



Our Lady of Lourdes Skills, Knowledge and Vocabulary Progression Map showing Interleaving – PE

For Curriculum Topic Information; please see the relevant Yearly Plan in our Reading Curriculum.

What’s our Curriculum Intent for this Subject:

Live: We aim to support our children’s physical, emotional and academic development by placing activity and sport at the centre of our school community. We intend to offer a Physical Education (PE) curriculum that is inclusive, engaging and inspires all pupils to succeed in all physically demanding activities, including competitive sport. We understand the importance PE, School Sport and Physical Activity has on childrens’ health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Love: We’d like for all our children at Our Lady of Lourdes to develop a lifelong love of physical activity and sport. We hope to support the creation of a co-operative, motivated and resilient community of learners and help to develop essential skills such as leadership and teamwork. Our children will be exposed to a range of physical activities and competitive sports that will allow them to experience and explore sports in ways that they may have not before.

Learn: We intend to deliver high-quality teaching and learning opportunities that enables all children to succeed. We want our children to enjoy their learning, be resilient and consistently strive to give their best at all times. With every lesson, our children will be given the opportunity to develop and refine their practical skills and techniques, further their knowledge of the PE Curriculum, consider the impact that sport has on their health and fitness, compete with themselves and one another and evaluate this performance. In addition, we want all our children to be inspired to participate and succeed in competitive sport. These opportunities allow our children to celebrate successes, learn from their setbacks, embed values such as fairness and respect and instil a love of competition that will hopefully lead to a lifelong participation in sport.

Skills Progression:

Class Teachers			
Cohort	Autumn	Spring	Summer
Year R	<p><b><u>Fundamental Movement Skills</u></b></p> <p><b>Agility</b></p> <p>Move energetically and with confidence in a range of ways, including forwards and backwards.</p> <p>Adjust speed or direction to avoid obstacles.</p>	<p><b><u>Dance – bear hunt</u></b></p> <p><b>Skills</b></p> <p>Joining a range of movements together.</p> <p>Change the speed of their actions, having consideration for themselves and others.</p> <p>Change the style of their movements.</p>	<p><b><u>Games/Athletics/Sports Day prep</u></b></p> <p>Describe how the body feels when still and when exercising.</p> <p>Hit a ball with a bat or racquet.</p> <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>

	<p>Negotiate space, having consideration for themselves and for others and begin to find space when asked.</p> <p>Experiment with different ways of moving: hop with either leg, sidestep in both directions, skip, jump forwards, backwards and side to side. Climb and travel safely on equipment, including safely dismounting.</p> <p><b>Balance</b></p> <p>Retain balance using a variety of jumps: 2 feet to 2 feet, 1 foot to the same foot, 1 foot to 2 feet. Stand momentarily on one foot when shown.</p> <p><b>Co-ordination</b></p> <p>Throw a ball or beanbag underarm.  Roll and strike a ball with the palm of a hand towards a target.  Catch a large ball in two hands.  Catch a ball from shoulder height.  Roll a ball and chase to collect.  Stop a moving ball with hands/feet.</p>	<p>Create a short movement phrase which demonstrates their own ideas.  Begin to move rhythmically.  Use movements to express feelings.  Create movement in response to music.</p> <p><b>Compete/Perform/Evaluate</b></p> <p>Control their body when performing a sequence of movements.  Talk about what they have done.  Talk about what others have done.</p> <p><b>Gymnastics</b></p> <p><b>Acquiring and Developing Skills (General)</b></p> <p>To create a short sequence of movements.  Roll in different ways with control.  Travel in different ways.  Stretch in different ways.  Jump in a range of ways from one space to another with control.  Begin to balance with control.  Move around, under, over and through different objects and equipment.</p> <p><b>Rolls</b></p> <p>To use a variety of rolling actions including log rolls (controlled), curled side roll (controlled) and teddy bear roll.</p> <p><b>Jumps</b></p>	<p>Catch equipment using two hands.  Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball.  Kick an object at a target.  Move safely around the space and equipment.  Travel in different ways, including sideways and backwards.  Jump in a range of ways, landing safely.  Play a range of chasing games.  Follow simple rules.  Control their body when performing a sequence of movements.  Participate in simple games.  Talk about what they have done.  Talk about what others have done.</p>
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<p><b>Year R GD</b></p>	<p><b><u>Stopping on command/following instructions</u></b> <b><u>Climbing up and down safely</u></b></p> <p><b><u>Fundamental movement skills</u></b></p> <p>Move confidently in a range of directions whilst avoiding obstacles. Find space when asked and stay in a space during an activity. Secure FMS including skipping, hopping and running. Begin to explore sending and receiving a ball with a partner.</p>	<p><b><u>Dance</u></b></p> <p>Begin to copy and explore basic movements and body patterns. Begin to link movements to sounds and music.</p> <p><b><u>Gymnastics</u></b></p> <p>To move confidently in a range of directions, being considerate of others' space. Demonstrate strength by beginning to use front support. Begin to talk about how their performance can be improved.</p>	<p><b><u>Games</u></b></p> <p>Begin to catch and bounce a ball. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Kick an object at a target with increasing control and accuracy. Run at different speeds whilst maintaining awareness of others.</p>

<p><b>Year 1</b></p>	<p><b><u>Dance</u></b></p> <p><b>Skills</b></p> <p>Copy and explore basic movements and body patterns. Remember and repeat simple movements and dance steps. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.</p> <p><b>Compete/Perform/Evaluate</b></p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve.</p>	<p><b><u>Fundamental movement skills</u></b></p> <p><b>Agility</b></p> <p>Find space when asked and stay in a space during an activity. Move in different directions and different ways independently, whilst avoiding obstacles. Develop FMS including skipping, hopping and running. Use varying speeds when running. Explore footwork patterns. Stop a moving ball with hands/feet.</p> <p><b>Balance</b></p> <p>Hold some static balances and send and receive objects whilst holding that balance. Jump two feet to two feet with a quarter turn. Jump two feet to one foot and freeze upon landing. Perform a seated balance and move objects from one side to the other. Balance on one leg (left and right).</p> <p><b>Co-ordination</b></p> <p>Take part in sending and receiving with a partner. Stop an object when rolled towards them and send the object back to another person. Use underarm and overarm throwing with increasing control. Catch a large/small ball with two hands. Catch a ball dropped from shoulder height off one bounce. Explore different ways of throwing and kicking a ball.</p>	<p><b><u>Games/Athletics/Sports Day prep</u></b></p> <p>Sprint in a straight line and explain what they can do to move faster. Change direction quickly when sprinting. Jump from two feet to two feet in different directions, e.g. forwards, sideways, backwards. Use their arms and legs to help them jump further. Throw underarm with control. Throw overarm with control. Throw accurately to reach a target. Move a football using the inside of the foot and demonstrate some control. Stop a moving ball and quickly change direction. Alternate between jumping and hopping across an agility ladder. Move equipment between hoops independently. Jump over a series of hurdles without stopping running first.</p>
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## **Gymnastics**

### **Acquiring and Developing Skills (General)**

Create and perform a movement sequence.  
Copy actions and movement sequences with a beginning, middle and end.  
Link two actions to make a sequence.  
Recognise and copy contrasting actions.  
Travel in different ways, changing direction and speed.  
Hold still shapes and simple balances.  
Carry out simple stretches.  
Carry out a range of simple jumps, landing safely.  
Move around, under, over and through different objects and equipment.  
Begin to move with control and care.

### **Rolls**

To use a variety of rolling actions including log rolls (controlled), curled side roll (controlled) and teddy bear roll.

### **Jumps**

To use a number of jumps confidently and precisely, including straight, tuck, jumping, half turn jump and cat spring.

### **Vault**

To use a vault or other suitable raised platform to perform a straight jump off springboard.

