

PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b>Dance:</b> 1. Respond to a range of stimuli and types of music 2. To show control, coordination and spatial awareness 3. Watch what others do and suggest improvements to their work 4. To perform leading and following movements 5. To perform a short dance with a clear start, middle and end 6. To use repeated actions in our dance	<b>Gymnastics:</b> 1. To perform 'like actions' in a sequence 2. To carry and set up apparatus safely 3. To perform shapes on both large or small body parts 4. To take off and land and use shapes in our jumps 5. To travel on our feet, showing good body tension 6. How we can create different levels in our performance	<b>Dance:</b> 1. Respond to a range of stimuli and types of music 2. To march in time to the beat and to turn while marching 3. To march in time as a group 4. To perform actions in canon 5. To perform a short dance using canon 6. To perform in rounds in different groups	<b>Gymnastics:</b> 1. To move on, off and over apparatus and use the 'Magic Chair' landing to 2. To rock on different parts of our body and rock using shape 3. To perform specific point balances such as 'h' and 'y' balance 4. To perform actions at the same time as others (unison) 5. To perform actions one person after the other 6. To turn and jump and quarter and half turn	<b>Run, Jump, Throw:</b> 1. To start and stop moving at speed 2. To use our arms when running at different speeds 3. To take off on two feet to jump for distance 4. To use correct technique to throw different objects for distance 5. To show improvement in our throwing 6. To take part in a competition using running, jumping, and throwing skills	<b>OAA:</b> 1. To follow simple instructions to complete a trail 2. To find matching symbols 3. To copy and create a hoop dance 4. To work with a partner to complete a hoop challenge 5. To recognise a drawn symbol as a real object 6. To use decision-making skills to hide equipment
	<b>Vocabulary:</b> Stretch, swing, mood, feeling, static, start, middle, end	<b>Vocabulary:</b> Balance, tense, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, link, low	<b>Vocabulary:</b> Compose, choose, select, emotions, canon, rhyme, character, round, respond	<b>Vocabulary:</b> Balanced, body, tension, rock, roll, link, quarter, half, turn, spin, twist, unison, canon	<b>Vocabulary:</b> Backwards, distance, far, fast, forwards, furthest, high, loop, link, medium, fastest	<b>Vocabulary:</b> Sequence, problems, instructions, perform, symbol, pyramid, stacking, shape, map, repeat, patterns, individual, group
	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Geography – locational knowledge
Year 2	<b>Dance:</b> 1. To compose a dance phrase which responds to a visual stimulus 2. To create a sequence of movements with a starting and finishing position 3. To explore unison, levels and cannon 4. To create a solo dance with changes of direction and speed 5. To change speed, level and direction of movements 6. To perform dance phrases that express ideas and feelings	<b>Gymnastics:</b> 1. To combine 4 elements into a floor sequence 2. To create power in a variety of different jumps 3. To take weight on our hands and move in different ways 4. To use our flexibility in a bridge and japana gymnastic shape 5. To perform the point balance arabesque 6. To perform a teddy roll	<b>Dance:</b> 1. To develop a dance that shows different emotions 2. To work on our own to create a movement pattern 3. To work on our own to create and perform a short movement phrase 4. To watch, copy and repeat actions to create a 'motif' 5. To perform our motif in different formations 6. To use different movement pathways in our dance	<b>Gymnastics:</b> 1. To perform a front support position with control 2. To perform an arch and dish shape 3. To perform a back support shape showing flexibility 4. To leapfrog 5. To jump for distance with control 6. To create and perform a 10-element sequence	<b>Run, Jump, Throw:</b> 1. To move quickly whilst being aware of others around 2. To create power with our legs to turn at speed 3. To move through an obstacle course with speed and control 4. To choose the best throw for different situations 5. To use quick feet whilst sprinting 6. To perform static and dynamic balances	<b>OAA:</b> 1. To work as a team to complete a task 2. To use problem-solving to complete a simple treasure hunt 3. To copy and then create a simple movement pattern 4. To give clues to guide a blindfolded person safely 5. To improve performance through repetition 6. To use a key on a map to re-create a map with accuracy
