

## P.E- Whole School Overview

*In PE we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have progressively covered the requirements of the PE National Curriculum. Each child will have embedded a range of skills in gymnastics, dance, games and swimming and be knowledgeable about the impact and importance of physical activity on their bodies, health and well-being. There are opportunities for every child to participate in competitive sports. It is our intention to develop a lifelong love of physical activity, sport and PE with children developing essential skills in coaching, leadership and teamwork.*



**Low-level apparatus:** benches, low beam, small vault tables

**High-level apparatus:** High beam, wall bars, medium and high vault tables, bar

Teachers will only use the wall bar apparatus if they have the experience and confidence to use safely.

Year 3						
Topic	Travelling	Balance	Dance Skills	Athletics: Running, jumping, throwing and catching.	Competitive games	Athletics: Running, jumping, throwing and catching.
Linked to school value:	Together we are safe	Together we are safe	Together we are safe	Together we do our best	Together we are problem solvers	Together we do our best
Key concepts and Vocabulary	<p><b>Concept:</b> To choreograph a routine incorporating different ways of travelling</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Pathways</li> <li>Zigzag, curved, straight</li> <li>Travelling</li> <li>Balances</li> <li>Sequences</li> </ul>	<p><b>Concept:</b> To plan &amp; perform a routine incorporating controlled forwards, backwards and sideways bridge balances</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Bridge</li> <li>Mirroring</li> <li>Canon</li> <li>Travelling</li> <li>Rolling</li> </ul>	<p><b>Concept:</b> To perform a range of movements linked to the Ancient Greek Olympic games (chariot racing, gladiator fighting) beginning to respond to the changing tempo and rhythm of the music.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Spatial awareness</li> <li>Tempo</li> <li>Formation</li> <li>Rhythm</li> <li>Performance</li> </ul>	<p><b>Concept:</b> To develop coordination and balance skills by incorporating a range of different equipment; applying this to a real game situation.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>To confidently perform the long jump action by incorporating feet, knees and arms within the movement.</li> </ul>	<p><b>Concept:</b> To use dribbling, sending and receiving within a game situation and to develop the use of movement and awareness of space.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Indian dribble</li> <li>Reverse stick grip</li> <li>Shooting</li> <li>Push pass</li> <li>Control</li> <li>Defence</li> <li>Attack</li> </ul>	<p><b>Concept:</b> To develop running, jumping and throwing skills and incorporate them into game scenarios.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Accurately</li> <li>Speed</li> <li>Power</li> <li>Strength</li> </ul>

				Control Faster Flight Vertical jump bent knee standing jump 2 feet to 2 feet run Jog		Accurately Control Faster Flight Underarm overarm Accuracy Control Technique Power Stationary Transfer Batting Bowling Fielding Bases
<b>Recall</b>	<p>Knowing how to find a space.</p> <p>Travelling means moving from one place to another by rolling, skipping, hopping, jumping or leaping.</p> <p>To travel with changes of speed.</p> <p>A sequence is a range of movements put together to create a routine.</p> <p><b>Recall Vocabulary</b> Pathways Straight Zigzag</p>	<p>Balance is the ability to hold your body upright and steady without falling down.</p> <p>Points and patches – to know different points of the body.</p> <p>To take weight on their feet, knees, seat, back, stomach and side.</p> <p><b>Recall Vocabulary</b> Body parts Transfer of weight Points Patches</p>	<p>Knowing how to find a space.</p> <p>Different ways of moving different body parts.</p> <p>Moving bodies with some rhythm to music.</p> <p>Following simple movements to create a simple dance.</p> <p><b>Recall Vocabulary</b> Mood Character Feeling Expression Movement sequences</p>	<p>Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts.</p> <p>Transfer weight to and from specific body parts.</p> <p>Move / balance with hands and/or feet apart and together.</p> <p><b>Recall Vocabulary</b> Agility Strength Technique Control</p>	<p>Understanding the role of teammates and opponents.</p> <p><b>Recall Vocabulary</b> Movement Control Speed Direction Forwards Backwards Sideways Co-ordination</p>	<p>Positioning yourself when throwing and catching a ball.</p> <p>Different techniques when throwing and catching.</p> <p>The techniques we use to perform different types of running and jumping.</p> <p><b>Recall Vocabulary</b> Catching Free space Own space Aiming Co-ordination Technique Speed</p>

