Athletics

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **3** | * Know the 5 different jumps.
* Know how a relay race works and when to run.
* Know when their body is warmer or cooler and when their heart beats faster and slower.
 | * Select running speed for appropriate activities.
* Make up and repeat a short sequence of linked jumps.
* Throw a range of objects (javelin/ball/shotput/discus) changing their action for accuracy and distance.
* Be able to perform a baton change accurately.
* To be able to hurdle an obstacle whilst maintaining running style.
 | ObstacleHurdleDiscusShot-putaccuracy |
| **4** | * Know how different athletic activities changes their heart rate, breathing and temperature.
* Know how to achieve their personal best.
* To know how long they should exercise for to be healthy.
 | * Show developing control when using a range of running, jumping and throwing actions.
* Perform a range of jumps showing contrasting techniques and begin to use a short run up.
* Throw with some accuracy and power into a target.
* To learn effective technique for speed bounce.
 | ContrastingEffectiveHeart-rate |
| **5** | * Know the differences between sprinting and distance running.
* Know the principles of warming up.
* Understand fully why fitness is good for fitness, health and well-being.
 | * Show control in take off activities (standing long jump, triple jump, standing vertical jump).
* Predict how different activities will affect heart rate, temperature and performance.
 | PrincipleFitnessTriple-jumpTake-offperformance |
| **6** | * Know activities which develop stamina or power.
* Know why athletics develops strength and stamina.
 | * Choose the best pace for a running event in order to sustain running and improve their personal target.
* Show power and control in take-off and landing activities.
* Show accuracy and good technique when throwing for distance.
* Identify part of a partner’s performance that needs to be practised and suggest improvements.
 | PacingSustainBell-lap |

Dance

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **3** | * Know and use simple dance vocabulary (Yr 1-3)
* Understand the importance of warming up and cooling down.
 | * Create a dance phrase to communicate an idea
* Develop Control of movement using

Actions (what) – travel, turn jumpSpace (Where) – direction and levelsRelationships (Who) – whole group, duo, soloDynamics (How) – explore speed* Choreographic devices - motif
 | MotifDance phraseDirectionLevelsDuosolo |
| **4** | * Know and use the vocabulary for the Year group.
* Know and describe what you need to do to warm up and cool down for dance.
 | * Develop Control of movement using

Actions (what) – twist, turn, jump, gesture, stillnessSpace (Where) – sideways, high, low , direction & formationRelationships (Who) – As yr3 with unison and canonDynamics (How) – explore speed and energy* Choreographic devices – motif development and repetition
* Structure a dance phrase showing a clear beginning, middle and end
* Link phrases to music
 | UnisonCanonChoreographicGestureStillnessEnergySpeedRepetitionphrase |
| **5** | * Know different dance styles and traditions.
* Know and use the vocabulary for the Year group.
 | * Create longer dance phrases
* Select appropriate movement to express ideas and thoughts
* Develop Control of movement using

Actions (what) – twist, turn, jump, gesture, stillnessSpace (Where) – direction, level & formationRelationships (Who) – As yr4 with solo, duo, trioDynamics (How) – explore speed and energy, heavy/light* Choreographic devices – motif development and repetition
* To be able to organise warm up and cool down activities
 | MotifMotif developmentFormationTrioChoreographic deviceEnergy |
| **6** | * Know and use the vocabulary for the Year group.
* Know why dance is good for their fitness, health and well being.
 | * Create longer dance phrases
* Select appropriate movement to express ideas, thoughts and feelings
* Develop Control of movement using

Actions (what) – twist, turn, jump, gesture, stillnessSpace (Where) – direction, level & formation, pathwaysRelationships (Who) – As yr5 with contrastDynamics (How) – explore speed and energy, heavy/light, flowing sudden* Choreographic devices – retrograde
* Link phrases to music
 | RetrogradePathwaysContrastFlowingSudden |

Games

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **3****Invasion- Dodgeball** | * To know and follow rules of team games.
* To know the importance of fielding skills when playing a game
 | * To perform a range of catching and gathering skills
* To throw and hit a ball in different ways
* To strike a ball for distance using hands or feet
* To keep possession of a ball in a game situation
* To use hand/eye co-ordination to strike a moving and stationary ball.
 | TacticAttackDefencePossessionAgilityCo-ordinationmark |
| **4****Invasion – Hockey / Football****S/F – Rounders****N/W - Tennis** | * To know a range of different shots in tennis and rounders and which shot suits certain game situations.
* To know and understand rules for simple games and follow them to keep a game going.
* To know what skills need practising to improve in certain sports
 | * To become familiar with short tennis racquets
* To be able to keep a tennis ball in play
* To accurately serve underarm
* To participate in a rally
* To be able to accurately dribble a hockey and football.
 | Rally |
| **5****Invasion – Netball/Dodgeball****S/F – Cricket** **N/W - Tennis** | * To know the basic footwork rule of netball
* To know the importance of ‘getting free’ in order to receive a pass.
* To know how to make space in netball by moving away, coming back and dodging.
* To know which are attacking and defending positions in High 5
* To know doubles tennis scoring and be able to use it in a game
* To understand different basic shots in cricket
 | * To be able to perform a range of passes – chest, push, overhead, bounce in a game of netball.
* To demonstrate being able to mark an opponent
* To understand the different positions in High 5 netball
* To develop technique for ground stroke and volleys in tennis
* To develop the backhand shot in tennis
* To learn how to shoot a netball using correct technique
* To be able to strike a bowled ball
* To use a range of fielding skills with growing control and accuracy (long boundary)
 | OpponentTechnique  |
| **6****Invasion – Tag Rugby****S/F – Cricket/Rounders****N/W -**  | * To know the basic rules of Tag-Rugby
* To know the different roles of a rounders team and the skills required for each.
 | * To develop pass and carry a ball using correct rugby technique
* To work as a team using ball-handling skills
* To pass and carry a ball using balance and co-ordination
* To learn the role of ‘Backstop’
* To be able to accurately bowl a ball with the correct line and length
* To be able to aim and hit a bowled ball in a given direction according to fielding positions.
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Gymnastics