	<b>Vocabulary:</b> Direction, huddle, group, mood, feeling, respond	<b>Vocabulary:</b> Balance, shape, bridge, jump power, weight-on, point, patch, teddy, dolly, front-straddle, cup, puck, v-sit, japana, arabesque	<b>Vocabulary:</b> Dynamic, independent, pair, freestyle, formation	<b>Vocabulary:</b> Body tension, carry, control, extension, fast, travel, turn, transition, smooth	<b>Vocabulary:</b> Run, throw, handle, power, burpee, obstacle, control, stamina, static, dynamic, collect	<b>Vocabulary:</b> Reach, search, find, explore, teamwork, speed, tactile, map, key, equipment, variety
	<b>Prior Learning:</b> Year 1 Dance	<b>Prior Learning:</b> Year 1 Gymnastics	<b>Prior Learning:</b> Unit 1 Dance	<b>Prior Learning:</b> Unit 2 Dance	<b>Prior Learning:</b> Year 1 Run, Jump, Throw	<b>Prior Learning:</b> Year 1 OAA Geography – locational knowledge
Year 3	<b>Dance:</b> 1. To perform a jazz square and use it in a dance 2. To perform a dance showing two contrasting characters 3. To develop movements using improvisation 4. To use props in our dance sequence 5. To use facial expressions to bring life and emotion to our dance 6. To take on the role of a director to help others improve their dance	<b>Gymnastics:</b> 1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions	<b>Swimming:</b> 1. To develop techniques of front crawl, backstroke, and breaststroke 2. To swim over longer distances without floats or armbands 3. To jump in and submerge in deeper water 4. To tuck, float and collect objects from the bottom of the pool 5. . To transition from one floating shape to another without putting our feet down	<b>Gymnastics:</b> 1. To perform a japana 2. To use bounces and broad jumps in a sequence 3. To attempt a half lever 4. To transition from a japana to another shape with control 5. Stretches while moving and when we are still to increase our flexibility 6. To show strength, flexibility and control in our sequence	<b>Dance:</b> 1. To perform a dance phrase inspired by the ocean's depths 2. To use improvisation to create a longer movement phrase 3. To use dynamics in a short group dance 4. To perform as a class 5. To work as a group to develop a dance 6. to prepare our group dance for a final performance	<b>OAA:</b> 1. To use clear communication, strength and flexibility to complete a task 2. To work with others to complete map reading tasks 3. To draw and create a clear route on a map for others to follow 4. With others to identify what went well and what we could do to improve 5. To identify and explain what is required to complete a variety of challenges 6. To safely take part in trust-based activities
	<b>Vocabulary:</b> Expressions, improvisation, rehearse, director	<b>Vocabulary:</b> Fluency, contrasting, unison, low, combinations, full turn, half turn, flexibility, compositional ideas	<b>Vocabulary:</b> Breathe, submerge, sink, float, sculling, breaststroke, glide, front crawl	<b>Vocabulary:</b> Sustained, explosive, power, control group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension	<b>Vocabulary:</b> Solo, duo, action, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise	<b>Vocabulary:</b> Maps, diagrams, scale, symbols, orienteering, lead, follow, plan, trust
	<b>Prior Learning:</b> Dance – year 2 Science – Skeletons & Movement	<b>Prior Learning:</b> Gymnastics – year 2	<b>Prior Learning:</b> No previous links	<b>Prior Learning:</b> Gymnastics – Unit 1	<b>Prior Learning:</b> Dance – Unit 1 Geography – Year 2	<b>Prior Learning:</b> Geography – locational knowledge

Year 4	<p><b>Dance:</b></p> <ol style="list-style-type: none"> <li>To use freeze frame in our dances</li> <li>To perform a slide and roll confidently</li> <li>To use a variety of formations when performing</li> <li>To extend our 'mission dance' phrases using canon</li> <li>To sequence our dance actions to show good flow</li> <li>To create a 5 action dance routine showing good 'stage' entry</li> </ol>	<p><b>Gymnastics:</b></p> <ol style="list-style-type: none"> <li>To perform a 6-element sequence that uses changes in speed and direction</li> <li>To use the STEP principle to create and perform a partner sequence</li> <li>To take weight-on-hands showing control</li> <li>To develop a sequence using compositional ideas</li> <li>To co-operate as a group to refine a short sequence</li> <li>To compare and judge performances</li> </ol>	<p><b>Swimming:</b></p> <ol style="list-style-type: none"> <li>Swim competently and