	<b>Curved Movements</b>					
<b>Key Skills</b>	<p><b>Focus: Pathways</b></p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Use the floor and low-level apparatus to explore a variety of pathways (straight line, curved, zigzag).</p> <p>Travelling using tiptoe, step – jump – hop, chassis steps, cat leap and hopscotch.</p> <p>Develop the quality of their travelling shapes moving with coordination and control – extending limbs, pointing toes, considering landing positions.</p> <p>Introduce using pivot turns through 90 and 180 degrees to develop travelling in different directions.</p>	<p><b>Focus: Bridges</b></p> <p>Explain why it is important to warm up and cool down – warming up muscles &amp; increasing your heart rate.</p> <p>Create a bridge whilst holding the balance with control and confidence using the floor and low-level apparatus (for 3-5 seconds).</p> <p>Bridges to include shapes of pike, tuck, star, straight and straddle shapes – forwards, backwards and sideways shapes.</p> <p>Demonstrate ways to roll into and out of bridges.</p> <p>Choreograph and develop a simple routine incorporating a minimum of 3 bridges and 2 rolls with a clear start and finish.</p>	<p><b>Focus: Ancient Greek dance</b></p> <p>Practise performing a range of movements linked to the Ancient Greek Olympic games using images to create body shapes to show movements linked to chariot racing, discus &amp; javelin throwing, long jump, running, boxing &amp; wrestling. Children to begin to respond to the changing tempo and rhythm of the music – showing large and small body movements, fast / slow actions and high / low shapes.</p> <p>Choreograph simple short routines in groups and respond to the music, creating a rehearsed sequence incorporating a repetition of movements.</p> <p>Compare, develop &amp; adapt movement &amp; motifs to create longer dances.</p>	<p><b>Focus: Multi Skills</b></p> <p>Focus on co-ordination, balance and speed, using a variety of equipment.</p> <p><b>Ball Skills</b></p> <p>Control and catch a ball (tennis balls) with movement and pass to someone else to retain possession.</p> <p><b>Target Games</b></p> <p>Apply skills above into small sized, small area conditioned games within the playground.</p> <p>Develop team-work and communication and introduction of simple rules. The children will be given the opportunity to create their own rules for each game.</p>	<p><b>Focus: Hockey Skills</b></p> <p>Introduction of dribbling, passing and shooting skills.</p> <p>Emphasis on safety and basic rules e.g. grip and use of flat-side of stick, soft handle grip, reverse grip.</p> <p><b>Basketball skills</b></p> <p>Introduction to the basic skills of dribbling, passing and shooting.</p> <p>Conditioned games – small sides and areas - using the 3 basic rules</p>	<p><b>Focus: Athletics</b></p> <p>Running, jumping and throwing activities e.g. moving beanbags from hoop to hoop quickly, how far can you jump in 5 jumps?</p> <p><b>Striking and Fielding</b></p> <p>Quick Cricket basic skills and conditioned games/activities.</p> <p>Demonstrate underarm and overarm throwing of a tennis ball.</p> <p>Catching from different distances.</p>

	<p>Begin to show fluidity in their movements.</p> <p>Make decisions about speed, level, shape, body part to improve their performance.</p>	<p>Self and peer assess their routines and quality / control of shapes and balances.</p>	<p>Develop the quality of the actions in their performances aiming for synchronised routines.</p> <p>Perform the dances to an audience.</p> <p>Describe how their performance has improved.</p>		<p>(non-contact, travelling and double dribble)</p> <p><b>Striking and Fielding</b> Short tennis and Quick Cricket skills and conditioned games.</p> <p><b>Skill</b> Rally or pass in sequence to maintain possession or advantage.</p>	
<b>Endpoint</b>	<p>To evaluate and perform a short sequence identifying how the gymnast has used their body to demonstrate different ways of travelling.</p>	<p>To evaluate a routine identifying how the gymnast has manipulated their body parts to create a bridge.</p>	<p>To evaluate and perform a short dance demonstrating an ability to compose a short synchronised routine – responding to the rhythm and tempo of the music.</p>	<p>To apply the skills learnt in athletics in real life competitive scenarios.</p>	<p><b>Hockey</b> To apply skills and the use of defence and attack within a game situation.</p> <p><b>Basketball</b> To apply skills and the use of defence and attack within a game situation.</p>	<p>To apply the skills learnt in athletics in real life competitive scenarios</p>



Year 4

	Travelling	Balance	Dance Skills	Athletics: Running, jumping,	Target Games	Ball & Multi Skills

