









St George's: Physical education- Medium Term Plan Overview:

2023-2024	Autumn 1- 7 weeks	Autumn 2- 7 weeks	Spring 1- 6 weeks	Spring 2- 5 weeks	Summer 1- 6 weeks	Summer 2- 7 weeks																											
<p>FS2 - Sticky Knowledge</p> <p>(2 practical based Objectives and 1 theoretical Objective.)</p>	<p>Fundamentals</p> <ol style="list-style-type: none"> I can travel in a variety of ways I can create a sequence of three fundamental movements. I can name three ways in which I can move (fundamental movements) 	<p>Warm Up Games</p> <ol style="list-style-type: none"> I can play as part of a team. I can play in a game for a set amount of time. I can explain how to play a simple game with my friend. (IE: stuck in the mud) 	<p>Fine and gross motor skills</p> <ol style="list-style-type: none"> I can hold three different balances using different parts of the body. I can manipulate play do to create 3D & 2D shapes. 	<p>Dance</p> <ol style="list-style-type: none"> I can perform a set routine of three movements. 	<p>Gymnastics</p> <ol style="list-style-type: none"> I can perform a three-part gymnastics sequence. 	<p>Fundamental Movements</p> <ol style="list-style-type: none"> I can move safely at different speed and control my pace. 																											
<p>components</p>	<p>1 - I can walk, hop, skip, jump, side-step. I can change direction forwards, backwards, side to side. I can change levels. High medium and low.</p> <p>2 - I can create a sequence of three fundamental movements. Component – Can I show what a sequence is? I can walk, hop, skip, jump, side-step.</p>	<p>1 - I can play as part of a team. Component- I can follow rules of a game I can communicate with others- share / listen to ideas</p> <p>2 - I can play in a game for a set amount of time. Component I can follow rules of a game I can how long the game will last I can what my role is within the game</p>	<p>1 - I can hold three different balances using different parts of the body. Component I can balance I can different parts of the body I know how long I need to hold a balance for</p> <p>2 - I can manipulate play doh to create 3D & 2D shapes Component I know what 2d and 3d shapes are I know how to change the shape of play doh, with fingers to equipment</p>	<p>1 - I can perform a set routine of three movements Component I know what a routine is I can create a variety of movements I can put movements together</p>	<p>1- I can perform a three-part gymnastics sequence. Component I know what a sequence is I can perform different shares I can put different movements together</p> <div data-bbox="1541 845 1892 1284" data-label="Table"> <p><i>Basic Shapes in Gymnastics</i></p> <table border="1"> <thead> <tr> <th>Shape</th> <th>Picture</th> <th>Looking For...</th> </tr> </thead> <tbody> <tr> <td>Tuck</td> <td></td> <td>Straight back Toes pointed Legs together, NOT crossed</td> </tr> <tr> <td>Straddle</td> <td></td> <td>Straight back Arms out to the sides and extended Legs straight with pointed toes</td> </tr> <tr> <td>Pike</td> <td></td> <td>Straight back Arms by ears reaching up Legs straight and together Toes pointed</td> </tr> <tr> <td>Star</td> <td></td> <td>On back Extending legs and arms Toes pointed</td> </tr> <tr> <td>Drill</td> <td></td> <td>Lying on back, arms on legs Pointed toes Lifting head and legs off the floor</td> </tr> <tr> <td>Arch</td> <td></td> <td>Lying on front, arms by ears Lifting up arms and legs Legs straight</td> </tr> <tr> <td>Front Support</td> <td></td> <td>All fours Arms and legs straight Legs together Torso facing the floor</td> </tr> <tr> <td>Back Support</td> <td></td> <td>All fours Arms and legs straight Legs together Back facing the floor Fingers points towards toes</td> </tr> </tbody> </table> </div>	Shape	Picture	Looking For...	Tuck		Straight back Toes pointed Legs together, NOT crossed	Straddle		Straight back Arms out to the sides and extended Legs straight with pointed toes	Pike		Straight back Arms by ears reaching up Legs straight and together Toes pointed	Star		On back Extending legs and arms Toes pointed	Drill		Lying on back, arms on legs Pointed toes Lifting head and legs off the floor	Arch		Lying on front, arms by ears Lifting up arms and legs Legs straight	Front Support		All fours Arms and legs straight Legs together Torso facing the floor	Back Support		All fours Arms and legs straight Legs together Back facing the floor Fingers points towards toes	<p>1 - I can move safely at different speed and control my pace. Component I know to move into space when moving I move at a slow, medium and fast pace I understand the concept of stop start</p>
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Personal Development Targets	Try something new Link to sticky knowledge	Pushing yourself	Improve Improve posture – six feet on the floor, BBC and TNT (bottoms in the back of chairs and tummies near table). I can name 3 2d shapes I can name 2 3d shapes	Don't give up Completes all 'Busy Bee' challenges	Understand others	Concentrate/imagine
Personal development target within the curriculum	Comes from learning code, dragon and secrets of success see photo		I can show a good level of <u>concentration</u> when balancing.	I can show <u>teamwork</u> and <u>imagination</u> .		
2023-2024	<u>Autumn 1- 7 weeks</u>	<u>Autumn 2- 7 weeks</u>	<u>Spring 1- 6 weeks</u>	<u>Spring 2- 5 weeks</u>	<u>Summer 1- 6 weeks</u>	<u>Summer 2- 7 weeks</u>
Y1 & 2 – Composite	<p><u>Fundamental through Invasion Games (Football)</u></p> <ol style="list-style-type: none"> I can kick a ball in a chosen direction I can dribble a ball at walking pace. I can explain the aim of a football game. <p><u>Fundamentals movement skills</u></p> <ol style="list-style-type: none"> I can travel in a variety of ways I can create a sequence of three fundamental movements. 	<p><u>Health & Fitness:</u></p> <ol style="list-style-type: none"> I can take part in a circuit session. I can take part in continuous activity for up to five mins. I describe what happens to my body when I take part in exercise. <p><u>Gymnastics</u> <u>Floor Skills:</u></p> <ol style="list-style-type: none"> I can transition smoothly between the gymnastics shapes (star, pike, straddle, tuck, straight). I can perform a five-part sequence in unison with a friend. 	<p><u>Dance - Superheroes</u></p> <ol style="list-style-type: none"> I can perform a dance with two moves with a smooth transition and to the beat. I enjoy dancing and performing my routines. I can describe to my friend what levels are in a dance. <p><u>Fundamental through Net/Wall</u></p>	<p><u>OAA</u></p> <ol style="list-style-type: none"> I can work in a team and share my ideas I can solve a problem in a team. I explain a plan to my friend. <p><u>Invasion Games</u> <u>Basketball:</u></p> <ol style="list-style-type: none"> I can pass a basketball using a chest or bounce pass. 	<p><u>Athletics- Running & Hurdles:</u></p> <ol style="list-style-type: none"> I can take part in a race with my friends. I can take part in a relay with my friends. I can explain to friends how I need to drive my arms in a running race. <p><u>Athletics</u></p> <ol style="list-style-type: none"> I can take part in a relay race with my friends. I can take part in the egg and spoon race following all the rules of the race. 	<p><u>Strike/Field</u> <u>Rounders</u></p> <ol style="list-style-type: none"> I can strike a rolled ball and make runs for my team. I can return the ball back to the base/wickets. I can describe to my friend the aim of the batter. <p><u>Strike/Field</u> <u>Cricket:</u></p>