### **Travelling and linking actions**

## **Throwing and catching**

Roll a ball and pick it up as it slows down.  
Roll a ball along a line or to a target, track it and pick it up as it slows down.  
Use a simple underarm and overarm throw.  
Throw a ball into a space.  
Catch a ball with two hands.  
Catch a ball thrown by a partner with two hands.  
Run or walk forwards and backwards.  
Run, walk, jog, hop, skip, leap, gallop or jump in different directions, including sideways and along a diagonal or curved projection.

	<p>To travel using a variety of pathways, including: tip-toe, jump, hop, skip and galloping.</p> <p><b>Shapes and Balances</b></p> <p>To use standing balances and kneeling balances. Pike, tuck, star, straight, straddle shapes.</p> <p><b>Perform</b></p> <p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p> <p><b>Evaluate</b></p> <p>Watch and describe performances. Begin to say how they could improve.</p>		
<p><b>Year 1 GD</b></p>	<p><b><u>Dance</u></b></p> <p>Change direction, shape and level as they jump and spin. Improvise independently and create new ideas to use in a dance. Explain the terms unison and canon independently and give examples. Mirror the movements of a partner performing more than one movement at a time. Describe what changes need to be made to improve a performance.</p>	<p><b><u>Fundamental movement skills</u></b></p> <p>Move in a range of directions at varying speeds and directions, avoiding obstacles and stopping on command. Use varying speeds when running, ensuring these are controlled. Balance on one leg with increased control. Begin to perform ½ turn jumps. Begin to explore jumping from one foot to the opposite foot.</p>	<p><b><u>Games/Athletics/Sports Day prep</u></b></p> <p>Sprint in a straight line and apply techniques to move faster. Change direction quickly and effectively when sprinting, losing minimal speed. Consistently demonstrate good balance and coordination to accurately control their movements throughout the race. Complete a series of two-footed jumps quickly and efficiently. Recognise how they need to adjust their body position to jump as far as possible from two feet to two feet. Consistently throw underarm and know when to adjust their body position and force appropriate to the target. Consistently throw overarm and know when to adjust their body position and force appropriate to the target.</p>
	<p><b><u>Gymnastics</u></b></p> <p>To begin to remember actions and movements to create their own sequence. To travel in a variety of ways. Begin to jump in a variety of ways.</p>	<p><b><u>Throwing and catching</u></b></p> <p>Use an extended overarm throw. Catch a ball with one hand. Clap or turn before catching a ball. Throw a ball at or over a target.</p>	

	<p>Perform the full range of jumps, rolls and balances with control and precision. To identify differences in their work and the work of others.</p>		<p>Throw accurately towards a range of targets at different levels and distances/ Jump over a series of hurdles quickly and efficiently using good technique.</p>
Year 2	<p><b><u>Throwing and catching</u></b></p> <p>Roll a ball and pick it up as it slows down. Stop a rolling ball with two hands. Use a simple underarm throw. Bounce a ball whilst moving. Throw a ball into a space. Throw different types of equipment in difference ways for accuracy and distance. Catch a ball with two hands. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Jump to catch a ball. Get into position to catch a ball. Know that we need to warm our bodies up before exercising and cool down after exercising. Run or walk forwards and backwards.</p>	<p><b><u>Dance</u></b></p> <p><b>Skills</b></p> <p>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Develop control of movement using travel, stretch, twist, turn and jump. Develop control of movement by moving forwards, backwards, sideways, high, low and safely, showing awareness of others. Perform on their own and with a partner. Use appropriate expression.</p> <p><b>Compete/Perform/Evaluate</b></p> <p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances and use what they see to improve their own performance. Talk about the differences between their work and that of others.</p>	<p><b><u>Games/Athletics/Sports Day prep</u></b></p> <p>Run at different paces, describing the different paces, Use a variety of different stride lengths. Travel at different speeds. Being to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Know that leg muscles are used when performing a jumping action. Throw different types of equipment in different ways for accuracy and distance. Throw with accuracy at targets of different heights. Perform learnt skills with increasing control. Compete against themselves and others.</p>
	<p><b><u>Gymnastics</u></b></p> <p><b>Acquiring and Developing Skills (General)</b></p>	<p><b><u>Fundamental Movement Skills</u></b></p> <p><b>Agility</b></p>	



	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different parts of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off equipment safely. Move with increasing control and care.</p> <p><b>Rolls</b></p> <p>To use a variety of rolling actions including log rolls (controlled), curled side roll (controlled), teddy bear roll, rocking forward roll and crouched forward roll.</p> <p><b>Jumps</b></p> <p>To use a number of jumps confidently and precisely, including straight, tuck, jumping, half turn jump, cat spring and cat spring to straddle.</p> <p><b>Vault</b></p> <p>To use a vault or other suitable raised platform to perform: hurdle step onto springboard, straight jump off springboard and tuck jump off springboard.</p> <p><b>Travelling and linking actions</b></p> <p>To travel using a variety of pathways, including: tip-toe, jump, hop, skip, galloping and straight jump half turn.</p> <p><b>Shapes and Balances</b></p>	<p>Find space when asked and stay in a space during activity. Move in different directions and different ways independently whilst avoiding obstacles. Can gallop and dodge effectively. Run with agility and confidence. Pick up a moving ball with two hands.</p> <p><b>Balance</b></p> <p>Hold some static balances and send and receive objects whilst holding that balance. Safely move across a bench/smaller area without error. Balance on one leg (left and right), including with eyes closed. Jump two feet to two feet with a 180-degree turn. Jump 1 foot to the opposite foot and 2 feet to 1 foot.</p> <p><b>Co-ordination</b></p> <p>Catch an object when rolled/thrown towards them and send the object back to another person. Take part in sending and receiving with a partner, throwing underarm and overarm. Bounce the ball with increasing accuracy and control. Throw different objects in a variety of ways. Catch a ball after 1 bounce consistently. Kick a ball against a wall and control with both feet.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p>
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	<p>To use standing balances and kneeling balances.          To use large body part balances.          To balance using apparatus.          To balance using a partner.          Pike, tuck, star, straight, straddle shapes.          Front and back support.</p> <p><b>Perform</b></p> <p>Perform sequences of their own composition with coordination.          Perform learnt skills with increasing control.</p> <p><b>Evaluate</b></p> <p>Watch and describe performances and use what they see to improve their own performance.          Talk about the differences between their work and the work of others.</p>		
Year 2 GD	<p><b><u>Throwing/catching</u></b></p> <p>Stop a rolling ball or quoit with one hand.          Bounce a ball with control changing hands.          Step forward into an opposition overarm throw.          Step forward as they pitch a quoit sideways.          Throw and catch an oval ball.          Explain why our bodies feel different after exercise.</p>	<p><b><u>Dance – paintbrush dance</u></b></p> <p>Create a range of suitable movements and remember and perform these both in canon and unison.          Adapt their motif to include a change of levels and use appropriate facial expressions.          Demonstrate a wide variety of movements and body shapes.          Give a detailed evaluation of the performance of others, including areas for improvement.</p>	<p><b><u>Games/Athletics/Sports Day prep</u></b></p> <p>Vary paces using, describing why they used different paces and alter stride lengths appropriately.          Select the most suitable pace and speed for distance and apply this to a race.</p> <p>Perform and compare different types of jumps and investigate which jump is the best to use to cover distance.          Combine different jumps together with fluency and control.          Throw with increasing accuracy at targets of varying heights and distances.</p>
	<p><b><u>Gymnastics</u></b></p> <p>Adapt sequences to suit different types of apparatus and their partner’s ability.          Create their own complex sequences involving full range of actions and movements.</p>	<p><b><u>Fundamental Movement Skills</u></b></p> <p>Move around a given area with speed and accuracy, ensuring awareness of personal space and space of others.</p>	