				<b>throwing and catching.</b>		
<b>Linked to school value:</b>	<b>Together we do our best</b>	<b>Together we are problem solvers</b>	<b>Together we do our best</b>	<b>Together we do our best</b>	<b>Together we are problem solvers</b>	<b>Together we do our best</b>
<b>Key concepts and Vocabulary</b>	<p><b>Concept:</b> To use and link a range of travelling steps and a straddle vaulting movement to travel</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Hurdle</li> <li>Lunge</li> <li>Rebound</li> <li>Springboard</li> <li>Straddle</li> <li>Vaulting box</li> </ul>	<p><b>Concept:</b> To compose and perform a complex sequence to incorporate a strong balance linked with a roll</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Stability</li> <li>Linking</li> <li>Balance point</li> <li>Symmetrical</li> <li>Asymmetrical</li> </ul>	<p><b>Concept:</b> To respond to sounds and choreograph a group dance routine showing elements of repetition, synchronicity and a canon dance effect.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Speed</li> <li>Dynamics</li> <li>Unison</li> <li>Repetition</li> <li>Motif</li> <li>Choreography</li> </ul>	<p><b>Concept:</b> To run for speed and distance. To practice throwing and jumping in different environments. To record core data to analyse progress.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Track</li> <li>Force</li> <li>Distance</li> <li>Curve</li> <li>Take off</li> <li>Accuracy</li> <li>Accelerate</li> </ul>	<p><b>Concept:</b> To crossover dribble, and change speed. To jump shot and apply the multi skills to a competitive scenario.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Possession</li> <li>Scoring</li> <li>Space</li> <li>Pass</li> <li>Send</li> <li>Receive</li> </ul>	<p><b>Concept:</b> To record core data to analyse progress. To introduce bowling, batting and fielding. To apply all multi-skills to an approach.</p> <p><b>Concept:</b> To use accurate throwing and catching techniques, begin to understand and use directional hitting and understand the purpose and roles of the bowler, backstop and bases.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Striking</li> <li>Bowling</li> <li>Throwing</li> <li>Fielding</li> <li>Combinations</li> <li>Co-ordination</li> <li>Fluency</li> </ul> <p><b>Technique</b></p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Target</li> <li>Movement</li> <li>Adapting</li> <li>Body position</li> <li>Bases</li> <li>Responsibilities</li> <li>Positioning</li> </ul>

						Directional batting skills Contact Positioning
<b>Recall</b>	To be confident and knowledgeable about balance, agility and co-ordination working independently or with a partner.  <b>Recall Vocabulary</b> Pathways Travelling Sequences	To create a bridge using the floor and low-level apparatus holding the balance with control and confidence (for 3-5 seconds).  Bridges to include shapes of pike, tuck, star, straight and straddle shapes. Demonstrate ways to roll into and out of bridges.  <b>Recall Vocabulary</b> Bridge Mirroring Canon Travelling Rolling	To perform a range of movements responding to the changing tempo and rhythm of music.  Choreography of simple short routines in groups and creating a rehearsed sequence of movements showing synchronicity.  <b>Recall Vocabulary</b> Spatial awareness Tempo Formation Rhythm Performance	Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts.  Transfer weight to and from specific body parts.  Move / balance with hands and/or feet apart and together.  <b>Recall Vocabulary</b> Agility Strength Technique Control	To revisit dribbling, passing and shooting  To understand Conditioned games involving attacking and defending teams.  <b>Recall Vocabulary</b> Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring	To be confident and knowledgeable about the techniques involved in batting, bowling and fielding.  <b>Recall Vocabulary</b> Team Points Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop  Underarm overarm Accuracy Control Technique Power Stationary Transfer