	<p>3. I can name three ways in which I can move (fundamental movements)</p>	<p>3. I can identify 1 thing that my friend performed well and 1 thing they need to improve in their sequence.</p>	<p>1. I can pass a tennis ball to my partner using an under-arm throw.</p> <p>2. I can hit a rolling ball from a static position back to my partner.</p> <p>3. I can rally a rolled ball with my partner controlling the power of each shot.</p>	<p>2. I can pass a ball between a group of five people towards an end zone.</p> <p>3. I can describe a game of end zone to my friend.</p>	<p>3. I could organize and start a race with my friend following the correct procedure (on your marks, set, GO)</p>	<p>1. I can strike a ball off a T in a chosen direction.</p> <p>2. I know that to score runs for my team I need to run between the stumps.</p> <p>3. I can explain to my friend what the aim of being a fielder is.</p>
<p>YR 1&2 Components</p>	<p><u>Football</u></p> <p>1. I can balance on 1 leg I can kick with the inside of my foot I can follow through after the kick</p> <p>2. I can balance on 1 leg I can keep the ball close to me when dribbling I can kick with laces or outside of my foot</p> <p><u>Fundamentals movement skills</u></p> <p>1 - I can walk, hop, skip, jump, side-step.</p> <p>2- I can put two or more skills which are performed together creating a different combination skill</p>	<p><u>Health & Fitness</u></p> <p>1. I can exercise a variety of ways. I can rest to lower my heart rate. I can remember different exercises</p> <p>2. I can exercise even when it gets difficult I can stop exercising</p> <p>3. I can identify many effects of exercise; red face, sweating, increased heart and breathing rate, boost to your alertness and mood, higher temperature.</p> <p><u>Gymnastics Floor Skills</u></p>	<p><u>Dance - Superheroes</u></p> <p>1. I can learn and remember different movements. Examples include walking, running, hopping, jumping, skipping, leaping, galloping, and sliding. I can perform a transition between movements.</p> <p>2. I can dance with a smile on my face I can feel happy after dancing</p> <p>3. I can explain what low level of dance is I can explain what medium level of dance is I can explain what high level of dance is</p> <p><u>Fundamental through Net/Wall</u></p>	<p><u>OAA</u></p> <p>1- I can working with a group of people to achieve a shared goal or outcome in an effective way I can listening to other members of the team</p> <p>2- I can take everyone's ideas on board, not just my own I can work for the good of the group as a whole</p> <p>3- I can having a say and sharing responsibility</p> <p><u>Invasion Games Basketball</u></p> <p>1. I can remember the difference between</p>	<p><u>Athletics- Running & Hurdles:</u></p> <p>1. I know the rules of a race I understand my role in a race I know different types of races</p> <p>2. I know what a relay race is I understand my role in a relay race I know they rules of different relay races I can explain the difference between a race and relay race</p> <p><u>Athletics:</u></p> <p>1. I know what a relay race is I understand my role in a relay race I know they rules of different relay races I can explain the difference between a race and relay race</p>	<p><u>Strike/Field Rounders</u></p> <p>1. I know how to hold the bat I know which part of the bat to hit the ball with I know to run after striking the ball</p> <p>2. I understand that throwing the ball is faster then running with it I can throw underarm I can throw underarm I can throw in the direction I want</p> <p><u>Strike/Field Cricket</u></p> <p>1. I can hold the bat correctly</p>

Basic Shapes in Gymnastics

Shape	Picture	Looking for...
Tuck		Straight back Toes tucked Legs together, NOT crossed
Straddle		Straight back Arms out to the sides and extended Legs straight with pointed toes
Pike		Straight back Arms by ears reaching up Legs straight and together Toes pointed
Star		On back Extending legs and arms Toes pointed
Dish		Lying on back, arms on legs Should back Lifting head and legs off the floor
Arch		Lying on front, arms by ears Lifting up arms and legs Legs straight
Front Support		All fours Arms and legs straight Legs together Toes facing the floor
Back Support		All fours Arms and legs straight Legs together Back facing the floor Fingers points towards toes

- 1.
2. I can remember skills I have learnt I can put two or more skills which are performed together creating a different combination skill with a partner.
3. I can provide any strength or area for improvement from a sequence.