	<p>Confidently link movements in a routine together with precision and accuracy.  Confidently lead groups in a warm up.  Perform the full range of jumps, rolls and balances with control and precision.  Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Hold a range of static balance for a sustained period of time.  Can perform a combination of sidesteps with pivots.  Throw and catch a ball with one hand or two.</p>	
<p><b>Year 3</b></p>	<p><b><u>Dance</u></b></p> <p><b>Skills</b></p> <p>Begin to improvise with a partner to create a simple dance.  Create motifs from different stimuli.  Begin to compare and adapt movements and motifs to create a larger sequence.  Use simple dance vocabulary to compare and improve work.  Perform with some awareness of rhythm and expression.  Develop movement using travel, turn, gesture, jump and stillness.  Develop movements using formation, direction and levels.  Perform whole group/duo/solo/unison/canon.  Explore speed and energy.</p> <p><b>Compete/Perform/Evaluate</b></p> <p>To develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner.  Watch, describe and evaluate the effectiveness of a performance.</p>	<p><b><u>Badminton – Julia?</u></b></p> <p>Identify and use appropriate forehand and backhand grips.  Begin to play a successful rally.  Begin to consolidate skills and link actions whilst competing with each other.  Continue to apply and develop skills.  Play a competitive game to practise racquet skills and to develop accurate throwing and catching.  Be able to lunge on both legs whilst retaining their balance.  Begin to use a split-step, to be in a 'ready' position.  To demonstrate a correct sideways body position.  Begin to use running, flexibility, control and balance in a fun, competitive game.  Apply the basic principles of attack and defence in a modified competitive game, including in pairs.  Play a modified competitive game of badminton.  To begin to make contact with the shuttle, using an appropriate thumb grip for a backhand serve.  Begin to make contact with the shuttle using an appropriate grip for a forehand serve.  To hold the shuttle correctly in preparation for a serve.  To complete a successful backhand and forehand serve.</p>	<p><b><u>Tennis</u></b></p> <p>Demonstrate a range of effective footwork skills during footwork drills, such as moving in different directions and changing direction whilst maintaining balance.  Control the ball in a range of ways, including bouncing the ball up and down, using good hand-eye coordination and racquet skills;  Hit a ball along the ground with accuracy using a tennis racquet.  Effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip.  Often hit a ball to land close to or in a target area.  Effectively hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip.  Work co-operatively in a team to keep a rally going, using both the forehand and backhand hit.  Explain what to do in different attacking and defending scenarios and why.  Understand the importance of positioning to be able to return the ball and consistently apply this in a game.</p>

<p>Describe how their performance has improved over time.</p>	<p>Using throwing, catching and running in combination whilst competing against each other. Work collaboratively in pairs. Begin to apply basic principles of attacking and defending. To hit the shuttle using an appropriate grip. To begin to make contact with the shuttle using an overhead action. To begin to evaluate their own performance and say what they noticed about others’.</p>	<p>Use a range of net and wall fundamentals to play a competitive net and wall-based game.</p>
<p><b><u>Gymnastics</u></b></p> <p><b>Acquiring and Developing Skills (General)</b></p> <p>Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction or speed or level. Develop the quality of their actions, shapes and balances. Move with co-ordination, control and care. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.</p> <p><b>Rolls</b></p> <p>To use a variety of rolling actions including crouches forward roll, forward roll from standing and tucked backward roll.</p> <p><b>Jumps</b></p>	<p><b><u>Invasion Games</u></b></p> <p>Practise skills in isolation and combination, for example, throwing and catching, with increasing accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw and catch to keep possession and score ‘goals’. Throw a ball in different ways, e.g., slow, fast, high or low. Develop a safe and effective overarm bowl. Demonstrate successful hitting and striking skills. Develop a range of skills in striking. Practise the correct batting technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p><b><u>OAA</u></b></p> <p>Identify and demonstrate a range of effective teamwork skills to achieve the goals. Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities. Follow multi-step instructions, using strategies to aid them. Identify the problem and come up with possible solutions and a plan of action to solve it. Demonstrate a range of effective teamwork skills to solve a range of problems. Understand and use directional language to effectively navigate others. Follow the directions given to them with success. Give easy-to-follow directions using appropriate terminology. Understand the concept of a map and use a key and symbols on a simple map. Orientate a map.</p>

	<p>To use a number of jumps confidently and precisely, including straight, tuck, jumping, star, straddle, pike, straight jump to half-turn and cat leap.</p> <p><b>Vault</b></p> <p>To use a vault or other suitable raised platform to perform: hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off and pike jump off.</p> <p><b>Travelling and linking actions</b></p> <p>To travel towards and away from a partner using a variety of pathways, including: tip-toe, jump, hop, skip, chassis steps, straight jump half turn and cat leap.</p> <p><b>Shapes and Balances</b></p> <p>To use large and small body part balances, including standing and kneeling balances. Balances on apparatus. Matching and contrasting partner balances. Pike, tuck, star, straight, straddle shapes. Front and back support.</p> <p><b>Perform</b></p> <p>Develop the quality of the actions in their performance. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p> <p><b>Evaluate</b></p>	<p>Use two different ways of moving with a ball in a game. Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game. Keep possession with some success when using equipment that is not used for throwing and catching skills. Find a useful space and get into it to support teammates. Say when a player has moved to help others; apply this knowledge to their own play. Apply and follow rules fairly. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against themselves and others in a controlled manner. Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Know the meaning of a range of common map symbols. Understand and can talk about what orienteering involves and know a range of different orienteering symbols.</p>
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	<p>Watch, describe and evaluate the effectiveness of performances. Describe how their performance has improved over time.</p>		
Year 3 GD	<p><b><u>Dance</u></b></p> <p>Develop dance motifs by adapting original ideas to vary the levels, methods of travel, speed, repeating movements and experimenting with different dynamics. Suggest their own ideas about how to make activities more challenging. Begin to confidently improvise with a partner or on their own. Show increased precision and control throughout their performance.</p>	<p><b><u>Badminton – Julia?</u></b></p> <p>To confidently use a forehand shot during a game, using correct grip. To use the correct stance when starting a game and throughout a rally to their advantage. To use a range of attacking and defence skills to gain an advantage and win a point, including with a partner. To make contact with the shuttle with increasing accuracy. To use the full range of skills in combination when playing against another. To thoroughly evaluate their own performance, suggesting improvements.</p>	<p><b><u>Tennis</u></b></p> <p>Demonstrate excellent speed, agility and balance during footwork drills, moving in different directions and changing direction efficiently and effectively. Understand the importance of good footwork, movement and positioning in net and wall games, including the ready position and consistently demonstrates this throughout the lesson. Use an excellent forehand technique to accurately hit the ball and consistently demonstrate this in a game, including using the correct grip; Show excellent aiming skills to accurately and consistently hit a ball close to or in a target area. Work co-operatively in a team to keep a rally going, using both the forehand and backhand hit appropriately and effectively. Understand the principles of attacking and defending in net and wall-based games and explain what to do in different attacking and defending scenarios and why. Position themselves effectively on the court in both attack and defence.</p>
	<p><b><u>Gymnastics</u></b></p> <p>Adapt sequences to suit different types of apparatus and their partner's ability.</p>	<p><b><u>Invasion Games</u></b></p> <p>Understand and consistently apply the basic principles of invasion games.</p>	<p><b><u>OAA</u></b></p>