						<b>Batting Bowling Fielding Bases</b>
<b>Key Skills</b>	<b>Focus: Travelling</b>  Explain why it is important to warm up / cool down – to warm up the muscles, increase heart rate & blood flow enabling oxygen to reach your muscles.  To perform a range of jumps and leaps to travel considering take-off and landing position – straight jump, cat-leap, half turn  To travel using the floor using a roll into straddle position – forwards and backwards.  To use a springboard to demonstrate a straddle shaped vaulting position. Using the hurdle step in approaching the springboard & a rebound action from the springboard.  To lunge into a cartwheel. taking weight on hands  To link movements e.g. roll, jump, lunge to induce travelling  Create and perform a gymnastics sequences to	<b>Focus: Balance and roll</b>  Explain why exercise is good for your health, strength and flexibility.  To identify which body parts make stable balances and how they can use their body parts to strengthen balances.  To perform increasingly complex balances using the floor / apparatus showing tension & extension in body parts.  To perform a number of different rolls – forwards / backwards, pike, pencil, straddle & cartwheel linked to a balance.  To revisit modes of travelling taking weight on hands & feet to include pivot turns and link movements including rotations (chassis step, cat leap, cartwheels, bridge travelling positions).	<b>Focus: Weather</b>  Translate ideas from images & music into movement portraying the movements of rain & thunder & lightning.  Apply compositional ideas to sequences independently, in duets and groups demonstrating rhythm and spatial awareness.  Consider repetition of movements & variation of speed, size of movements, direction and levels.  Compose a longer dance sequence in a small group responding to the music showing synchronised movements and a canon dance effect.  Perform and create sequences with patterns, fluency and expression.  Watch, describe and evaluate the effectiveness of performances suggesting improvement.	<b>Focus: Multi Skills</b>  Focus on co-ordination, balance and speed, using a variety of equipment. Introduce concept of challenge in terms of making a practice easier or harder.  <b>Ball Skills</b>  Control and catch a ball (tennis balls) with movement and accurately pass to someone else to retain possession with deliberate thoughtful movement into a space.	<b>Focus: Hockey Skills</b>  Revise dribbling, introduce reverse stick, passing and shooting skills & basic rules.  <b>Hockey Skills</b>  Control a ball with movement and accurately pass to someone else in a conditioned game. (No tackling).  <b>Basketball skills</b>  Revise skills of dribbling & passing. Shooting using a jump shot. Introduce following and dispossessing a player.  <b>Basketball skills</b>  Conditioned games – small sides and basketball court - using the 3 basic rules (non-contact, travelling and double dribble).	<b>Focus: Striking and Fielding</b>  Quick Cricket basic skills and conditioned games/activities.  Here the children will learn the skill of batting, throwing, catching, wicket keeping and fielding.  Demonstrate underarm and overarm throwing of a tennis ball accurately, and choosing the correct technique depending on the situation. Improved catching.  The children will record core data to see improvement in batting results in improvement over time.

	<p>include a roll, vault and jump.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Self / peer assess using appropriate vocabulary.</p>	To link balances, rolls and travelling movements to create a sequence using the floor and apparatus.				
<b>Endpoint</b>	To choreograph and perform a routine using the floor and low-level apparatus evidencing a range of travelling movements.	To choreograph and perform a routine in a group incorporating rolls, balances and travelling movements using the floor and apparatus. To peer assess routines.	To perform a whole class dance routine with solo, duet, group and whole class movements.	<p>Children develop running, jumping and <b>throwing skills</b></p> <p>Children understand how to pace themselves, improve their jumping and throwing distances and appropriate rules eg staying in lanes for sprint events.</p> <p>Children understand how to challenge themselves in order to progress.</p>	<p>Control a ball with movement and accurately pass to someone else in a conditioned game. (No tackling).</p> <p>To apply a multi skilled approach involving dribbling, shooting and passing to game scenarios.</p>	<p>Children develop throwing, collecting and catching (fielding) and hitting a moving ball (striking) skills</p> <p>Children understand the basic tactical concepts required, eg hitting into space and accurate throwing. Knowledge of relevant rules eg how to bat in pairs, overs, number of runs.</p> <p>Children understand how to challenge themselves in order to progress.</p>



Year 5

	<b>Travelling</b>	<b>Balance</b>	<b>Dance Skills</b>	<b>Athletics: Running, jumping,</b>	<b>Competitive Games</b>	<b>Athletics: Running, jumping,</b>
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				<b>throwing and catching.</b>		<b>throwing and catching.</b>
<b>Linked to school value:</b>	<b>Together we are safe</b>	<b>Together we are problem solvers</b>	<b>Together we do our best</b>	<b>Together we do our best</b>	<b>Together we are problem solvers</b>	<b>Together we do our best</b>
<b>Key concepts and Vocabulary</b>	<p><b>Concept:</b> To demonstrate a variety of jumps and vaults in a group performance</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Composition</li> <li>Flight</li> <li>Twist</li> <li>Tension</li> <li>Extension</li> <li>Execute</li> </ul>	<p><b>Concept:</b> To have the ability to take body weight on hands – recognising their centre of gravity – integrating balances into a sequence</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Gravity</li> <li>Composition</li> <li>Technique</li> <li>Point balance</li> </ul>	<p><b>Concept:</b> Identify, explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Beat</li> <li>Dynamics</li> <li>Vocal breath</li> <li>Muscle memory</li> <li>Ensemble</li> <li>Isolate</li> </ul>	<p><b>Concept:</b> To record core data to analyse progress. To practice sprinting and endurance running. To throw and jump in different environments.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Concept: To develop the skills of standing long jump, jumping into the pit from a short and longer approach.</li> <li>Track</li> <li>Force</li> <li>Distance</li> <li>Curve</li> <li>Take off</li> <li>Accuracy</li> <li>Accelerate</li> </ul>	<p><b>Concept:</b> To apply the multi skills of Hockey, Basketball and Cricket and apply them within a competitive game scenario.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Dribble</li> <li>Travel</li> <li>Pass</li> <li>Send</li> <li>Receive</li> <li>Possession</li> <li>Fielding</li> <li>Wicket</li> <li>Bowler</li> <li>Batting</li> </ul>	<p>To record core data to analyse progress. To introduce sprinting, long distance, throwing and jumping.</p> <p><b>Concept:</b> To use accurate throwing and catching techniques, use directional hitting and use and apply the deep fielding strategies in a competitive game of rounders.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Take off</li> <li>Sprint</li> <li>Acceleration</li> <li>Distance</li> <li>Release</li> <li>Overarm</li> <li>Underarm</li> <li>Target</li> <li>Accuracy</li> <li>Force</li> <li>Target</li> <li>Adjustment of body position</li> <li>Directional strategies</li> <li>Deep fielder</li> <li>High Catch</li> <li>Strategic Positioning</li> </ul>