1. I can face the direction I am throwing.
I can hold my throwing arm straight behind my body.
I can swing my arm forwards to the front of my body, transferring the weight from my back from to my front foot as I do.
I can release the ball at waist height.
2. I can hold the racket with my strongest hand on the hand grip at the bottom.
I can stand side on to my partner so my feet are at a 90-degree angle to them.
I can slowly swing my racket, keeping my eye on the ball.
I can ensure I follow through with the direction I want the ball to go.
3. I can hit collection of shots which make up a point.
I can hit the ball towards my partner and they can hit it back to me.

chest and bounce pass.
I can pass the ball with the correct power to get to my partner
I can grip the ball with a W position with my hands at chest height.

2. I can pass in the direction I want the ball to go
I can use the correct power when passing the ball.
I can catch the ball when receiving a pass.
3. I can remember to score a goal by getting the ball from one 'End-Zone' to the other by passing or dribbling.
I can remember once a goal is scored, immediately attack going in the other direction.
I can remember not to give the ball to the other team.

2. I know how to balance the egg on the spoon
I know how fast I can go without dropping the egg
I know what to do if I drop the egg
3. I can explain where to start and finish a race
I can explain to everyone what type of race they are taking part in.
I can share all the rules of the race e.g on your makes, get set, go.

2. I know how to swing the bat correctly
I know to follow through with the swing in the direction I want the ball to go

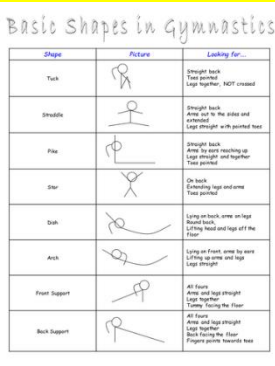
2. I know how to sprint
I know to run as soon as I hit the ball.

Personal Development Targets	<p>Can I learn the basic rules of a football match?</p> <p>Can I link different ways of moving into new sports?</p>	<p>Can I push myself and give 100% effort?</p> <p>Can I push myself to try shapes at different levels?</p>	<p>Can I improve my underarm throwing?</p>	<p>Can I persevere until the problem has been solved?</p> <p>Can I play a basic game of basketball without giving up?</p>	<p>Can I understand that I will not win everything and we congratulate the winners?</p> <p>Can I understand that everyone has a different ability?</p>	<p>Can I keep concentration while fielding, keeping my eyes on the ball?</p> <p>Can I keep concentration while hitting the ball?</p>
Personal development target within the curriculum	<p>I can try new things to see if I enjoy them</p>	<p>I push myself so I can improve my fitness</p>	<p>I can try new dances and don't give up until I have learnt it.</p>	<p>I work hard in a team and listen to other ideas</p>	<p>I don't give up while running a race even if I am not first</p>	<p>I concentrate to help my team</p>
<p>1&2 (Milestone 1) KC- knowledge category MS – Milestone PT- POP task VCAB- Vocabulary T2- Tier 2 T3- Tier 3</p>	<p>Fundamental through Invasion Games (Football) KC: Movement and personal social MS- Movement: . Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. Throw underarm in a mature pattern. . Dribble a ball with hands or feet, while moving slowly in their own space. Send an object towards a target. . Chase and retrieve a moving ball. MS- Personal social: Recognise that their behaviour can affect other people and take responsibility for this.</p>	<p>Health & Fitness: KC: Tactics and strategy / Leadership MS: Leadership . Be able to talk about the benefits of being active. . Engage actively in PE lessons. . Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. . Recognise the importance of a warm-up. . Differentiate between healthy and unhealthy foods. . Recognise that physical activity is important for good health. . Understand that some physical activities are challenging and difficult. . Describe physical activities that they enjoy.</p>	<p>Dance - Superheroes KC: Tactics and strategy / leadership MS: Leadership. Remember to bring their kit. Make appropriate equipment choices. . Listen to others. . Try hard. . Follow the teacher's instructions. . Look after and use equipment properly. . Help a partner improve. MS: Tactics and strategy: Apply movement adaptations to their movement. techniques, e.g., an unhappy walk.</p>	<p>OAA KC: Movement/ personal social/ Healthy Lifestyles MS: Movement: . Use maps and diagrams to orientate themselves. and travel around a simple course. . Complete a star orienteering activity. . Find solutions to problems and challenges. . Show resilience when plans do not work. and initiative to try new ways of working. MS: Personal social: Accept feedback from the teacher. . Follow class protocols with minimal reminders.</p>	<p>Athletics- Running & Hurdles KC: Movement / leadership MS: Leadership: . Listen to others. . Try hard. . Follow the teacher's instructions. . Look after and use equipment properly. . Help a partner improve. MS: Movement: . Choose a sequence to combine jumps efficiently. . Make decisions about the best take-off leg. PT: Mr Wolf (CQ146) VCAB: T2: Target, accuracy, consistency, corporation, aim, opponent, teammate, Running. T3:</p>	<p>Strike/Field Rounders KC: Tactics and strategy / Health and fitness: MS: Tactics and Strategy Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. Throw underarm in a mature pattern. . Develop an overarm throw. Catch a large ball without cradling or trapping it. against the body. Strike a ball with a short-handed bat. . Send an object towards a target. . Chase and retrieve a moving ball. MS: Health and fitness:</p>