	<p>Create their own complex sequences involving full range of actions and movements.  Confidently link movements in a routine together with precision and accuracy.  Confidently lead groups in a warm up.  Perform the full range of jumps, rolls and balances with control and precision.  Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Use a range of attacking and defending skills during team games appropriately.  Read the game to be able to intercept effectively.  Use space effectively and intentionally.  Work effectively as part of a team.</p>	<p>Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals.  Verbally communicate ideas clearly and concisely, show excellent listening skills and communicate skilfully using non-verbal methods of communication.  Confidently and effectively follow multi-step instructions.  Help others to identify the problem, suggesting a range of possible solutions and appropriate plan of action and be instrumental in successfully solving it.  Demonstrate an excellent understanding of directional language, using it to effectively navigate others.  Confidently read and follow a range of simple maps and support others in their map reading, such as using a key.  Confidently orientate a map, supporting others to do so when necessary.  Know the meaning of a range of common map symbols, including some additional symbols not featured in the lesson's resources.</p>
<p><b>Year 4</b></p>	<p><b><u>Dance</u></b></p> <p><b><u>Skills</u></b></p> <p>Structure a dance phrase, connecting different ideas and showing a clear beginning, middle and end.  Identify and repeat the movement patterns and actions of a chosen dance style.  Compose a dance that reflects the chosen dance style.  Confidently improvise with a partner or on their own.</p>	<p><b><u>Badminton – Julia?</u></b></p> <p>Identify and use appropriate forehand and backhand grips.  Play a successful rally with increasing accuracy and speed.  Continue to consolidate skills and link actions whilst competing with each other.  Continue to apply and develop skills.  Play competitive games to practise racquet skills and to develop accurate throwing and catching.  Be able to lunge on both legs whilst retaining their balance.</p>	<p><b><u>Swimming</u></b></p> <p>To develop basic pool safety skills and confidence in water.  To develop a range of strokes effectively, e.g. front crawl, back stroke.  To show breath control.  To tread water.  To swim competently, confidently and proficiently over a distance of at least 25 metres.  To perform self-rescue in different water-based situations.</p>



<p>Compose longer dance sequences in a small group.          Demonstrate precision and some control in response to stimuli.          Begin to vary dynamics and develop actions and motifs in response to stimuli.          Demonstrate rhythm and special awareness.          Change parts of a dance as a result of self-evaluation.          Use simple dance vocabulary when comparing and improving work.          Develop movement using travel, turn, gesture, jump and stillness.          Develop movement using formation, direction and levels.          Perform in whole group/duo/solo/unison/canon.          Explore speed and energy.</p> <p><b><u>Compete/Perform/Evaluate</u></b></p> <p>Perform and create sequences with fluency and expression.          Perform and apply skills and techniques with control and accuracy.          Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.          Modify their use of skills or techniques to achieve a better result.</p>	<p>Confidently use a split-step, to be in a 'ready' position.          To demonstrate a correct sideways body position.          Confidently use running, flexibility, control and balance in a fun, competitive game.          Apply the basic principles of attack and defence in a modified competitive game, including in pairs.          To make contact with the shuttle, using an appropriate thumb grip for a backhand serve.          To make contact with the shuttle using an appropriate grip for a forehand serve.          To hold the shuttle correctly in preparation for a serve.          To complete a successful backhand and forehand serve in a game situation.          Using throwing, catching and running in combination whilst competing against each other to develop control and technique.          Work collaboratively in pairs.          Apply basic principles of attacking and defending.          To hit the shuttle using an appropriate grip.          To make contact with the shuttle using an overhead action, including in game situations.          To evaluate their own performance, suggesting ways to improve their own technique as well as others.</p>	
<p><b><u>Gymnastics</u></b></p> <p><b>Acquiring and Developing Skills (General)</b></p> <p>To create a sequence of actions that fit a theme.          Use an increasing range of actions, directions and levels in their sequence.          Move with clarity, fluency and expression.          Show changes of direction, speed and level during performance.          Travel in different way, including using flight.</p>	<p><b><u>Invasion games</u></b></p> <p>Practise skills in isolation and combination with greater accuracy.          Play games with some fluency and accuracy, using a range of throwing and catching techniques.          Develop different ways of throwing and catching.          Move with a ball using a range of techniques, showing control and fluency.          Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p><b><u>OAA</u></b></p> <p>Give some reasons why they warm up and cool down during sporting activities;          Develop strong listening skills.          Begin to follow a map within a familiar space.          Orientate themselves with accuracy around a short trail.          Create a short trail for others with a physical challenge.</p>



Improve the placement and alignment of body parts in balances.  
Use equipment to vault in a variety of ways.  
Carry out balances, recognising the position of their centre of gravity and how this affects the balance.  
Begin to develop good technique when travelling, balancing and using equipment.  
Develop strength, technique and flexibility throughout performances.

### **Rolls**

To use a variety of rolling actions including forward roll from standing, straddle forward roll, tucked backward roll, backward roll to straddle.

### **Jumps**

To use a number of jumps confidently and precisely, including straight, tuck, jumping, star, straddle, pike, straight jump to half-turn and full-turn, cat leap and cat leap to half turn.

### **Vault**

To use a vault or other suitable raised platform to perform: hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off and pike jump off.

### **Travelling and linking actions**

To travel towards and away from a partner using a variety of pathways, including: tip-toe, jump, hop, skip, chassis steps, straight jump half turn and full turn, cat leap, cat leap half turn and pivot.

Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score.  
Know the rules of a game, understanding that they need to defend as well as attack.  
Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.  
Make the best use of space to pass and receive the ball.  
Vary the tactics they use in a game.  
Adapt rules to alter games.  
Take part in a range of competitive games and activities.  
Watch, describe and evaluate the effectiveness on performances, giving ideas for improvements.  
Modify their use of skills or techniques to achieve a better result.

Work well within a team and begin to show leadership qualities.  
Choose and apply strategies to solve problems with support.  
Make informed decisions on the best equipment to use of an activity.  
Be aware of how conditions may affect the courses they are completing.  
Demonstrate an understanding of how to stay safe.

	<p><b>Shapes and Balances</b></p> <p>To use mirroring and matching techniques. Balances on apparatus. Front and back support. Balances with and against a partner. Pike, tuck, star, straight, straddle shapes.</p> <p><b>Perform</b></p> <p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p><b>Evaluate</b></p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p>		
<p><b>Year 4 GD</b></p>	<p><b><u>Dance</u></b></p> <p>To work closely with a partner to ensure their movements are perfectly timed in unison or in canon. To confidently and deliberately select the energy of their movements. To link their improvised actions together while still retaining suitable dynamics. Show increased precision and control throughout their performance. Show greater awareness of the rhythm of the music through their movements. Take the lead when working with a group to perform a dance.</p>	<p><b><u>Badminton – Julia?</u></b></p> <p>To confidently use a forehand shot during a game, using correct grip. To use the correct stance when starting a game and throughout a rally to their advantage. To use a range of attacking and defence skills to gain an advantage and win a point, including with a partner. To make contact with the shuttle with increasing accuracy. To use the full range of skills in combination when playing against another. To thoroughly evaluate their own performance, suggesting improvements.</p>	<p><b><u>Swimming</u></b></p> <p>To use a range of strokes confidently and effectively to travel a distance greater than 25 metres.</p>

### Gymnastics

Adapt sequences to suit different types of apparatus and their partner's ability.  
Create their own complex sequences involving full range of actions and movements.  
Confidently link movements in a routine together with precision and accuracy.  
Confidently lead groups in a warm up.  
Perform the full range of jumps, rolls and balances with control and precision.  
Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

### Invasion games

Confidently dribble with the ball using a range of techniques, demonstrating control, fluency and speed.  
Look up and change speed and direction whilst keeping good control of the ball.  
Use both feet to pass the ball with control and accuracy.  
Vary the weight of passes according to the distance.  
Mark an opposition player so effectively that they are 'marked out' of the game and not able to contribute towards their team.  
Demonstrate excellent teamwork and sportsmanship.  
Follow rules in a range of more complex invasion games.

### OAA

Describe how the body reacts at different times within the exercise period and how this affects their performance.  
Follow a map to move around a less familiar space.  
Follow a map with increasing accuracy and confidence, within a set time limit.  
Show leadership skills with growing confidence;  
Be aware of dangers presented by weather conditions and be able to explain what they would do in different situations.

**Football**

**Passing a ball:**

Send a football to someone on the same team using parts of the foot.  
 Pass a ball with speed and accuracy.  
 Use appropriate techniques in a game situation.

**Travelling with a ball:**

Dribble making small touches into space with speed.  
 Use a variety of ways to dribble in a game.  
 Use ball skills in various ways and begin to link together.

**Possession:**

Use a range of ways to keep a ball under control, dependent on a pass from a team mate.  
 Keep and win back possession effectively.