						Rules
<b>Recall</b>	<p>Use the floor and low-level apparatus to explore a variety of pathways (straight line, curved, zigzag).</p> <p>Travelling using tiptoe, step – jump – hop, chassis steps, cat leap, hopscotch, lunge into cartwheel.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Make decisions about speed, level, shape, bodypart to improve their performance.</p> <p>Travel around the hall over and under the apparatus taking weight incorporating 1, 2, 3 &amp; 4-point balances.</p> <p>Perform and create sequences with fluency and control.</p> <p><b>Recall Vocabulary</b> Sequences Lunge Rebound Straddle</p>	<p>Explain why exercise is good for your health, strength and flexibility.</p> <p>Travel around the hall over and under the apparatus taking weight incorporating 1, 2, 3 &amp; 4-point balances.</p> <p>Balance with and without a partner.</p> <p>Include pike, tuck, star, straight and straddle shapes using low and high-level apparatus.</p> <p>Explore rolls (forwards, backwards, straddle, pencil).</p> <p>Roll bearing weight on hands using the floor and apparatus.</p> <p>Balance and roll using the floor and low-level apparatus focussing on fluidity of movement.</p> <p>Perform and create sequences with fluency and control.</p> <p><b>Recall Vocabulary</b> Stability Linking Balance point</p>	<p>Respond to the changing tempo and rhythm of a piece of music creating a rehearsed sequence.</p> <p>Compare, develop &amp; adapt movement &amp; motifs to create longer dances.</p> <p>Develop the quality of the actions in their performances aiming for synchronised routines.</p> <p><b>Recall Vocabulary</b> Speed Dynamics Unison Repetition Motif Choreography</p>	<p>Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts.</p> <p>Transfer weight to and from specific body parts.</p> <p>Move / balance with hands and/or feet apart and together.</p> <p><b>Recall Vocabulary</b> Agility Strength Technique Control</p>	<p>To revisit dribbling, passing and shooting</p> <p>To understand Conditioned games involving attacking and defending teams.</p> <p>To understand overarm bowling, batting and fielding. Building up from quick cricket to small-sided games using overs</p> <p><b>Recall Vocabulary</b> Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring</p> <p>Tactics Fielding Bowler Wicket Innings Rounder Backstop</p>	<p>Positioning yourself when throwing and catching a ball.</p> <p>Different techniques when throwing and catching.</p> <p>The techniques we use to perform different types of running and jumping.</p> <p><b>Recall Vocabulary</b> Jogging Accelerate Take off Landing Target Overarm Underarm</p> <p>Technique Accuracy Target Movement Adapting Body position Bases Responsibilities Positioning</p>