<ul style="list-style-type: none"> . Recognise that people's bodies and feelings can be hurt. . Recognise what is fair and unfair, kind, and unkind, right and wrong. <p>PT: Dribble and Score (CQ162) VCAB:</p> <p>T2: Defender, Teammate, opponent, co-operate, T3: Cold defence, Warm defence,</p>	<ul style="list-style-type: none"> . Describe the enjoyment of playing with friends. <p>MS: tactics and strategy</p> <ul style="list-style-type: none"> . evaluate personal feeling and encourage body reflection. . Develop a desire to set personal targets and goals 	<ul style="list-style-type: none"> . Express emotions through facial expressions, gestures and posture. . Describe their choices of movement. . Choose which actions to change with the . movement adaptations of space, dynamics, and relationships. <p>VCAB: T2: Travel, level, force, stomping, unison, contrasting, T3: canon.</p>	<ul style="list-style-type: none"> . Listen to others and play cooperatively. <p>MS: Healthy Lifestyles:</p> <ul style="list-style-type: none"> . Engage actively in PE lessons. . Recognise the importance of a warm-up. . Differentiate between healthy and unhealthy foods. . Recognise that physical activity is important for good health. <p>VCAB: T2: T3: Cooperative, collaborative, symbol, orientate,</p>		<p>Be able to talk about the benefits of being active.</p> <ul style="list-style-type: none"> . Engage actively in PE lessons. . Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. . Recognise the importance of a warm-up. <p>PT: VCAB: T2: Striking, Feilding, teammates, catching, throwing, Strategy.</p>
<p><u>Fundamentals movement skills</u> KC: Movement and personal social MS: Movement</p> <ul style="list-style-type: none"> . Perform a range of actions with control and coordination. . Link actions to perform short movement sequences. . Balance on a variety of large and small body parts (Back, tummy, hands, and feet). Jump and land safely. . Change direction. . Use the ready position. <p>VCAB: T2: T3:</p>	<p><u>Gymnastics Floor Skills</u> KC: leadership / Tactics and strategy, MS: Tactics and strategy:</p> <p>Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.</p> <ul style="list-style-type: none"> . Make decisions on which actions are best performed. . Make decisions on the choice of actions to be. . performed ensuring smooth links. <p>MS: Leadership: Remember to bring their kit. Make appropriate equipment choices.</p> <ul style="list-style-type: none"> . Listen to others. . Try hard. 	<p><u>Fundamental through Net/Wall</u> KC: leadership / Tactics and strategy, MS: Leadership:</p> <p>Remember to bring their kit. Make appropriate equipment choices.</p> <ul style="list-style-type: none"> . Listen to others. . Try hard. . Follow the teacher's instructions. . Look after and use equipment properly. . Help a partner improve. <p>MS: Tactics and strategy: Make simple decisions, e.g., which target to aim for.</p> <ul style="list-style-type: none"> . Use the terms 'opponent' and 'teammate'. 	<p><u>Invasion Games Basketball</u> KC: Movement / personal & Social. MS: movement.</p> <ul style="list-style-type: none"> . Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. Throw underarm in a mature pattern. . Develop an overarm throw. Catch a large ball without cradling or trapping it. against the body. . Dribble a ball with hand, while moving slowly in their own space. . Chase and retrieve a moving ball, Change direction. 	<p><u>Athletics Throw & Jumps</u> KC: Movement / leadership MS: movement</p> <ul style="list-style-type: none"> . Make decisions on how to increase the height and distance of a throw. <p>MS: leadership</p> <ul style="list-style-type: none"> . Remember to bring their kit. . Make appropriate equipment choices. <p>PT: VCAB: T2: Evade, direction, dodge, acceleration, pace, pathway, chase. T3:</p>	<p><u>Strike/Field Cricket</u> KC: Tactics and strategy / Health and fitness: MS: Tactics and strategy</p> <p>Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern.</p> <p>Throw underarm in a mature pattern.</p> <ul style="list-style-type: none"> . Develop an overarm throw. Catch a large ball without cradling or trapping it. against the body. Strike a ball with a short-handed bat. . Send an object towards a target. . Chase and retrieve a moving ball. <p>MS: Health and fitness:</p>