**Using space:**

Demonstrate an increasing awareness of space.

**Attacking and defending:**

Lose a defender to receive a pass.  
 Defend a player and make some successful interceptions for the team.  
 Choose the best tactics for attacking and defending.  
 Begin to shoot in a game, with shots becoming more and more accurate (e.g. awarding a point for hitting rim).

**Athletics**

Identify and know about a variety of athletic events and techniques.  
 Apply and develop existing running, throwing and jumping skills.  
 Practise and improve reaction times and identify an effective sprint start.  
 Develop and improve their running technique for sprinting, showing good coordination and control.  
 Demonstrate stamina in order to maintain a sustained run.  
 Show good control, coordination and power when performing the standing vertical jump and measure the height jumped with accuracy.  
 Follow step-by-step instructions to learn and develop a range of throwing techniques with increasing control, accuracy, fluency and success.  
 Compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best.  
 Evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.

**Tennis**

Use the correct skills to catch and control a ball on their racquet.  
 Grip a tennis racquet correctly when hitting a forehand groundstroke.  
 Regularly get into the ready position before and after shots.  
 Use the correct technique to land forehand shots in the opposition's side of the court.  
 Explain an advantage and disadvantage of both backhand groundstroke techniques.  
 Use the correct technique for the double-handed and single-handed backhand.  
 Show knowledge of how to adjust their technique for direction and distance and aim a serve at a target area with some accuracy.  
 Play short and long volleys, changing the level of power and racquet head position appropriately.  
 Demonstrate an understanding of the rules of tennis and use the tennis scoring system in a mini-game.  
 Use a number of the stroke techniques and skills learnt to take part in a rally.  
 Evaluate their performance, identifying some suggestions for improving their performance.

<p><b>Tactics and rules:</b>          Know when to pass and when to dribble in a game.          Devise and adapt rules to create own games.</p> <p><b>Compete/perform/evaluate:</b>          Consistently perform and apply skills and techniques with accuracy and control.          Take part in competitive games with an understanding of tactics and composition.          Choose and use criteria to evaluate own and others' performance.          Explain why particular skills or techniques have been used and the effect they have had on their performance.</p>		
<p><b><u>Netball</u></b></p> <p><b>Passing a ball:</b>          Know which pass is best to use and when in a game.</p>	<p><b><u>Rugby</u></b></p> <p>Use the correct grip while holding the ball to be able to pass it effectively.          Pass the ball with accuracy, using the correct technique while stationary.</p>	<p><b><u>Volleyball</u></b></p> <p>Use the ready position to carry out a pass or hit.          Executes a dig shot using the correct technique.</p>

<p>Use all three passes (chest, shoulder and bounce) correctly. Begin to use a square (across the court) and straight (up and down the court) passes to achieve pace.</p> <p><b>Possession:</b></p> <p>Use a range of ways to keep a ball under control, dependent on a pass from a team mate. Keep and win back possession effectively.</p> <p><b>Using space:</b></p> <p>Demonstrate an increasing awareness of space.</p> <p><b>Attacking and defending:</b></p> <p>Lose a defender to receive a pass. Mark opponents. Defend a player and make some successful interceptions for the team. Choose the best tactics for attacking and defending. Shoot in a game with more accuracy. Begin to attempt to retrieve rebound shots.</p> <p><b>Tactics and rules:</b></p> <p>Follow rules to play a game successfully. Identify and use tactics to help their own team keep the ball and form an attack.</p> <p><b>Compete/perform/evaluate:</b></p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Move their hands to catch a ball arriving at different heights and angles. Pass the ball with accuracy using the correct technique while on the move. Get into the correct position to receive a pass from a teammate. Use the sidestep to get around a passive defender. Explain and demonstrate most of the rules of tagging, including in a game situation. Sidestep a defender and pass the ball with success and generally use the space effectively. Demonstrate knowledge of how to intercept a pass and execute this during drills that specifically practise this skill and sometimes in a game situation. Show knowledge and understanding of tactical decision-making and sometimes choose the right tactic in a game, to help their team keep and win back possession of the ball. Use a range of attacking and defending skills to contribute to the success of their team. Demonstrate knowledge of many of the rules of tag rugby and follow them in a game. Identify and describe the effectiveness of the performance of others and give suggestions for improvement.</p>	<p>Make good contact and show control when hitting a ball with their arm or hand. Use the correct technique to hit an underarm serve. Execute an underarm serve into a targeted area with some success. Set the ball using the correct technique. Aim the ball in an intended direction, with consistent accuracy. Use a block technique to deflect or stop a ball from coming back over the net, with some success. Time their block of a volleyball, usually with success. Shows an understanding of the importance of communication and teamwork in a net and wall game.</p>
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	<p>Take part in competitive games with an understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why particular skills or techniques have been used and the effect they have had on their performance.</p>		
<p><b>Year 5 GD</b></p>	<p><b><u>Football</u></b></p> <p>Use a range of passing techniques with different parts of the foot. Make appropriate decisions of when to pass a ball into space. Dribble at speed with a ball to beat defenders and develop an attack. Use a range of balls skills in various ways and consistently and accurately link together. Consistently and accurately keep possession of the ball. Know when and how to move into changing spaces. Make successful interceptions whilst maintaining possession of the ball.</p>	<p><b><u>Athletics</u></b></p> <p>Confidently and consistently apply existing skills and knowledge in a variety of athletic activities; Try to achieve the greatest speed, height, distance and accuracy in a range of running, throwing and jumping activities. Run for sustained periods, demonstrating stamina, fitness and endurance; Consistently combine and display a range of learnt skills and techniques with success, confidence and control when participating in running, jumping and throwing activities and games. Compete against self and others in a controlled manner, always striving for improvement to achieve their personal best. Identify, modify and refine their technique to improve their own and others' performance and suggest technical ways to improve.</p>	<p><b><u>Tennis</u></b></p> <p>Demonstrate an excellent understanding of positioning and move their feet quickly to get into a good position to control a ball with a racquet. Always use the appropriate grip when hitting a forehand groundstroke. Demonstrate excellent forehand technique to successfully land regular shots deep towards the baseline. Use the correct technique for both the single-handed and double-handed backhand and switch confidently between the two. Hit a ball with accuracy towards a targeted area using different backhand strokes. Read a player's body and racquet position, allowing them to react quickly. Demonstrate an excellent understanding of the rules and scoring system in tennis. Use a wide range of the techniques and skills learnt to take control of a rally and win points. Show confidence with the overhead serve.</p>



	<p><b><u>Netball</u></b></p> <p>Use a range of passes accurately and confidently.          Select the most appropriate pass to aid possession and avoid interceptions.          Know when to mark the opposite player and know when to adapt their marking to the game, e.g., if a penalty pass is awarded.          Communicate strategies and tactics to other members of the team, adapting ideas as the game progresses.          Recognise their own and others' strengths and weaknesses in a game.</p>	<p><b><u>Rugby</u></b></p> <p>Pass the ball with control and accuracy to the left and the right, using the correct technique while stationary.          Confidently catch a rugby ball using different techniques.          Pass the ball with control and accuracy to the left and the right, using the correct technique while moving at pace.          Explain and demonstrate the rules of tagging with confidence and supports others in achieving this.          Avoid being tagged in a variety of ways, including passing the ball to a teammate, sidestepping and dodging a defender and using the space effectively.          Confidently intercept the ball to win possession for their team and set up an attack.          Consistently and confidently use a range of attacking and defending skills to contribute to the success of their team.</p>	<p>Volleyball</p> <p>Moves in and out of the ready position efficiently and as needed.          Accurately executes a dig pass with success.          Consistently makes good contact and shows control when striking the ball on their arm or hand.          Accurately execute an underarm serve with good control.          Accurately direct an underarm serve into an intended target area.          Accurately set the ball using the correct technique.          Aim the ball in an intended direction, with a high level of accuracy.          Use dig or set shots to pass the ball, with a high level of control and accuracy.          Time their block of a volleyball, consistently and successfully.          Communicate effectively with peers when competing activities or games.</p>
<p><b>Year 6</b></p>	<p><b><u>Hockey</u></b></p> <p>Use speed, change of direction and dribbling to advance towards the team's goal.          Use a range of passes, knowing which one to use, depending on the distance of the pass.          Dribble and change direction by making a square pass or straight pass.          Know when to defend and what defence skills could be used.          Keep and win back possession of the ball effectively in a variety of ways in a game.</p>	<p><b><u>WW2 Dance</u></b></p> <p><b><u>Skills</u></b></p> <p>Perform with confidence, using a range of movement patterns.          Identify and repeat the movement patterns and actions of a chosen dance style.          Demonstrate strong movements throughout the sequence.          Compose individual, partner and group dances.          Use dramatic expression in dance movements.</p>	<p><b><u>Athletics</u></b></p> <p>Demonstrate an improvement in reaction speed through repetition.          Demonstrate elements of an effective sprinting technique.          Work well with team members to pass and receive the baton using the learned technique.</p>