proficiently over a distance of at least 25 metres</li> <li>Use front crawl, backstroke, and breaststroke effectively</li> <li>Perform safe self-rescue in different water based situations</li> <li>To perform a mushroom float for a sustained period of time</li> <li>To tread water and use a rescue aid</li> </ol>	<p><b>Gymnastics:</b></p> <ol style="list-style-type: none"> <li>To perform a weighted bunny hop showing control and balance</li> <li>An arabesque balance and over-the shoulder roll</li> <li>To identify and engage core muscles for stability</li> <li>To smoothly transition from front support to side support</li> <li>To perform a shoulder stand with control</li> <li>To combine all elements of this unit into one sequence showing smooth transitions</li> </ol>	<p><b>Dance:</b></p> <ol style="list-style-type: none"> <li>To communicate a theme through our dance actions</li> <li>To use dynamics and formations in our dance to tell a story</li> <li>To use space, travel and floor patterns to enhance the dance</li> <li>To develop our choreography skills</li> <li>To work in a small group to create contact movements</li> <li>To use peer evaluation to improve each other's work</li> </ol>	<p><b>OAA:</b></p> <ol style="list-style-type: none"> <li>To work collaboratively to complete a problem-solving task</li> <li>To work collaboratively to create shapes whilst blindfolded</li> <li>To name and recognise the cardinal points of the compass</li> <li>To complete an orienteering task calmly under time pressure</li> <li>To work with a partner to use a map to follow a course</li> <li>To recognise and recall common map symbols from a key</li> </ol>	
	<p><b>Vocabulary:</b> Improvisation, rehearse, director, choreographer, slide, formation, freeze frames</p>	<p><b>Vocabulary:</b> Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression</p>	<p><b>Vocabulary:</b> Meters, distance, back crawl, personal survival, treading</p>	<p><b>Vocabulary:</b> Tension, travelling steps, muscles (abdominals, obliques), engage, core, stabilise</p>	<p><b>Vocabulary:</b> Size, direction, background, ornamentation, facing</p>	<p><b>Vocabulary:</b> Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success</p>	
	<p><b>Prior Learning:</b> Dance – year 1,2,3</p>	<p><b>Prior Learning:</b> Gymnastics – year 1,2,3</p>	<p><b>Prior Learning:</b> Building on Year 3 swimming</p>	<p><b>Prior Learning:</b> Gymnastics – year 1,2,3</p>	<p><b>Prior Learning:</b> Dance – year 1,2,3 Dance unit 2</p>	<p><b>Prior Learning:</b> Geography – locational knowledge</p>	
Year 5	<p>Trinity Laban - <b>An introduction to Creative Dance</b></p> <ol style="list-style-type: none"> <li>Developing fundamentals of body action and introducing and expanding use of dynamic</li> <li>Creative Choreographic tasks based around curriculum theme ideas (as suggested by class teacher)</li> </ol>		<p>Trinity Laban - <b>Working towards performance outcome for Live Dance at The Broadway Theatre</b></p> <ol style="list-style-type: none"> <li>Whilst devising Choreography for performance, still developing fundamentals of body action</li> <li>introducing and expanding use of space (inc levels, stationary and travelling, micro and macro)</li> <li>introducing and expanding use of relationships in dance (inc solo and duet work)</li> </ol>		<p>Trinity Laban - <b>curriculum topic based</b></p> <ol style="list-style-type: none"> <li>continue developing fundamentals of body action, introducing and expanding use of relationships in dance (inc group work)</li> </ol>		<p>Trinity Laban - <b>curriculum topic based</b></p> <ol style="list-style-type: none"> <li>exploring and layering action, dynamics, space and relationships in dance</li> </ol>
	<p><b>Vocabulary:</b> Facial expression, rehearse, choreographer, locomotion, Bangra, line dance, wall patterns</p>	<p><b>Vocabulary:</b> Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance</p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b> Speed , partner, asymmetrical, elements, control, balance, strength, bridge, warmup, injury, core temperature</p>	<p><b>Vocabulary:</b> Assemble, sissone, saute, chaine, retrograde, inversion, instrumentation, fragmentation</p>	<p><b>Vocabulary:</b> Challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual, signal</p>	
	<p><b>Prior Learning:</b></p>	<p><b>Prior Learning:</b></p>	<p><b>Prior Learning:</b> Curriculum – Year 5</p>	<p><b>Prior Learning:</b> Curriculum – Year 5</p>	<p><b>Prior Learning:</b> Curriculum – Year 5</p>	<p><b>Prior Learning:</b> Curriculum – Year 5</p>	