		<ul style="list-style-type: none"> . Follow the teacher's instructions. . Look after and use equipment properly. . Help a partner improve. <p>PT: Simple Sequence (CQ:166) VCAB:</p> <p>T2: Sequence, traveling, level, Straight, star, pathways, fluent. T3: Log roll, forward roll, tuck, star, Body tension,</p>	<ul style="list-style-type: none"> . Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g., how much force to use when aiming at a target. . Decide when and where to pass. . Keep possession by passing and receiving a ball. . Recognise space on a court or pitch. . Use a base position. <p>PT: VCAB: T2: Face, Ready position, Serve, opponent, cooperate, Target, Accuracy, Aim. T3: Cross court,</p>	<ul style="list-style-type: none"> . Use the ready position. <p>MS: Personal & Social. Listen to others and play cooperatively.</p> <ul style="list-style-type: none"> . Identify and respect the differences and similarities between people. . Recognise when people are being unkind to them or others, how to respond, who to tell and what to say. <p>PT: Python VCAB: T2: Defender, Teammate, opponent, co-operate, T3:</p>		<p>Be able to talk about the benefits of being active.</p> <ul style="list-style-type: none"> . Engage actively in PE lessons. . Recognise that changes occur in their body when they move fast: their heart beats faster, they breathe faster and they feel slightly warmer. . Recognise the importance of a warm-up. <p>PT: VCAB: T2: T3: Striking, Feilding, teammates, catching, throwing, strategy.</p>
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2023-2024	<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
Y3 & 4 - Composite	<p><u>Fundamentals- Football</u></p> <ol style="list-style-type: none"> I can pass the ball with control using the side of my foot. I can play a small 3-a-side game with my friends. I can explain the difference in attacking and defending principles. <p><u>Swimming- Water Safety & Confidence:</u></p> <ol style="list-style-type: none"> I can enter the water safely and know the pool rules. I can submerge my body in the water and float on my back and front I could explain the pool rules to my friends. 	<p><u>Dance- Rock n Roll</u></p> <ol style="list-style-type: none"> I can perform a dance with three moves with smooth transitions. I can dance with rhythm and to the beat. I can plan a dance with a friend that includes levels, unison, direction, and canon parts. <p><u>Swimming- Front Stroke:</u></p> <ol style="list-style-type: none"> Year 3: I can star float on my front face in the water. Year 3: I can move forward 10 meters with an aid not touching the floor. Year 3: I can explain to a friend what my arms and legs should do when I swim front crawl. <ol style="list-style-type: none"> Year 4: I can move forward not using an aid 20m. Year 4: I can star float on my front and stand up unassisted. 	<p><u>Gymnastics- Floor Skills</u></p> <ol style="list-style-type: none"> I can perform a five-part sequence using different gymnastic shapes. (Tuck, pike, straddle, star, front support, back support, dish, arch). I can create a sequence that incorporates smooth transitions that includes changing direction, level and speed. I can identify and explain the differences between my own and others' performance. <p><u>Swimming- Push & Glide- back:</u></p> <ol style="list-style-type: none"> Year 3: I can push off a wall and float for three seconds. Year 3: I can flutter kick my feet while using aid the width of the pool. (Feet off the ground). Year 3: I can explain to a friend how to perform a push and glide and why it is so important. <ol style="list-style-type: none"> Year 4: I can push and glide off a wall until I stop moving forward. Year 4: I can flutter kick my feet using an aid breathing to the side. Year 4: I can explain to a friend what I need to do with my hands and feet to stay balanced. 	<p><u>OAA</u></p> <ol style="list-style-type: none"> I know when communicating talking is just as important as listening I work through a Plan do review cycle when carrying out problem solving activities. I can explain why it is so important to plan before I start a large group task <p><u>Swimming- Breaststroke</u></p> <ol style="list-style-type: none"> Year 3: I can perform the bend scissors snap kick with an aid. Year 3: I can demonstrate that I know what breaststroke arms should look like. Year 3: I can explain to a friend how to bend scissors snap kick. <ol style="list-style-type: none"> Year 4: I can perform the bend scissors snap kick its time with my breathing and arm pulls. Year 4: I know that I breath at the top of my stroke and my face should be back in the water from my glide Year 4: I can explain to a friend the breaststroke rhythm. 	<p><u>Athletics</u></p> <p><u>Track & Field</u></p> <ol style="list-style-type: none"> I perform the correct running form and name the four points I can skip down a track of 60 meters I can explain what the difference is between a long-distance event and sprint event. <p><u>Swimming- Backstroke</u></p> <ol style="list-style-type: none"> Year 3: I can float on my back unassisted. Year 3: I move ten meters on my back with an aid. Year 3: I can explain the key points of a star float on my back. Year 4: I can float on my back unassisted for ten seconds and then swim to the side on my back Year 4: I can move 25 meters on my back unassisted Year 4: I understand the lifeguard whistle system and the importance of following the rules. 	<p><u>Strike/Field</u></p> <ol style="list-style-type: none"> I can hit a cricket ball that has been bowled I can throw an over arm throw I can explain the role of the fielding team and the batting team. <p><u>Push & Glide- Backstroke, Distance</u></p> <ol style="list-style-type: none"> Year 3: I can perform the bend scissors snap kick with an aid. Year 3: I can demonstrate that I know what breaststroke arms should look like. Year 3: I can explain to a friend how to bend scissors snap kick. Year 4: I can perform the bend scissors snap kick its time with my breathing and arm pulls. Year 4: I know that I breath at the top of my stroke and my face should be back in the water from my glide Year 4: I can explain to a friend the breaststroke rhythm.

<p>YR3&4 Components</p>	<p>Fundamentals- Football</p> <p>1- I can balance on 1 leg I can kick with the inside of my foot I can follow though after the kick I can use the correct power then passing to a partner.</p> <p>2- I can understand the rules of football I can follow the rules of football I can work as part of a team</p> <p>3- I can explain attach is to keep the ball in possession and score / I can explain that defending is to stop the opponents scoring in the goal and to win the ball back.</p>	<p>Dance</p> <p>1. I can remember skills I have learnt I can perform two or more skills which are performed together creating a different combination skill with a partner.</p> <p>2. I can listen to the beat and follow it I can remember movements and put them to the beat.</p> <p>3. I can remember levels in dance refers to high, medium and low: • Low levels are close to the ground or with the majority of the body touching the ground • Medium levels are created between the knees and shoulders • High levels are created above the shoulders and head. I can remember unison refers to dancing at the same time. I can remember canon is a dance technique that requires dancers to take it in turns to perform a movement.</p>	<p>Gymnastics</p>  <p>1. I can remember 5 shapes or balances I can engage my core muscles I can hold a balance for 10 seconds</p> <p>2. I can explain what level, direction and speed is. I can put more then two moves together with a transition</p> <p>3. I can identify strengths of a performance I can identify areas for improvement in a performance.</p>	<p>OAA</p> <p>1. I can listen to others as well as putting my ideas across. I can wait my turn before talking</p> <p>2. I can plan what action I am going to take I can do the action I have planned I can review what worked well and what they could change for next time.</p> <p>3. I can work together to complete a task in an agreed time I can let each member contributing to the team according to their skills, experience I can plan in a group to give direction and help to coordinate work for efficient task completion.</p>	<p>Athletics Track & Field</p> <p>1- I can look forwards to the finish line in a race I can drive my arms forwards when sprinting I can bring my front leg up to a 90 degree angle I can keep a straight back keeping hip and shoulders inline</p> <p>2- I can skip I know how long 60meters is</p> <p>3- I can explain that a sprint race is moving at 100% effort I can explain that in a long distance race you will need to slow the pace down to last the whole race</p>	<p>Strike/Field</p> <p>1- I can hold a cricket bat correctly I can track the path of the ball as its coming towards me I can move the bat in front of the ball as it comes towards me</p> <p>2- I can hold the ball in one hand between my fingers and thumb I can point my none throwing hand towards the target I can position my throwing hand above my shoulder.</p>
<p>Personal Development Targets</p>	<p>Can I gain a greater understanding of tactics in football?</p> <p>Can I try build confidence by trying something new in the water?</p>	<p>Can I push myself to learn new dances and perform intime with the music?</p> <p>Can I push myself to float on my front for as long as possible?</p>	<p>Can I improve my routines by having pointed toes?</p> <p>Can I improve my breathing at the side?</p>	<p>I can persevere until the problem is solved with a team.</p> <p>I don't give up on working on the breaststroke technique.</p>		