<p>Demonstrate a good awareness of space. Seize an opportunity to score. Think ahead and create a plan of attack or defence. Follow rules relevant to hockey. take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p> <p><b><u>Compete/Perform/Evaluate</u></b></p> <p>Link actions to create a complex sequence, using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p>Demonstrate a degree of endurance and stamina to be able to run for longer distances; Understand how to pace themselves and can sometimes do this in a race, including speeding up at the end Demonstrate some elements of the different jumping techniques and work hard to improve on their personal best. Use different throwing techniques for distance and accuracy. Execute the underarm throw with accuracy and success in isolation and sometimes in a</p>
<p><b><u>Gymnastics</u></b></p> <p><b>Acquiring and Developing Skills (General)</b></p> <p>To create, practise and refine longer, more complex sequences, including 8-10 actions for a performance. To create their own sequences involving a range of actions and movements.</p>	<p><b><u>Invasion games</u></b></p> <p>Use the skills of throwing and catching to gain points in competitive games. Throw and catch accurately and successfully under pressure in a game. Use different techniques for passing, controlling, dribbling and shooting the ball in a game.</p>	<p><b><u>OAA</u></b></p> <p>Use a step-by-step approach to solve problems. Work effectively with others to solve problems, often with success. Evaluate the problem-solving strategies used, in relation to both their own</p>

Choose actions, body shapes and balances from previous knowledge and ideas.  
Show clear, individual movements and transfer from one movement to another.  
Understand the need for warming up and working on body strength, tone and flexibility.

### **Rolls**

To use a variety of rolling actions including forward roll, straddle forward roll, pike forward and backward roll, dive forward roll, tucked backward roll, backward roll to straddle and backward roll to standing pike.

### **Jumps**

To use a number of jumps confidently and precisely, including straight, tuck, jumping, star, straddle, pike, straight jump to half-turn and full-turn, cat leap, cat leap to half and full turn, split leap and stag leap.

### **Vault**

To use a vault or other suitable raised platform to perform: hurdle step onto springboard, squat on vault, straddle on vault, star jump off, tuck jump off, straddle jump off, pike jump off, squat through vault and straddle over vault.

### **Travelling and linking actions**

To travel towards and away from a partner using a variety of pathways, including: tip-toe, jump, hop, skip, chassis steps, straight jump half turn and full turn, cat leap, cat leap half turn, cat leap full turn and pivot.

Show confidence in using ball skills in various ways in a game situation and link these together effectively.

Choose and make the best pass in a game situation.

Link a range of skills together with fluency.

Apply basic principles of team play to keep possession of the ball.

Win back possession of the ball effectively.

Hit a bowled ball over longer distances.

Use good hand-eye coordination to be able to direct a ball when striking or hitting.

Understand how to serve in order to start a game.

Use marking, tackling or interception to improve their defence.

Think ahead and create a plan of attack or defence.

Work as a team to develop fielding strategies to prevent the opposition from scoring.

Recognise their own and others' strengths and weaknesses in games.

Apply rules of fair play to competitive games.

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

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

success as well as the success of the group.

Understand what perseverance is, how it is an important life skill and demonstrate this most of the time when faced with problems and challenges.

Show the ability to work effectively with others to achieve a common goal, often with success.

Usually approach tasks with a positive attitude.

Understand how to give verbal communication effectively and often demonstrate this by speaking clearly and concisely and checking everyone has understood.

Know different methods to communicate non-verbally and can use these effectively in a range of problem-solving activities.

Effectively lead a small group through a warm-up and/or cool-down activity.

Have an important role in the team, usually cooperating well with others.

Demonstrate some elements of good leadership.

Work as part of a team, often trying their best to complete the challenges.

Understand what a strategy is and the steps needed to make and carry out one effectively.

Successfully orientate and follow a map to find control points in timed conditions.

Understand what orienteering involves and use this knowledge to help design a themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions).

	<p><b>Shapes and Balances</b></p> <p>To use mirroring and matching techniques.  To use 1, 2, 3 and 4 point balances.  To use counter balance, counter tension balances, cannon, synchronisation and changes in level, direction and speed all use effectively and confidently.  Use contrasting actions, shapes, balances and dynamics.  Balances on apparatus.  Front and back support.  Pike, tuck, star, straight, straddle shapes.</p> <p><b>Perform</b></p> <p>Links actions to create a complex sequence using a full range of movement.  Perform and apply a variety of skills and techniques confidently and with precision.  Easily adapt sequences from one situation to another.  Adapt their performance to the demands of a task, using their previous knowledge.</p> <p><b>Evaluate</b></p> <p>Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.</p>		<p>Work collaboratively to put on an appropriately challenging orienteering activity for a specified group of children.</p>
<p><b>Year 6 GD</b></p>	<p><b><u>Hockey</u></b></p> <p>To use a number of different techniques to pass and dribble.  Control the ball confidently.  Tackle confidently and safely.  Read the game to be able to intercept effectively.  Use space effectively and intentionally.</p>	<p><b><u>WW2 Dance</u></b></p> <p>To perform with increasing confidence using the full range of movement patterns.  Consistently demonstrate strong movements throughout a sequence.  To create dance sequences for others.  Show an increasing awareness of different dance styles and traditions.</p>	<p><b><u>Athletics</u></b></p> <p>Confidently execute the underarm throw with accuracy, consistency and control in a range of situations.  Use an effective sprinting technique that demonstrate power, speed, control and efficiency.</p>

<p>Make appropriate changes that improve their own performance as well as their teams.</p>	<p>To link and develop a series of dance motifs, manipulating different dance elements including spacing, tempo and level to create a variety, drama and interest.</p>	<p>Smoothly and efficiently pass and receive the baton, helping their team to achieve success in a relay race. Demonstrate excellent endurance and stamina to be able to run for longer distances. Effectively use different throwing techniques for distance and accuracy, leading to success in the game.</p>
<p><b><u>Gymnastics</u></b></p> <p>Adapt sequences to suit different types of apparatus and their partner's ability. Create their own complex sequences involving full range of actions and movements. Confidently link movements in a routine together with precision and accuracy. Confidently lead groups in a warm up. Perform the full range of jumps, rolls and balances with control and precision. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>	<p><b><u>Invasion games</u></b></p> <p>Confidently lead and take part in warm-ups and cool-downs safely and effectively. Show confidence in moving and changing direction with the ball using the correct technique in a variety of invasion games, with speed, control, fluency and support others in doing so. Choose the best pass to make in a game and execute it with accuracy and precision. Use space effectively and intentionally to help keep possession of the ball. Take a leading role in creating a complex set of rules for a new game. Follow rules in a range of more complex invasion games.</p>	<p><b><u>OAA</u></b></p> <p>use a step-by-step approach to solve problems, often taking the lead within the group and supporting others. Identify and talk about perseverance in a range of situations, demonstrating this all of the time when faced with problems and challenges. Demonstrate excellent verbal communication skills by speaking clearly and concisely, summarising points and checking everyone has understood – all while remaining calm under pressure. Expertly lead a small group through a warm-up and/or cool-down activity. Demonstrate many elements of good leadership. Use their good knowledge and understanding of orienteering to help design an engaging and themed orienteering activity that includes the essential features identified (control card, map with control points, appropriate questions). Work collaboratively, taking an instrumental role, to put on an</p>

			appropriately challenging orienteering activity for a specified group of children.
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## Vocabulary, Interleaving Opportunities and Knowledge Progression:

