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. | Obstacle  Hurdle  Discus  Shot-put  accuracy |
| **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. | Contrasting  Effective  Heart-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. | Principle  Fitness  Triple-jump  Take-off  performance |
| **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. | Pacing  Sustain  Bell-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 jump  Space (Where) – direction and levels  Relationships (Who) – whole group, duo, solo  Dynamics (How) – explore speed   * Choreographic devices - motif | Motif  Dance phrase  Direction  Levels  Duo  solo |
| **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, stillness  Space (Where) – sideways, high, low , direction & formation  Relationships (Who) – As yr3 with unison and canon  Dynamics (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 | Unison  Canon  Choreographic  Gesture  Stillness  Energy  Speed  Repetition  phrase |
| **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, stillness  Space (Where) – direction, level & formation  Relationships (Who) – As yr4 with solo, duo, trio  Dynamics (How) – explore speed and energy, heavy/light   * Choreographic devices – motif development and repetition * To be able to organise warm up and cool down activities | Motif  Motif development  Formation  Trio  Choreographic device  Energy |
| **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, stillness  Space (Where) – direction, level & formation, pathways  Relationships (Who) – As yr5 with contrast  Dynamics (How) – explore speed and energy, heavy/light, flowing sudden   * Choreographic devices – retrograde * Link phrases to music | Retrograde  Pathways  Contrast  Flowing  Sudden |

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. | Tactic  Attack  Defence  Possession  Agility  Co-ordination  mark |
| **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) | Opponent  Technique |
| **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. |  |

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 | Repeat  Link  Control  sequence |
| **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-ordination  Control  Symmetrical  Asymmetrical  Counterbalance  Unison  Canon |
| **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. | Accurately  Appropriately  Precision  Control  Fluency  Flexibility  Strength  Mental focus  Bridging  Dynamic  Counter-balance  Counter-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. | Techniques  Consistently  Precision  Control  Fluency  Refine  inversion |

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. | Range  Consistency  Orientate  Co-operation  Steel  flint |
| **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 | Belay  Abseil  Bouldering  Bowline  overhang |
| **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 reference  Navigate  Control card  compass |
| **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 | Orienteering  Paddle  Afloat  Astern  Back paddle  Canoe  kayak |

\*Watersports to be linked with bi-annual residential