<p>3&4 (Milestone 2): KC- knowledge category MS – Milestone PT- POP task VCAB- Vocabulary T2- Tier 2 T3- Tier 3</p>	<p>Fundamentals- Football KC: Movement / Leadership. MS: Movement: . Use a variety of locomotor skills in combination with object-control skills, e.g., jogging while dribbling a ball. . Transition fluently from one type of locomotion skill to another. . Dribble a ball with feet, while changing speed and direction. . Send and receive a ball to and from a partner in a variety of ways, kicking, throwing. . Use a balanced stance to send or receive a ball. Be able to change direction quickly. MS: leadership: . Plan and deliver a warm-up. . Give clear instructions. . Make sure the area is safe. . Explain rules, Keep score, Time games. . Include everyone. . Encourage others to join in. . Contribute to team talks. . about strategies and tactics. . Set up equipment. . Give feedback to others on what they did well and how to improve. PT: End Zones (CQ242) VCAB: T2: Maintain, possession, Trajectory T3: Feinting</p>	<p>Dance- Rock n Roll KC: tactics & strategy / Personal social / Health & fitness MS: Tactics & strategy . Recognise how to use space to make it easy for a teammate, e.g., passing towards them, or difficult for an opponent, e.g., passing the ball away from them. . Evade an opponent. . Make more complex decisions, e.g., which pass to use when under pressure, which teammate to pass. . Maintain possession by supporting the ball carrier. . See pitch and court spaces, long and short. . Cover the court as a team. . Determine when to run on or stop at a base. MS: Personal social . Follow the etiquette of games. . Make decisions on the order of play. . Work cooperatively with a team. . Demonstrate cooperation and empathy while solving conflicts without teacher intervention. PT: Keep it going (CQ 234) VCAB: T2: Choreography, Narrative, compositional, rhythm, beat, expression, gesture, Action, reaction, gestures. T3: Jig, folk dance, thread the needle.</p>	<p>Gymnastics- Floor Skills KC: Movement / Personal social skills MS: Movement Travel in a variety of ways (skipping, galloping). . Balance on a variety of large and small body parts (Front, back and side support, shoulder stand). . Move in a clear, fluent, and expressive manner. . Work alongside, away from and towards a partner. . Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish, and arch rolls). . Take weight on hands (progressions towards a cartwheel). . Use the five basic jumps and vary them using turns. . Perform simple partner balances (simple contact, no weight bearing), matching, mirroring, and contrasting. Vault on to a small box placed longways. MS: Personal social Work cooperatively with a team. Demonstrate cooperation and empathy while. PT: Partner Sequence (CQ254) VCAB: T2: Matching, mirroring, contrasting, aesthetically pleasing, hurdle step, Squatting, vault, choreography. T3: Front support, back support, teddy bear roll, Backward roll, canon, Dish, Arch, Cartwheel.</p>	<p>OAA KC: tactics & strategy / Leadership MS: Leadership Choose the best pace for running between checkpoints. . Choose the best methods of communicating with a partner . Work out a strategy as a team. Use maps and diagrams to orientate themselves. and travel around a simple course. . Complete a star orienteering activity. . Find solutions to problems and challenges. . Show resilience when plans do not work. and initiative to try new ways of working. . Take part in activities in the natural world. . Work confidently in familiar and changing environments. . Arrive properly equipped for outdoor and adventurous activity. VCAB: T2: T3: Cooperative, collaborative, symbol, orientate.</p>	<p>Athletics Track & Field KC: Movement / Leadership MS: Movement . Accelerate and decelerate quickly, demonstrating control and stability. . Sprint over short distances. . Run over a longer distance, demonstrating endurance. . Run with good rhythm and coordination over small obstacles. . Use a range of throwing techniques (pull, push and sling). . Throw for distance within a marked zone. Jump for height and distance, showing control in landings. . Perform jump combinations with rhythm and control. Compete against self, aiming to improve personal best performances. MS: Leadership. . Plan and deliver a warm-up. . Give clear instructions. . Make sure the area is safe. PT: 9.58 seconds (CQ298) VCAB: T2: Lactic acid, push throw, sling throw, pull, rotate, Sprint, sustained.</p>	<p>Strike/Field KC: Tactics & strategy / Personal social. MS: tactics and strategy Maintain possession by supporting the ball carrier. . Determine when to run on or stop at a base. . Recognise how to use space to make it easy for a teammate, e.g., passing towards them, or difficult for an opponent, e.g., passing the ball away from them. MS: Personal social: . Demonstrate good sportsmanship. . Listen respectfully to feedback from peers. . Listen and respond respectfully to a wide range of people: peers, teachers, and coaches. . Feel confident to tell others their ideas and raise their own concerns. . Recognise and care about other people's feelings and try to consider the views of others. PT: Quick Pick up (CQ218) VCAB: T2: Crease, Bater, Bowler, runs, Innings, stomped, T3:</p>
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					T3:	
	<p><u>Swimming- Water Safety & Confidence</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (stages 1-9).</p> <p>MS: Movement. . Jump into the water and submerge. . Pick up an object from the bottom of the pool. . Tread water. . Rotate from back to front and front to back and regain an upright position. . Change body shape while floating.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating.</p> <p>VCAB: T2: Buoyancy, float, static, Submerge, sink. T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>	<p><u>Swimming- Front Stroke</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (stages 1-9).</p> <p>MS: Movement. . Pick up an object from the bottom of the pool. Swim using front/back crawl and breaststroke. techniques. . Tread water. . Rotate from back to front and front to back and regain an upright position. . Coordinate breathing as appropriate for the stroke. being used. . Swim through a hoop held vertically under water.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating. . Demonstrate an understanding of streamlining.</p> <p>VCAB: T2: Buoyancy, float, static, Submerge, sink. T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>	<p><u>Swimming- Push & Glide- Front Stroke</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (Stages 1-9).</p> <p>MS: Movement. . Pick up an object from the bottom of the pool. Swim using front/back crawl and breaststroke. techniques. . Tread water. . Coordinate breathing as appropriate for the stroke. being used. . Swim at least 25 metres unaided. . Swim through a hoop held vertically under water.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating. . Demonstrate an understanding of streamlining.</p> <p>VCAB: T2: Buoyancy, float, static, Submerge, sink. T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>	<p><u>Swimming- Breaststroke</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (stages 1-9).</p> <p>MS: Movement. . Pick up an object from the bottom of the pool. . Swim using front/back crawl and <u>breaststroke</u>. techniques. . Tread water. . Rotate from back to front and front to back and regain an upright position. . Coordinate breathing as appropriate for the stroke. being used. <u>Swim at least 25 metres unaided.</u> . Swim through a hoop held vertically under water. . Change body shape while floating.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating. . Demonstrate an understanding of streamlining.</p> <p>PT: <u>Swimming (CQ282)</u></p> <p>VCAB: T2: Buoyancy, float, static, Submerge, sink.</p>	<p><u>Swimming- Backstroke</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (stages 1-9).</p> <p>MS: Movement. Jump into the water and submerge. . Pick up an object from the bottom of the pool. Swim using front/back crawl and breaststroke. techniques. . Tread water. . Rotate from back to front and front to back and regain an upright position. . Coordinate breathing as appropriate for the stroke. being used. . Swim at least 25 metres unaided. . Swim through a hoop held vertically under water. . Change body shape while floating.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating. . Demonstrate an understanding of streamlining. T2: Buoyancy,</p>	<p><u>Push & Glide- Backstroke, Distance</u></p> <p>KC: Movement / Tactics & strategy. Following ASA Swim England Star System (stages 1-9).</p> <p>MS: Movement. Jump into the water and submerge. . Pick up an object from the bottom of the pool. Swim using front/back crawl and breaststroke. techniques. . Tread water. . Rotate from back to front and front to back and regain an upright position. . Coordinate breathing as appropriate for the stroke. being used. . Swim at least 25 metres unaided. . Swim through a hoop held vertically under water. . Change body shape while floating.</p> <p>MS: Tactics & strategy . Choose the best shapes for floating. . Demonstrate an understanding of streamlining.</p>