Year 6	<p>Trinity Laban - <b>Y6 focus on contemporary dance technique and creative choreographic tasks – building on skills from last year</b></p> <ol style="list-style-type: none"> <li>Developing choreographic ideas from a variety of stimulus, creating and expanding movement vocabulary</li> <li>Applying principles of dynamics, space, relationships, to creative work.</li> <li>Y6 focus on contemporary dance technique and creative choreographic tasks – beginning to introduce curriculum theme ideas (as suggested by class teacher)</li> </ol>		<p>Trinity Laban - <b>Y6 Curriculum topic-based dance sessions</b></p> <ol style="list-style-type: none"> <li>Learning repertory and choreographic approaches from a range of dance styles, choreographic approaches.</li> <li>Experimenting with a range of devices to inform own choreographic ideas.</li> <li>Learning set choreography and applying dynamics, space, relationships to execute the movement with the choreographic intention.</li> </ol>		<p>Trinity Laban - <b>Curriculum topic-based dance sessions</b></p> <ol style="list-style-type: none"> <li>Developing choreographic work drawing on a range of action, dynamics, space and relationships.</li> <li>Rehearsing, refining, and retaining movement for performance.</li> <li>Developing performance skills incl. projection, expression of ideas/ intention through dance.</li> </ol>		
	<p><b>Vocabulary:</b> Motif, street dance, Hakka, composition, collaborate, stag leap, rebound, expression</p>	<p><b>Vocabulary:</b> Flight, consistent, vault, vaulting sequences, combinations, direction, dismount</p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b> Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match</p>	<p><b>Vocabulary:</b> Narrative, tension &amp; relationships, aural setting, accompany, contact, quality, confidence</p>	<p><b>Vocabulary:</b> Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient</p>	
	<p><b>Prior Learning:</b> Trinity Laban – Year 5</p>	<p><b>Prior Learning:</b> Trinity Laban – Year 5</p>	<p><b>Prior Learning:</b> Curriculum – Year 6</p>	<p><b>Prior Learning:</b> Curriculum – Year 6</p>	<p><b>Prior Learning:</b> Curriculum – Year 6</p>	<p><b>Prior Learning:</b> Curriculum – Year 6</p>	

PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b>Hit, Catch &amp; Run:</b> 1. To select space to throw or roll a ball into 2. To track and collect a rolling ball 3. To catch a ball to stop an opponent scoring 4. To use our hands to hit a ball 5. To run between bases to score points 6. To work as a team to score points	<b>Hit, Catch &amp; Run:</b> 1. To catch a ball over a short distance 2. To begin to hit a ball with power 3. To position ourselves in the path of the ball 4. To field the ball to a base 5. To catch a high ball 6. To stop the other team from scoring points	<b>Attack, defend &amp; shoot:</b> 1. To hit a target 2. To defend a target 3. To roll and slide balls and beanbags 4. To shoot in a game to get points 5. To work with a partner to score points 6. To use our attacking and defending skills in a game	<b>Attack, defend &amp; shoot:</b> 1. To find our pulse on our wrist 2. To move side to side to defend the goal 3. To bounce a ball with control to ourselves 4. To aim at different targets 5. To adapt to a game with changing rules 6. To play in the best defensive position in a game	<b>Send &amp; return (GC):</b> 1. To slide a beanbag to a target 2. To hit a ball in different ways with our hands 3. To move towards a ball to return it 4. To work with a partner to stop and return a beanbag 5. What a rally is and rallying with a partner 6. To send a ball into space to make it harder for our opponent	<b>Run, Jump, Throw (GC):</b> 1. To use agile movements in different activities 2. Different ways to recognise the start and end of an activity e.g., whistle 3. To develop stamina when running 4. To develop core strength to improve throwing 5. To stride and jump for height 6. To choose the best starting position for running quickly
	<b>Vocabulary:</b> Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw	<b>Vocabulary:</b> Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw	<b>Vocabulary:</b> Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm	<b>Vocabulary:</b> Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch	<b>Vocabulary:</b> Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court	<b>Vocabulary:</b> Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest
	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS	<b>Prior Learning:</b> Physical Development - EYFS
