possession and score goals. *How to defend effectively when</p>	<p>Name of unit: Gymnastics/Apparatus</p> <p>Vocabulary: dismount: To leave an apparatus at the end of a routine flight: a skill where the gymnast is suspended completely in the air without her hands or any other part of her body touching the beam. vaulting: gymnastics exercise in which the athlete leaps over a form that was originally intended to mimic a horse.</p> <p>Key Knowledge/skills: Expressive Arts *How to copy, remember and repeat simple skills with control and co-ordination. Consistent performance with accuracy and fluency. (Designing & performing own routine as a group)</p> <p>Gymnastics *How to perform a range of rolls with entrance and exits. *How to perform actions, shapes and balances clearly, consistently and fluently.</p>	<p>Name of unit: Athletics</p> <p>Vocabulary: baton: a short stick that is passed from one runner to another in a relay race. relay: a racing competition where members of a team take turns completing parts of racecourse or performing a certain action.</p> <p>Key Knowledge/skills: *How to have strength, stamina and speed when running, jumping and throwing *Know rules and how to judge events *Know and develop a range of athletic skills</p> <p>Athletic Event & Component: *How to perform a standing long jump *How to develop stamina – 400m *How to develop short distance sprinting – explosive speed *How to develop foot position, dominant foot, hip to lip arm technique, push off and stance, acceleration (positional)</p>	<p>Name of unit: Striking & Fielding - Cricket</p> <p>Vocabulary: mid-off: the fielding position on the offside closest to the bowler mid-on: the fielding position on the on side closest to the bowler off drive: A type of batsman's shot played by swinging the bat vertically and hitting the ball along the ground in the direction of mid-off. on drive: a type of batsman's shot played by swinging the bat vertically and hitting the ball along the ground in the direction of mid-on.</p> <p>Key Knowledge/skills: Striking & Fielding *How to play and compete in striking and fielding games, whilst correctly learning techniques</p> <p>Components: *How to catch accurately *Know a range of bowling skills – underarm bowl, overarm bowl (side stance, dominant arm,</p>

	<p>*How to dribble, control the ball and manipulate the hockey stick</p> <p>*How to pass and trap the ball – push & slap passes</p> <p>*How to use positional footwork</p> <p>*How to shoot using push shot & slap shot</p> <p>*How to use force, power & accuracy</p> <p>Acquiring & Developing Skills</p> <p>*How to select and combine skills, techniques and ideas and apply them appropriately and accurately showing precision, control and fluency.</p> <p>Selecting & Applying Tactics</p> <p>*Know and understand strategy, tactics and composition.</p>	<p>*How to dribble, control the ball using parts of the foot and movement with the ball</p> <p>*How to use space effectively when running with the ball</p> <p>*How to pass and trap the ball using parts of the foot</p> <p>*How to use positional footwork</p> <p>*How to shoot using parts of the foot</p> <p>*How to use force, power & accuracy</p> <p>Acquiring & Developing Skills</p> <p>*How to select and combine skills, techniques and ideas and apply them appropriately and accurately showing precision, control and fluency.</p> <p>Selecting & Applying Tactics</p> <p>*Know and understand strategy, tactics and composition.</p>	<p>possession moves to the other team.</p> <p>Sport Specific (Netball)</p> <p>*Have a greater understanding of the positions and the role of each individual on a netball court.</p> <p>Components:</p> <p>*How to pass the ball using chest pass, overhead, shoulder pass, bounce pass</p> <p>*How to use dodging, footwork and pivoting (positional)</p> <p>*Know the rules of movement</p> <p>*Know how to shoot accurately – BEEF - Bend knees, Elbow pointing, Eyes on net, Flicking wrist</p> <p>*Know attack and defence strategies (positional)</p> <p>Acquiring & Developing Skills</p> <p>*How to select and combine skills, techniques, tactics and ideas and apply them appropriately and accurately showing precision, control and fluency.</p> <p>*Know how to use strategy, tactics and composition when performing</p> <p>Selecting & Applying Tactics</p>	<p>*How to perform combinations of actions that show clear differences between levels, speeds and directions, with fluency.</p> <p>*How to adapt a range of sequences to include larger groups.</p>	<p>*How to jump effectively over hurdles</p> <p>*How to run relay races (teamwork)</p> <p>*How to throw a howler effectively</p>	<p>straight arm, rotation of arm, point at wicket and release)</p> <p>*Know a range of batting skills – positional stance (side on, side of wicket, bat position, watching ball, step and swing)</p> <p>*Know a range of fielding skills – positional, application of skills – under arm and over arm throwing, stopping the ball</p> <p>Acquiring & Developing Skills</p> <p>*How to select and combine skills, techniques and ideas and apply them appropriately and accurately showing precision, control and fluency.</p> <p>Selecting & Applying Tactics</p> <p>*When performing pupils draw on what they know about strategy, tactics and composition.</p>
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			*Know how to use strategy, tactics and composition when performing			
SEND – Adaptive Teaching	<ul style="list-style-type: none"> ➤ Adjust the level of challenge ➤ Targeted support from a TA ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples. ➤ Highlight essential content ➤ Re-explain a concept or explain it in a different way ➤ Give additional (or revisit) examples ➤ Use peer tutoring/collaborative learning (everyone must participate – give them roles) ➤ Provide additional scaffolds ➤ Set clear targets/expectations ➤ Provide prompts/sentence stems ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images ➤ check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. ➤ Pre-teach vocabulary, key content etc. 					
Strategies to stretch and challenge	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly ➤ Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate ➤ Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework ➤ Differentiated success criteria/choice of task – offer a choice of tasks with a different level of challenge ➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning 					