				<p>T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>	<p>float, static, Submerge, sink. T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>	<p>T2: Buoyancy, float, static, Submerge, sink. T3: Kick board, pull board, pool noodle, push off, Set, tumble turn, front crawl, back crawl, breaststroke, butterfly.</p>
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2023-2024	<u>Autumn 1</u> <u>7 weeks</u>	<u>Autumn 2</u> <u>7 weeks</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>7 weeks</u>
Y5 & 6 - Composite	<p><u>Health & Fitness</u></p> <ol style="list-style-type: none"> I can take part in a training session and understand the value of the type of work out (interval, fartlek, circuits, continuous, agility). I can motivate myself and the people around me to complete the planned work out. I can explain define what it means to be fit. <p><u>Invasion Games Football</u></p> <ol style="list-style-type: none"> I can maintain possession of the ball using the positioning of my body and passing. I can strike a ball with power and accuracy. I can think strategically and plan attacking and defending phases. 	<p><u>Net & wall</u></p> <ol style="list-style-type: none"> I can send a ball over a net using a forehand shot. I can return a ball using a racket. I can explain how to correctly perform a forehand shot. <p><u>Dance- Musicals</u></p> <ol style="list-style-type: none"> I can perform in front of others. I can create a dynamic dance with Tempo, flow, levels, contrast, canon. I can make clear decisions towards making a dance with others. I can make choices that help convey the story. 	<p><u>Gymnastics / Apparatus</u></p> <ol style="list-style-type: none"> I can select and link actions to create a basic gymnastics sequence, incorporating apparatus and floor. I can travel in a verity of ways to fill a performing space. I can define what aesthetically pleasing means and use it in context. <p><u>OAA</u></p> <ol style="list-style-type: none"> I can plan and come up with a strategy to solve problems. I always plan do review the problems I face. I know how to operate a map and plan an orienteering challenge. 	<p><u>Invasion Games Basketball</u></p> <ol style="list-style-type: none"> I use a verity of passes to help maintain possession for my team. I can shoot free throws, lay ups and correctly use the back board when shooting. I can correctly position myself in the D when defending another team (5V5). <p><u>Invasion Games Netball</u></p> <ol style="list-style-type: none"> I can play in the five different roles. (GK, GD, C, GS, GA) Choose and combine techniques in game situations I can describe the rules of the game and how a player's position affects their zonal movement. 	<p><u>Athletics - Running & Hurdles</u></p> <ol style="list-style-type: none"> I know the four parts of the correct sprint technique. I can perform a relay change over transition. I can describe the effect of exercise and what affect it has on the body. <p><u>Athletics Throw & Jump</u></p> <ol style="list-style-type: none"> I can perform a javelin throw (Pulling the javelin). I can perform a hop, skip, and jump. I can explain the difference between a push and pull throw. 	<p><u>Strike/Field - Rounders</u></p> <ol style="list-style-type: none"> I can throw a ball further than 10 meters. I can strike a ball in motion. I understand that in rounders I need to run around the bases. <p><u>Strike/Field Cricket</u></p> <ol style="list-style-type: none"> I can bowl a cricket ball. I can strike a ball using a cricket bat. (Carried in the correct way). I could explain to my fielding team how to position themselves. (Maximum coverage).
YR 5&6 Components	<p><u>Health & Fitness</u></p> <p>1 – I can take part in Interval training and know that it combines short, high-intensity bursts of speed, with slow, recovery phases. I can take part in Fartlek training and know that it involves varying the intensity or speed of your run to improve your fitness and endurance. I can take part in agility training and know it help improve speed, explosive power, coordination, and specific sports skills.</p>	<p><u>Net wall</u></p> <ol style="list-style-type: none"> I can hold the racket correctly in one hand I can keep my palm of my strong hand facing my partner I can swing the racket across my body in the direction of where one wants to land the ball. I can hit a moving ball I can control my power so the ball land within the lines 	<p><u>Gymnastics</u></p> <ol style="list-style-type: none"> I can remember two or more skills and perform them together creating a different combination skill I can utilises floor skills and apparatus skills. I can Travel is using my feet and body to move across a space. I can change my height, speed I know Aesthetic means that it looks good or is pleasing to the eye. 	<p><u>Basketball</u></p> <ol style="list-style-type: none"> I can chest pass under pressure I can bounce pass under pressure I can overhead pass to players on my team to keep the ball away from the opponent. I can shoot unimpeded at a hoop from the free throw line. I know what a lay-up is I can hold the ball correctly when shooting I know the D is the area around the net I am trying to defend. 	<p><u>Athletics - Running & Hurdles</u></p> <ol style="list-style-type: none"> I can look forwards to the finish line in a race I can drive my arms forwards when sprinting I can bring my front leg up to a 90 degree angle I can keep a straight back keeping hip and shoulders inline I know what a relay is I know when to move and when to stand still 	<p><u>Strike/Field - Rounders</u></p> <ol style="list-style-type: none"> I can over arm throw with power I can underarm throw with power I can throw in the direction I want I can hold a bat correctly I can swing a bat from behind my shoulder I can judge a balls flight and swing my bat towards the ball I can run