Year 2	<b>Hit, Catch &amp; Run:</b> 1. To hit a ball and score points by running to cones 2. To defend a target by kicking 3. To bowl underarm with control 4. To hit a ball using different bats and techniques 5. To throw accurately to a base 6. To hit a ball into a space, away from fielders	<b>Hit, Catch &amp; Run:</b> 1. To time our run around the bases to stay 'safe' 2. To kick a ball into space using different parts of the foot 3. To respond to how a ball is bowled when hitting 4. About the role of a wicketkeeper 5. About the role of a backstop and its likeness to wicketkeeper 6. To bowl underarm in a game with accuracy	<b>Attack, defend &amp; shoot:</b> 1. To kick the ball over long and short distances 2. To stop a ball with control using the foot 3. To work as a team to keep the ball 4. To bounce a ball with my partner 5. To bounce the ball while we are moving 6. To pass the ball forward in a game	<b>Attack, defend &amp; shoot:</b> 1. To throw different types of equipment 2. To move to a space after passing a ball 3. To pass and move forwards to a target with a partner 4. To position ourselves as a goalkeeper 5. To intercept a ball from a person on the other team 6. To use the skills we have developed in a competition	<b>Send &amp; return (GC):</b> 1. To stay on our toes to move quickly to the ball 2. To identify which hand is dominant in a game 3. Basic rules of serving to our partner 4. To develop agility and use it in a game 5. To use the correct grip to hit a self-fed ball 6. To use the ready position in a rally	<b>Run, Jump, Throw (GC):</b> 1. To work both individually to run over a longer distance 2. To improve strength to increase jumping distance 3. To create power when throwing for distance 4. To use breathing techniques to be able to run more easily 5. To cooperate with our partner to complete a task well 6. Listen to others and work as a team to achieve the highest score possible
	<b>Vocabulary:</b> Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, field, hitter, bowler, umpire, posts, stumps	<b>Vocabulary:</b> Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role	<b>Vocabulary:</b> Aim, attack, compete, control, cooperate, receive, restart, sideline	<b>Vocabulary:</b> Rebound, aim, speed, direction, scoring, controlling, following, intercepting, tactics	<b>Vocabulary:</b> serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, raquet	<b>Vocabulary:</b> Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect
	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b> Year 1 - Attack, defend & shoot	<b>Prior Learning:</b> Year 1 - Attack, defend & shoot	<b>Prior Learning:</b> Year 1 - Send & Return	<b>Prior Learning:</b> Year 1 - Run, Jump, Throw
Year 3	<b>Cricket:</b> 1. To hit a stationary ball into space using the straight drive 2. To bowl underarm to a batter with some consistency 3. To use the correct footwork to strike a bowled ball 4. To stop a moving ball using the long barrier technique 5. To throw longer distances overarm 6. To perform as a wicketkeeper	<b>Hockey:</b> 1. To keep close control of the ball using the flat side of the stick 2. To control a ball and pass it into space 3. To use a defensive body position 4. To consistently stop a moving ball ready to pass or shoot 5. To improve our agility and apply it in a game situation 6. To avoid our feet contacting the ball and apply basic rules to the game	<b>Football (GC):</b> 1. To use the inside of the foot to pass the ball 2. To trap a ball with control that is moving along the ground 3. To pass the ball accurately into space over short distances 4. To identify and move into space to receive the ball 5. To use the outside of the foot to control the ball and dribble 6. To cushion the ball when receiving it	<b>Netball (GC):</b> 1. To perform quick, accurate chest passes 2. To use dodging to get free from our opponent 3. To catch a netball 4. To use a bounce pass to feed the goal shooter 5. To throw for distance using a shoulder pass 6. To collect a loose ball	<b>Tennis:</b> 1. To use the ready position to return a ball 2. To hit the ball to different parts of the court using a forehand hit 3. To perform an underarm serve to start a rally 4. To move towards a ball to return it over the net 5. To play cooperatively with a partner to keep the ball moving over the net 6. To perform forehand hits to score points in a competition	<b>Athletics:</b> 1. Jumping and hopping in sequence 2. To run at different speeds 3. To approach and jump hurdles 4. To throw a javelin using the pull throw technique 5. A variety of skipping techniques 6. To keep score accurately over a range of events