		Symmetrical Asymmetrical				
Key Skills	<u>Focus: Flight</u>	<u>Focus: Balances</u>	<u>Focus: African Dance</u>	<u>Focus: Multi Skills</u>	<u>Focus: Hockey Skills</u>	<u>Focus: Athletics</u>
	<p>Children to be able to explain why it is important to warm up before exercise and cold down afterwards – to help the body deliver oxygen to muscles, increases our body temperature (to avoid injury) and increases blood flow to exercising muscles.</p> <p>Perform different types of jump using low-level apparatus: Jumping showing straight, tuck, straddle and twist shapes (with and without use of arms).</p> <p>Land with bent knees, soft landing.</p> <p>Demonstrate tension and extension in shapes.</p> <p>Twist using the shoulders to enable the body to rotate during flight.</p> <p>Develop jumping onto low &amp; high-level apparatus.</p> <p>Sink into a roll from standing.</p> <p>Perform a sequence: jump, sink &amp; roll into a balance.</p>	<p>Develop the placement of body parts (points &amp; patches) in balances, recognising the position of their centre of gravity.</p> <p>Select ideas to compose specific sequences of movements, shapes and balances (1,2,3 and 4-point balances) using the floor and apparatus. Ensure balances are held for 3-5 seconds showing extension of limbs.</p> <p>Combine and link 2 balances using low-level apparatus to include an arabesque – balancing on one leg.</p> <p>Perform a cartwheeling action into a sequence taking weight on hands lunging into cartwheel progressing to a round off.</p> <p>Take weight on hands to perform and perfect a handstand and integrate into a sequence.</p> <p>Perform balances within a longer sequence using the floor and apparatus consistently applying and performing techniques with</p>	<p>Identify, explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style of African dance.</p> <p>Respond physically to a range of stimuli, particularly musical accompaniment using YouTube clips showing African percussion beats.</p> <p>Convey the mood and feeling of the dance – listening and responding to drum beats using percussion beats from YouTube adding vocal breath to replicate traditional African dance.</p> <p>Show through physical response an understanding of the African style creating a motif using the YouTube tutorial – to include 3 different parts.</p> <p>Children to be able to isolate specific body parts – shoulders, hips and arms responding to the music. Children to use more exaggerated shoulder, hip and arm movements responding to the changes</p>	<p>Focus on co-ordination, balance and speed, using a variety of equipment through the medium of indoor athletics activities.</p> <p>Teacher-led challenges and use of partner to record data, encourage and assist with improvement of performance.</p> <p><b>Ball Skills</b> Developing effective choices about when, how, where to move, pass and receive.</p> <p>Building up to an inter house competition within classes.</p> <p><b>Target Games</b> Play conditioned games of handball, using handballs, with larger sized teams and areas up to 5 a-side developing team work and communication alongside passing and movement skills such as avoiding obstacles,</p>	<p>Dribbling using reverse stick with increased confidence, passing and shooting skills with movement and accuracy.</p> <p>Positions, including goalkeeper.</p> <p>Conditioned small-sided games with tackling up to 5-a-side and half court sized areas.</p> <p><b>Basketball Skills</b> Passing techniques (air pass and bounce pass) and when to use them, marking a player with and without the ball, creating and using space, teamwork.</p> <p>Introduce and practise attacking and defending skills in games.</p> <p>Introduce lay-up shot.</p> <p>Small sided conditioned games leading up to full 5/7 a-side. Some will</p>	<p>Focus on correct run, jump and throw techniques eg (soft) javelin, round the track relays with down sweep passing of baton. Build up to Sports Day and Athletics team selection.</p> <p>Introduce triple Jump (using long jump pit)</p> <p>Working on skills such as, acceleration when running, controlling the speed, take-off and hop, step, jump and landing.</p> <p>The children will record their core data at the start of the activity and end to see results.</p>

	<p>Progress to a sequence in pairs: run, jump, balance, jump, roll out using low-level apparatus.</p> <p>Choreograph a short (30 second) performance to include: balance, synchronised shape jump, jump onto apparatus, roll in a canon and a twist jump dismount.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>accuracy, precision and control.</p>	<p>in mood and power of the music.</p> <p>Discuss and evaluate their own work and that of their peers.</p>	<p>defending and guarding. Discuss role of captain and coach.</p>	<p>participate in an Inter House competition.</p> <p>The role of captain, coach and umpire/referee.</p> <p><b><u>Striking and Fielding</u></b></p> <p>Overarm bowling, batting and fielding. Building up from quick cricket to small-sided games using overs. Take part in a conditioned game with understanding of the rules such as where the boundaries are, running between wickets &amp; tactics eg placement of fielders based on strengths and batting into spaces.</p>	
<b>Endpoint</b>	<p>Gymnasts to create a 4 part success criteria for their routines &amp; to assess group routines based on their criteria for a composition (fluidity, extension, tension &amp; technique).</p>	<p>To perform balances – taking weight on hands - within a longer sequence using the floor and apparatus consistently applying and performing techniques with accuracy, precision and control.</p>	<p>To perform and showcase refined dances to the class in groups of 6 showing a repetition of movements to give rhythm and shape to their dances using facial expressions, vocal breaths and isolated movements to convey the atmosphere of the dance.</p>	<p>Children develop running, jumping and throwing skills</p> <p>Children understand how to pace themselves, improve their jumping and throwing distances and appropriate rules eg staying in lanes for sprint events.</p> <p>Children understand how to challenge themselves in order to progress.</p>	<p>Control a ball with movement and accurately pass to someone else in a conditioned game. (No tackling).</p> <p>To apply a multi skilled approach involving dribbling, shooting and passing to game scenarios.</p>	<p>Children develop throwing, collecting and catching (fielding) and hitting a moving ball (striking) skills</p> <p>Children understand the basic tactical concepts required, eg hitting into space and accurate throwing. Knowledge of relevant rules eg how to bat in pairs, overs, number of runs.</p>