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **3** | * Recognise and describe the short term effects of exercise on the body during different activities.
* Know the importance of suppleness and strength
* Know how their performance has improved
 | * Consolidate and improve the quality of their actions, body shapes and balances (1/2/3/4) POINTS and their ability to link movements (copy, remember, repeat, explore) – FRONT SUPPORT AND BACK SUPPORT.
* To explore jumping techniques and to link them with previous learnt gymnastic actions. Add in a quarter jump to a turn before landing.
* To work with a partner or a small group to create a sequence that develops jumping skills (5 different jump types)
* Rolling- Full forward roll
* To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.
* Describe and evaluate the effectiveness and quality of a performance
 | RepeatLinkControlsequence |
| **4** | * Know how the body reacts during different types of activity and how this affects the way they perform.
* Know how performances could be improved
* Know a range of compositional devices – Unison and Canon
* Know what a symmetrical and asymmetrical body shape is.
* To know what a counter balance looks like
 | * Develop the range of actions, body shapes and balances (including in a performance) – balance on floor and apparatus exploring which body parts are safest to use.
* To identify and practise symmetrical and asymmetrical body shapes
* To use counterbalances in a sequence of movement
* Perform skills and actions more accurate and consistently – learn how to perform a stag jump. Perform a half turn in jumps before landing.
* Rolling – begin backwards roll
* Create gymnastic sequences that meet a theme or set of conditions
* Use compositional devices when creating their sequences – changes in speed, level and direction.
* Describe their own and others work, making simple judgements about the quality of performances
 | Co-ordinationControlSymmetricalAsymmetricalCounterbalanceUnisonCanon |
| **5** | * Know and understand the basic principles of warming up and why it is good for good quality performance.
* Know and understand why physical activity is good for their health.
* Know the names of muscles in body tension exercises
* Know a range of compositional devices – counter balance & counter tension
 | * Perform actions, shapes and balances consistently and fluently in specific activities. Mirror and match a partner’s balance.
* Explore and develop control in taking some/all of a partner’s weight using counter-balance and counter-tension.
* To use and refine the following skills: flexibility, strength, balance, power and mental focus.
* Begin to take more weight on hands when performing a handstand.
* Develop a sideways bunny hop to cartwheeling action
* Rolling – Different starting and finishing positions when rolling (straddle etc)
* Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations
* Choose and use information and basic criteria to evaluate their own and others work.
 | AccuratelyAppropriatelyPrecisionControlFluencyFlexibility StrengthMental focusBridgingDynamicCounter-balanceCounter-tension |
| **6** | * Know a range of compositional devices
* Understand why warming up and cooling down are important.
* Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.
* Know what momentum is and how it enables rolls
 | * Combine and perform gymnastic action, shapes and balances more fluently and effectively across activity areas and apparatus.
* To be able to perform a handstand & cartwheel
* Make symmetrical and asymmetrical shapes in the air before landing.
* Rolling – Explore symmetry and asymmetry when rolling
* Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.
* Carry out warm ups safely and effectively
* Evaluate their own and others’ work and suggest ways of making improvements.
 | TechniquesConsistentlyPrecisionControlFluencyRefineinversion |

Outdoor Education

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|  | **Knowledge** | **Skills** | **Vocabulary** |
| **3** | * Know the components required to make a fire.
* Know the safety rules when using steel and flint to make a fire.
 | * Develop the range and consistency of their skills and work with others to solve challenges.
* Orientate simple maps and plans
* Be able to co-operate and share roles within a group.
* Be able to use steel and flint to make a fire.
 | RangeConsistencyOrientateCo-operationSteelflint |
| **4**  | * Know safety principles in outdoor activities (belaying/archery)
* Know that some outdoor activities can be dangerous
 | * Take part in outdoor activity challenges individually and as part of a team.
* Find way back to a base point
* Belay for a partner with support
 | BelayAbseilBoulderingBowlineoverhang |
| **5** | * Know how strengths of a group can be used to share roles.
* Know that roles need to be adapted if they are not working.
 | * Draw maps and set trails for others to follow
* To learn how to use a compass to navigate a given route.
 | Grid referenceNavigateControl cardcompass |
| **6**  | * Know different effective structures for building shelters
* Know safety points for canoeing/rock climbing/archery
 | * Use the 8 points of a compass to orientate
* Plan an orienteering challenge
* Be able to build an effective shelter with a group using limited resources.
* Belay independently for a partner
* Be able to use the paddle correctly to move forwards, backwards and sideways.
* Be able to consistently fire an arrow to hit a given target
 | OrienteeringPaddleAfloatAsternBack paddleCanoekayak |

\*Watersports to be linked with bi-annual residential