	<b>Vocabulary:</b> Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over	<b>Vocabulary:</b> Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space	<b>Vocabulary:</b> Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble	<b>Vocabulary:</b> Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve	<b>Vocabulary:</b> Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm	<b>Vocabulary:</b> Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, recoed, pace, approach, combine
	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b>
Year 4	<b>Cricket:</b> 1. To use a batting stance and hit the ball in different directions 2. To anticipate when to run to score singles 3. To intercept a moving ball with one hand 4. To bowl overarm 5. The pull shot and attempting it in a game 6. To field a bouncing ball effectively	<b>Hockey:</b> 1. To perform a push pass with accuracy 2. To perform a straight dribble to maintain possession 3. To use reverse-stick to control a ball on the far-side of our body 4. To use a slap pass to send the ball over longer distances 5. To turn keeping the ball under control and move into space 6. To develop new skills in competitive situations and look to improve	<b>Football (GC):</b> 1. To run onto the ball to receive it 2. To explore front and goal-side marking techniques 3. To perform a standing tackle to dispossess an attacker 4. To dribble showing good control to progress forward 5. To pass and receive the ball over longer distances 6. To perform passing and moving with a teammate	<b>Netball (GC):</b> 1. To protect the ball once we have caught it 2. To use basic shooting techniques in a game 3. One-to-one marking 4. To pivot once we have caught the ball 5. To use quick feet 6. To use preliminary moves	<b>Tennis:</b> 1. To return to the middle of the court after playing a shot 2. To accurately use the forehand in game situations to score points 3. To play a backhand shot with some control 4. To combine ready position and court movements to consistently return the serve 5. To work with a partner to score points in a game 6. To use forehand and backhand shots to score points in a competitive situation	<b>Athletics:</b> 1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using a one-footed take-off 4. To use a sling action to throw a discus 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way
	<b>Vocabulary:</b> Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles	<b>Vocabulary:</b> Control, use space, defend, attack, dribble, pass, push, slap	<b>Vocabulary:</b> Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle	<b>Vocabulary:</b> Teamwork, football, foul, free pass, attack, centre, goal, shooter, positions, offside, marking, preliminary	<b>Vocabulary:</b> Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready	<b>Vocabulary:</b> Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition
	<b>Prior Learning:</b> Cricket – Year 3	<b>Prior Learning:</b> Hockey – Year 3	<b>Prior Learning:</b> Football – Year 3	<b>Prior Learning:</b> Netball – Year 3	<b>Prior Learning:</b> Tennis – year 3	<b>Prior Learning:</b> Athletics – Year 3

Year 5	<b>Football: (GC)</b> 1. To turn with the ball 2. To travel quickly and effectively when running with the ball 3. To combine running with ball and sending it into space 4. To maintain their position when attacking to create space 5. To perform a step over to beat a defender 6. To control a bouncing ball, keeping it close to the body	<b>Basketball: (GC) : (year 3 unit)</b> 1. To keep the ball under control when dribbling 2. To work as a pair to move forward and attack 3. To use a defensive body position 4. To perform a two-handed shot to score baskets 5. To use a jump ball to restart a game 6. When to move to space to receive the ball	<b>Rugby: (year 3 unit)</b> 1. To use speed to run past defenders 2. A range of ball handling skills 3. To use agility to evade being tagged 4. To understand and apply the tag protocol in game situations 5. To close down an attacker's space as a defender 6. To perform a backwards pass to continue an attack	<b>Volleyball: (year 3 unit)</b> 1. To send the ball in a seated volleyball position 2. To receive a high ball above our head 3. To serve overarm 4. Techniques to move in seated volleyball 5. The value of cooperation to achieve a task 6. To make contacts on the ball before returning over the net	<b>Athletics:</b> 1. To run for speed and distance on our own and as part of a team 2. Pacing, to