						Children understand how to challenge themselves in order to progress.
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Year 6					
	Travelling	Balance	Dance Skills	Athletics: Running, jumping, throwing and catching.	Competitive games
Linked to school value:	Together we are safe	Together we are problem solvers	Together we do our best	Together we do our best	Together we do our best
Key concepts and Vocabulary	<p><b>Concept:</b> To choreograph a complex synchronised routine showing matching and mirroring through travelling, balances, rolls and flight.</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Matching</li> <li>Mirroring</li> <li>Rotation</li> <li>Synchronicity</li> <li>Evaluate</li> </ul>	<p><b>Concept:</b> To compose and perform a fluid sequence incorporating 3 counter balances and clear transitional movements</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Counter balance</li> <li>Force</li> <li>Transition</li> <li>dismount</li> </ul>	<p><b>Concept:</b> To use and apply basic ribbon movements to choreograph a dance routine responding appropriately to the music</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Transition</li> <li>Posture</li> <li>Elongation</li> <li>Rotational movement</li> <li>Improvise</li> <li>Interpretation</li> </ul>	<p><b>Concept:</b> To record core data to analyse progress. To practice sprinting and endurance running. To throw and jump in different environments.</p> <p><b>Concepts:</b> To perform a long jump from a longer run up using the correct technique. To perform a standing long jump using the correct take off, jump and landing position</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Track</li> <li>Force</li> <li>Distance</li> </ul>	<p><b>Concept:</b> To demonstrate a good understanding of movement with the ball and playing within a position. To understand which passing techniques are appropriate and most effective.</p> <p><b>Concept:</b> To play a competitive game of rounders: demonstrating accurate throwing &amp; striking techniques, the ability to field strategically and opportunities for umpiring a match and coaching peers.</p>

				<p>Curve Take off Accuracy Accelerate</p>	<p><b>Vocabulary</b></p> <p>Centre pass Goal attack Goal defence Goal keeper Goal shooter Obstruction Offside</p> <p>Shoulder-width distance, transfer of weight Concept of space Drills Strategic positioning designated zones Innings umpire no-balls</p>
<b>Recall</b>	<p>Demonstrate tension and extension in shapes whilst travelling.</p> <p>Sink into a roll from standing &amp; perform a sequence: jump, sink &amp; roll into a balance.</p> <p>Synchronised balances, mounting / dismounting low-level apparatus using flight.</p> <p>Canon effects in routines.</p> <p><b>Recall Vocabulary</b></p> <p>Composition Flight Twist Tension Extension Execute</p>	<p>How to perform a range of controlled balances using the floor and low-level apparatus (bridge, arch, arabesque, tuck &amp; stretch shapes).</p> <p>Perform balances recognising the position of my centre of gravity.</p> <p>Compose and perform short gymnastic compositions independently and with a partner demonstrating a clear start and finish with extension and tension in shapes.</p> <p><b>Recall Vocabulary</b></p> <p>Gravity Composition Technique Point balance</p>	<p>Actions, gestures, body shapes, rhythms and travelling patterns.</p> <p>How to respond physically to a range of stimuli, particularly musical accompaniment.</p> <p>How to convey the mood and feeling of the dance using movement.</p> <p>How to discuss and evaluate my own work and that of my peers.</p> <p>Be able to demonstrate rhythm and spatial awareness.</p> <p><b>Recall Vocabulary</b></p> <p>Beat Dynamics Vocal breath Muscle memory Ensemble Isolate</p>	<p>Balance on combinations of one foot; hand; foreleg; forearm; hip (back and side) and combined with other body parts.</p> <p>Transfer weight to and from specific body parts.</p> <p>Move / balance with hands and/or feet apart and together.</p> <p><b>Recall Vocabulary</b></p> <p>Flight Agility Strength Technique Control Balance</p>	<p>Balances and drills to test and support hand eye coordination.</p> <p>To get into positions ready to receive and pass.</p> <p>To understand the differences and similarities of netball and basketball and the techniques of both.</p> <p><b>Recall Vocabulary</b></p> <p>Possession Speed Direction Combinations Competition Tactics Co-operation Create Control Decisions</p>