### Class Teacher

#### Year Group: R

<b>Autumn Term 1: Fundamental Movement Skills</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backwards, balance, direction, forwards, hop, jump, reach, run, skip, space, step, stop		Maths: Counting and repeating patterns.	A sense of enjoyment and fascination in learning about what their bodies can do.
<b>Autumn Term 2: Fundamental Movement Skills</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backwards, balance, direction, forwards, hop, jump, reach, run, skip, space, step, stop		Maths: Counting and repeating patterns.	A sense of enjoyment and fascination in learning about what their bodies can do.
<b>Spring Term 1: Dance</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, control, levels, partner, space, speed		We're going on a bear hunt book to form the stimuli for a bear hunt dance.	To use their imagination in creation of a piece of work.  Using dance to express their emotions.
<b>Spring Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, control, direction			A sense of enjoyment and fascination in learning about what their bodies can do.



<b>Summer Term 1 and 2: Games/athletics/sports day</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backwards, balance, direction, forwards, hop, jump, reach, run, skip, space, step, stop	Review of Autumn term with fundamental movement skills. Children to consolidate skills focused on agility, balance and co-ordination.		A sense of enjoyment and fascination in learning about what their bodies can do.

### Year Group: 1

<b>Autumn Term 1: Dance</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, canon, control, levels, partner, repeat, space, speed, unison	Moving rhythmically. Changing of speed.		To use their imagination in creation of a piece of work.  Using dance to express their emotions.
<b>Autumn Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, control, direction, pike, sequence, straddle, strength, vault	Standing balances.  Control of body when performing.  High and low levels.		Exploration of creativity, emotions and feelings through performance.  Respect for others in different situations.  Development of partner work and responses to situations involving others.  Support and celebration of all successes.
<b>Spring Term 1: Fundamental Movement Skills</b>			

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
agility, backwards, balance, climb, direction, forwards, hop, jump, reach, receive, roll, run, skip, space, speed, step, stop	Stand and balance for short periods on one foot.  Move over small and larger obstacles using hands and feet.		To use a range of social skills to engage in a game with others.  Willingness to participate in a range of activities.  To cooperate with others.
<b>Spring Term 2: Throwing and catching</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
control, hoops, overarm throw, pass, position, pulse, quoit, receive, release, underarm throw	Rolling a ball.  Throwing underarm.		To use a range of social skills to engage in a game with others.  Willingness to participate in a range of activities.  To cooperate with others.
<b>Summer Term 1 and 2: Games/athletics/sports day</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>
backwards, balance, control, direction, forwards, hop, hurdles, jump, reach, run, skip, space, sprint, step, stop	Review of fundamental movement skills. Children to consolidate skills focused on agility, balance and co-ordination.		A sense of enjoyment and fascination in learning about what their bodies can do.

## Year Group: 2

<b>Autumn Term 1: Throwing/catching</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> (e.g. when past topics can be revisited)	<b>Links to wider curriculum</b> (e.g. different subjects or key stages)	<b>SMSC</b>

control, cricket stumps, dodge, hoops, opposition, overarm throw, pass, position, pulse, quoit, receive, release, underarm throw	Throwing underarm and overarm. Catching and bouncing balls. Accuracy of throwing and consistent catching.		Willingness to participate in a range of activities.  To cooperate with others.
<b>Autumn Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, body shape, control, direction, flexibility, pike, routine, sequence, straddle, strength, technique, vault	Know the meaning of and able to perform different types of rolls, safely.  Standing and kneeling balances.		Exploration of creativity, emotions and feelings through performance.  Respect for others in different situations.  Development of partner work and responses to situations involving others.  Support and celebration of all successes.
<b>Spring Term 1: Dance</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, canon, control, levels, motif, partner, repeat, space, speed, timing, unison	Copying of basic movements.  Remembering and repeating simple movements.	Appropriate links to current book of choice – The Magic Paintbrush.  Exploration of other cultures and their dances.	To use their imagination in creation of a piece of work.  Using dance to express their emotions.
<b>Spring Term 2: Fundamental Movement Skills</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
agility, backwards, balance (dynamic and static), climb, direction, forwards, hop, jump, reach, receive, roll, run, skip, space, speed, step, stop	Awareness of sending and receiving with a partner.  Increasing control with throwing a ball.		To use a range of social skills to engage in a game with others.  Willingness to participate in a range of activities.

	Holding some static balances. Find space and move in different directions in different ways.		To cooperate with others.
<b>Summer Term 1 and 2: Games/athletics/sports day</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, backwards, balance, control, direction, forwards, hop, hurdles, jump, overarm throw, reach, run, skip, space, sprint, standing jump, step, stop, target, underarm throw	Review of fundamental movement skills. Children to consolidate skills focused on agility, balance and co-ordination.		To use a range of social skills to engage in a game with others.  Willingness to participate in a range of activities.  To cooperate with others.

### Year Group: 3

<b>Autumn Term 1: Dance</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, beat, canon, control, direction, levels, motif, partner, repeat, routine, space, speed, theme, timing, unison	Moving in time to music. Improving their timing of their actions.		To use their imagination in creation of a piece of work.  Using dance to express their emotions.
<b>Autumn Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, body shape, combination, control, direction, flexibility, flight, pike, routine, sequence, straddle, strength, technique, vault	Know the meaning of and able to perform different types of rolls, safely.  Standing and kneeling balances.  Travelling in time/mirroring		Exploration of creativity, emotions and feelings through performance.  Respect for others in different situations.

	partners.		Development of partner work and responses to situations involving others.  Support and celebration of all successes.
<b>Spring Term 1: Badminton</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backhand, court, forehand, grip, lunge, net, opponent, racquet, rally, serve, shuttlecock, smash,	Correct handling of a bat/racquet similar to that used in badminton.		Willingness to participate in a game.  Respect for others in different situations.  Development of teamwork skills and responses to situations involving others.  Support and celebration of all successes.
<b>Spring Term 2: Invasion Games</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, control, defend, dribbling, foul, pass, receive, send, score, shoot, space, tactics, teamwork, technique	Knowing the difference between attack and defend.  Travelling with a ball with some level of accuracy.  Follow rules in a simple game.		Creating and developing their own attacking and defensive set plays and tactics.  Promotion of fair play and team work.  Development of listening skills, including peer feedback.
<b>Summer Term 1: Tennis</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
ace, advantage, backhand, baseline, cross court, deuce, fault, forehand, game, game point, let, love, match			Development of listening skills, including peer feedback.

point, net, racquet, rally, serve, set, set point			Encouragement of good sportsmanship throughout.
<b>Summer Term 2: OAA</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
co-ordinates, compass, grid reference, key, map, navigate, orienteering, resilience, route, teamwork	Communication and listening skills with adults and one another.  Thinking activities through and problem solving.		Development of listening skills, including peer feedback.  Respect for others in different situations.  Development of partner work and responses to situations involving others.