run over longer distances 3. Different jumping styles and exploring which ones we can jump further with 4. To use the push throw technique 5. To exchange a baton within a restricted area 6. To design a running, jumping or throwing activity for others using the STEP principle	<b>OAA:</b> 1. To explore different ways of communicating with a blindfolded partner 2. To follow a designated route at maximum speed and complete a task safely 3. To use memory methods to recall different objects whilst navigating 4. To use clear communication to recreate shapes from memory 5. To use imagination and creative thinking to create the tallest marshmallow tower 6. To send and interpret messages using Morse Code
	<b>Vocabulary:</b> Distance, perform, consistent, speed, fair play, regain, possession, goal side, interchange, position, maintain	<b>Vocabulary:</b> Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive	<b>Vocabulary:</b> Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike	<b>Vocabulary:</b> Hit, return, court, underarm, overarm, serve, boundary, seated, inclusive, send, rally, score	<b>Vocabulary:</b> Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step - jump	<b>Vocabulary:</b> Challenge, plan, trust, solve, team, design, instructions, extend, orient, Morse code, decipher, individual, signal
	<b>Prior Learning:</b> Football – year 3 & 4	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b>	<b>Prior Learning:</b> Athletics - year 3, & 4	<b>Prior Learning:</b> OAA - year1, 2, 3, 4 & 5
Year 6	<b>Football: (GC)</b> 1. To set up a shooting opportunity for a teammate 2. To restrict an opponent's space by defending with a partner 3. To perform a penalty kick with power and accuracy 4. To attack and shoot as a pair 5. To perform the role of a cover defender to stop the opposition attack 6. To use close control to keep possession of the ball under pressure	<b>Basketball (GC): (year 4 unit)</b> 1. To apply pressure on an attacker to force a mistake 2. To change direction quickly using a crossover dribble 3. To use man-to-man marking to stop the ball handler 4. To perform a bounce pass to outwit an opponent 5. To perform a jump shot 6. To perform a jump stop and triplethreat position	<b>Rugby: (year 4 unit)</b> 1. To use accurate passes to create an attack as a team 2. To pick the ball up from the floor and run with it to start an attack 3. To keep possession of the ball and build an attack 4. To evade being tagged by using changes of speed, agility and passing the ball 5. To use changes of speed to create gaps to run into 6. To create attacking opportunities in competitive games	<b>Volleyball: (year 4 unit)</b> 1. The principles of 'three contacts' in pairs volleyball 2. To move about the court and anticipate where the ball will be played 3. To give our partner more time to react by throwing the ball higher 4. To move to the net to receive the ball from our partner 5. To move close to the net ready to receive the ball 6. To serve underarm with correct volleyball technique	<b>Athletics:</b> 1. Sprint start technique to increase our running speed 2. The three phases of triple jump 3. The heave throw technique and what it is used for 4. To assess our own ability to play our role in parlauff running 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over a range of track and field events	<b>OAA:</b> 1. To work with a partner to successfully orient and follow a map 2. To identify objects for a scavenger hunt quickly from a written description 3. To safely perform a pyramid balance in a small group 4. To work efficiently as part of a team to complete a range of tasks 5. To create a fin and challenging game for others to complete 6. To listen to others to refine and adapt ideas to complete a complex task
	<b>Vocabulary:</b> Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender	<b>Vocabulary:</b> Turnover, double dribble, cross over, ball, tip off, intercept, bounce pass, jump shot, opposed, violation	<b>Vocabulary:</b> Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition	<b>Vocabulary:</b> Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition	<b>Vocabulary:</b> Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess	<b>Vocabulary:</b> Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient
	<b>Prior Learning:</b> Football – year 3, 4 & 5	<b>Prior Learning:</b> Basketball – Year 5	<b>Prior Learning:</b> Rugby – Year 5	<b>Prior Learning:</b> Volleyball – year 5	<b>Prior Learning:</b> Athletics - year 3, 4 & 5	<b>Prior Learning:</b> OAA - year1, 2, 3, 4 & 5