					<p>Passing Dribbling Shooting Shield ball</p> <p>Accuracy Force Target Adjustment of body position Directional strategies Deep fielder High Catch Strategic Positioning Rules</p>
<b>Key Skills</b>	<p><b><u>Focus: Matching &amp; Mirroring</u></b></p> <p>Understand why physical activity is essential for healthy bodies, fitness, strength and wellbeing.</p> <p>Being physically active can improve your brain health, help manage weight, reduce the risk of disease, strengthen bones and muscles, and improve your ability to do everyday activities.</p> <p>Describe the key differences between mirroring and copying.</p> <p>Understand the concept of synchronicity.</p> <p>Demonstrate mirroring and synchronicity in a performance using low-level apparatus.</p> <p>Complex sequences to involve the full range of actions and</p>	<p><b><u>Focus: Counter balance &amp; counter tension</u></b></p> <p>Understand and perform counter balances individually using resources.</p> <p>Develop technique, control and complexity of part-weight partner counter balances.</p> <p>Progress from using the floor to low-level and high-level apparatus.</p> <p>Choreograph routines incorporating a minimum of 3 counter balances ensuring fluidity of movement.</p> <p>Demonstrate precision, control &amp; fluency.</p> <p>Link ideas, skills &amp; techniques with control</p>	<p><b><u>Focus: Rhythmic Gymnastics</u></b></p> <p>Understand correct posture for using a ribbon (straight back, elongated spine, strong core).</p> <p>Learn and perform basic movements using wrist actions holding the ribbon (circles / spirals high and low, snake charmers, high and low flicks).</p> <p>Combine flexibility, techniques and movement to create a fluent sequence in pairs and small groups.</p> <p>Show a change of pace and timing in movements responding to the music.</p> <p>Choreograph and perform fluid routines with ribbons considering speed, movements, turns, balances, rolls and cartwheels linking actions.</p> <p>Self and peer evaluation of performances suggesting</p>	<p><b><u>Multi Skills</u></b></p> <p>Focus on co-ordination, balance and speed, using a variety of equipment through the medium of indoor athletics activities.</p> <p>Teacher-led challenges and use of partner to record data, encourage and assist with improvement of performance.</p> <p><b><u>Ball Skills</u></b></p> <p>Developing effective choices about when, how, where to move, pass and receive. Building up to an inter house competition within classes.</p> <p><b><u>Target Games</u></b></p> <p>Play conditioned games of handball, using handballs, with larger sized teams and areas up to 5 a-side developing team work and communication alongside passing and movement skills. Discuss role of captain and coach. Children to build</p>	<p><b><u>Ball Skills / Target Games</u></b></p> <p>Play games of handball (using handballs) whilst focusing on hand and eye coordination.</p> <p>Use of effective choices about when, how, where to move, pass and receive with correct choice &amp; speed of pass. Understanding and playing a position. Playing and officiating an inter house competition within classes. Teams will designate the captain, coach and manager. Discussion of roles and expectations.</p> <p><b><u>Invasion Games focus on Netball and Basketball</u></b></p> <p>Passing techniques and when to use them, marking a player with and without the ball, creating and using space, teamwork. Looking at the differences and similarities such as passing</p>

	<p>movements: travelling, balancing, jumping, leaping and stretching.</p> <p>Use dance and gym vocabulary to compare &amp; improve their work over a sequence of lessons challenging their own performance.</p>	<p>when performing these skills.</p> <p>Evaluation of performances of peers using technical vocabulary, suggesting modifications.</p>	<p>appropriate improvements using dance vocabulary.</p>	<p>upon their knowledge and understanding of invasion games from Year 5 and begin to create their own target games. Taking place on half a court.</p> <p>The children will practice tactics and choose positions for players based on performance.</p> <p><b>Athletics</b></p> <p>Focus on correct run, jump and throw techniques eg (soft) javelin, round the track relays with down sweep passing of baton. Build up to Sports Day and Athletics team selection.</p> <p>Introduce triple Jump (using long jump pit)</p>	<p>and shooting and rules and tactics between the 2 sports. Show specific attacking and defending skills in games to influence the result.</p> <p>Small sided conditioned games leading up to full 5/7 a-side in an inter house environment encouraging boys / girls to participate in both sports. Children to umpire / referee and time keep during competitions.</p>
<b>Endpoint</b>	<p>To use gymnastics vocabulary to compare &amp; improve their work challenging their own performance.</p>	<p>To perform &amp; evaluate a complex sequence</p>	<p>To evaluate a rhythmic gymnastics sequence providing commentary using dance vocabulary linked to success criteria</p>	<p>Children develop running, jumping and throwing skills</p> <p>Children understand how to pace themselves, improve their jumping and throwing distances and appropriate rules eg staying in lanes for sprint events.</p> <p>Children understand how to challenge themselves in order to progress.</p>	<p>To apply the ball skills, movement and passing within a real life game scenario.</p>