#### Year Group: 4

<b>Autumn Term 1: Dance</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
actions, balance, beat, canon, control, direction, fluency, levels, motif, partner, pattern, repeat, routine, shape, space, speed, step, theme, timing, unison	Performing with awareness of rhythm and expression.  Improvising individually and with a partner to create a simple dance.	Robot dance linked to current book of choice – Iron Man	To use their imagination in creation of a piece of work.  Using dance to express their emotions.
<b>Autumn Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
balance, body shape, combination, control, direction, flexibility, flight, pike, routine, sequence, straddle, strength, technique, vault	Know the meaning of and able to perform different types of rolls, safely.  Large and small part balances, including standing and kneeling		Exploration of creativity, emotions and feelings through performance.  Respect for others in different situations.

	balances.  Travelling in time/mirroring partners.		Development of partner work and responses to situations involving others.  Support and celebration of all successes.
<b>Spring Term 1: Invasion Games</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, control, defend, dribbling, foul, pass, receive, send, score, shoot, space, tactics, teamwork, technique	Throwing and catching with control.  Able to keep possession and score goals.  Be aware of space and use it to support teammates.		Creating and developing their own attacking and defensive set plays and tactics.  Promotion of fair play and team work.  Development of listening skills, including peer feedback.
<b>Spring Term 2: Badminton</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backhand, court, forehand, grip, lunge, net, opponent, racquet, rally, serve, shuttlecock, smash	Accuracy when hitting shuttlecock to allow for a rally between players.  Accurate stance used to start the game and throughout.		Willingness to participate in a game.  Respect for others in different situations.  Development of teamwork skills and responses to situations involving others.  Support and celebration of all successes.
<b>Summer Term 1: Swimming</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
backstroke, breaststroke, freestyle, front crawl, self-rescue, water safety,			



<b>Summer Term 2: OAA</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
co-ordinates, compass, grid reference, key, map, navigate, orienteering, resilience, route, tactics, teamwork	Communication and listening skills with adults and one another.  Thinking activities through and problem solving.		Development of listening skills, including peer feedback.  Respect for others in different situations.  Development of partner work and responses to situations involving others.

### Year Group: 5

<b>Autumn Term 1: Football</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, attacker, control, defend, defender, dribble, intercept, mark, opposition, pass, passing, possession, receive, score, shoot, shooting, shot, speed, stamina, tackle, tactics, touch	Experiences of 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.	Maths: estimation of angles for throw-ins and kicks for accurate sending of the ball.  English (Wonder): Exploration of how sporting activities bring groups together despite differences.	Willingness to participate in a game.  Respect for others in different situations.  Development of teamwork skills and responses to situations involving others.  Support and celebration of all successes.
<b>Autumn Term 2: Netball</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, attacker, control, defend, defender, footwork, foul, free pass, intercept, mark, obstruction, offside, opposition, pass (chest pass,	Revisit of 'stinger netball' rules and positions.		Willingness to participate in a game.  Respect for others in different situations.

<p>bounce pass, shoulder pass), passing, pivot, possession, receive, score, shoot, shooting, shot, speed, stamina, tactics, touch</p>	<p>Basic shooting techniques demonstrated and implemented.</p> <p>Developed netball skill such as marking and footwork.</p> <p>Working well in a group situation.</p>		<p>Development of teamwork skills and responses to situations involving others.</p> <p>Support and celebration of all successes.</p>
<b>Spring Term 1: Athletics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
<p>accuracy, baton, balance, control, discus, hurdles, javelin, long jump, pace, relay, speed, sprint, stamina, shot put, technique, throw, triple jump</p>	<p>Using their arms to help them when running.</p> <p>Knowing how to pace themselves.</p> <p>When throwing, using their non-throwing hand as a guide.</p>		<p>Development of listening skills, including peer feedback.</p> <p>Encouragement of good sportsmanship throughout.</p>
<b>Spring Term 2: Rugby</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
<p>accuracy, attack, backward pass, defend, defence, intercept, obstruction, offside, pass, passing, penalty kick, receive, stamina, tag, try, turnover,</p>	<p>Accuracy of grip on ball.</p> <p>Development of passing the ball using the correct technique.</p>		<p>Willingness to participate in a game.</p> <p>Respect for others in different situations.</p> <p>Development of teamwork skills and responses to situations involving others.</p> <p>Support and celebration of all successes.</p>
<b>Summer Term 1: Tennis</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
<p>ace, advantage, backhand, baseline, cross court, deuce, double fault, fault,</p>			<p>Development of listening skills, including peer feedback.</p>

forehand, game, game point, let, love, match point, net, racquet, rally, serve, set, set point			Encouragement of good sportsmanship throughout.
<b>Summer Term 2: Volleyball</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
ace, assist, attack, baseline, block, court, defence, dig, net, opponent, rotation, server, set, spike, underarm serve	Development of dig and set shot during a rally and to 'set' team mates.		Willingness to participate in a game.  Development of teamwork skills and responses to situations involving others.

### Year Group: 6

<b>Autumn Term 1: Hockey</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, balance, control, defend, defence, dribbling, flick, hit pass/shot, pass, push pass/shot, receive, send, scoop pass/shot travelling	Control of the ball using hockey stick. Accurate grip on stick. Control to keep the ball on the ground.		Creating and developing their own attacking and defensive set plays and tactics.  Promotion of fair play and team work.  Development of listening skills, including peer feedback.
<b>Autumn Term 2: Gymnastics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>

asymmetrical, balance, body shape, body tension, cat leap, combination, control, counter balance, direction, element, flexibility, flight, pike, routine, sequence, straddle, strength, symmetrical, technique, vault	<p>Know the meaning of and able to perform different types of rolls, safely.</p> <p>Balancing on 1, 2, 3 and 4 points.</p> <p>Travelling in time/mirroring partners.</p> <p>Weight bearing on hands.</p>	Exploration of linking gymnastics performance to 'The Titanic Detective Agency', using their bodies to mirror movements made during the journey and the final sinking of the ship.	<p>Exploration of creativity, emotions and feelings through performance.</p> <p>Respect for others in different situations.</p> <p>Development of partner work and responses to situations involving others.</p> <p>Support and celebration of all successes.</p>
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### Spring Term 1: Dance

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
actions, balance, beat, canon, control, direction, fluency, interpretation, levels, motif, partner, pattern, phase, repeat, routine, shape, space, speed, step, theme, time, timing, unison	<p>Performing with rhythm and expression.</p> <p>Dances in unison – performing the same thing at the same time.</p> <p>Dances in canon – one/some children perform their phrase, followed by another.</p>	<p>Dances linked to current book of choice – WW2 era.</p> <p>Children to explore a range of dances experienced by those during the time of WW2.</p> <p>Pre-War – The Charleston Lambeth Walk The Lindy Hop</p>	<p>To use their imagination in creation of a piece of work.</p> <p>Using dance to express their emotions.</p>

### Spring Term 2: Invasion Games

<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, attack, control, defend, dribbling, foul, pass, receive, send, score, shoot, space, tactics, teamwork, technique	<p>Using a range of techniques to strike a ball.</p> <p>Consolidation of different ways of throwing and catching.</p> <p>Using a variety of ways to dribble a ball.</p>		<p>Creating and developing their own attacking and defensive set plays and tactics.</p> <p>Promotion of fair play and team work.</p> <p>Development of listening skills, including peer feedback.</p>

<b>Summer Term 1: Athletics</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
accuracy, baton, balance, control, discus, hurdles, javelin, long jump, pace, relay, speed, sprint, stamina, shot put, technique, throw, triple jump	Using their arms to help them when running.  Knowing how to pace themselves.  When throwing, using their non-throwing hand as a guide.		Development of listening skills, including peer feedback.  Encouragement of good sportsmanship throughout.
<b>Summer Term 2: OAA</b>			
<b>Key Vocabulary</b>	<b>Interleaving Opportunities</b> <i>(e.g. when past topics can be revisited)</i>	<b>Links to wider curriculum</b> <i>(e.g. different subjects or key stages)</i>	<b>SMSC</b>
co-ordinates, compass, grid reference, key, map, navigate, orienteering, resilience, route, stamina, tactics, teamwork	Continued familiarisation with map work and orienteering skills.  Applying strategies to problem solve.	Residential trip	Development of listening skills, including peer feedback.  Respect for others in different situations.  Development of partner work and responses to situations involving others.