2 – I can talk and cheer on others to improve sports performances
I can change others confidence, intensity, focus, and emotions
3- I can explain physical fitness is defined as the body's ability to function efficiently and effectively in work and leisure activities, to be healthy, to resist disease and to react to emergency situations
I can explain that to be fit can also mean to be mentally fit

Invasion Games Football

1 – I can keep myself between my opponent and the ball
I can pass a ball accurately
I can dribble the ball close to me
2- I can place my none kicking foot next to the ball and ensure your toes are pointing in the direction of where you want to kick the ball.
I can have a big back swing with my kicking foot. Locking my ankle so my toes are pointing to the ground
I can strike the middle of the ball with my laces.
I can follow through with my kicking foot towards the desired target.
3- I can talk in the team and discuss tactics how the attackers can score goals
I can plan how best to stop the other team from scoring. (This could be positions, or who to pass to)

I can hit the ball using a forehand, backhand, volley or serve.
3- I can describe I can hold the racket correctly in one hand
I can explain that my palm of my strong hand facing my partner
I know to swing the racket across my body in the direction of where one wants to land the ball

Dance

1- I can happily to show routine to the rest of their class.
I can remember a dance routine
2- I know we can move slowly, moderately, or fast. This is called tempo and relates to the speed of our movements.
I know flow is the actual grace of your movement or dance.
I know contrast is a choreographic device where dance elements are altered to create. oppositions, thus making contrasts such as high/low, big/little.
3- I can help to put ideas towards making a dance with actions linked to the music.
I can remember

I know a gymnast performs a floor routine neatly and in time with the music and looks good to the audience.

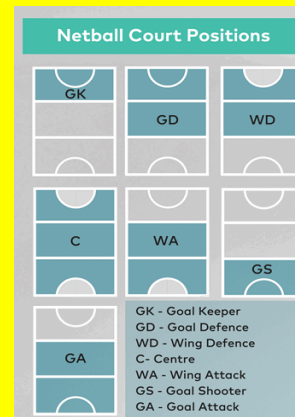
OAA

1- I can talk to my group and before starting, plan how to solve the problem.
I can listen to others ideas
I can be patient
2- I can plan what action we are going to take
I can do the action we have planned
I can review what worked well and what we could change for next time.
3- I can understand a map
I can navigate between control points marked on an orienteering map.
I can understand what is on a control point.

I can read a game and intercept passes
I can catch a ball

Netball

1- I know each position has a different zone the players can go in (see below)
I know the names of the 7 positions
I can play attacking and defending
2- I can use all techniques such as running, passing, jumping, shooting pivoting.
I can plan an attacking phase
I can plan how best to defend
3- I know the rules of netball
I know if a player moves into a position that they shouldn't be in, they will be deemed to be offside.
I know players cannot hold the ball for more than three seconds.



I can support my team mates
3- I know exercise delivers oxygen and nutrients to my tissues and helps my cardiovascular system work more efficiently.
I know short terms effects on the body
I know long term effects on the body

Athletics Throw & Jump

1- I know how to grip the pole correctly
I can hold the javelin in one hand with my arm fully extended behind me
I can shift my centre of gravity from my back foot to my front foot when throwing
2- I can hop
I can skip
I can jump
I can put all three together to cover as much distance as possible
3- I know a pull throw starts from behind the shoulder (e.g javelin)
I know I push throw starts from the shoulder (e.g shotput)

I know to run as soon as I hit the ball
I know to stop at a base when I need to

Strike/Field Cricket

1- I can hold the ball in one hand between my fingers and thumb
I can point my none throwing hand towards the wickets
I can keep my throwing arm straight, brushing my ear when bowling
2- I can hold a cricket back correctly
I can judge the flight of the cricket ball and swing my bat so it hits the ball
I can carry my bat when running
3- I know when fielding it is important to spread out
I can help my team mates stand in the best positions
I know why it is important to spread out

Personal Development Targets	Can I referee a football match? I can try new fitness training methods	Can I help push myself by listening to advice from others? Can I push myself by performing a self-taught dance in front of others?	Can I improve my movements to look aesthetically pleasing? Can I improve my map reading skills to be able to use outside of school?	I don't give up helping my team even if they are losing. I don't give up learning transferable skills I can use in other sports.		
5&6 (Milestone 3) Kc- knowledge category MS – Milestone PT- POP task VCAB- Vocabulary T2- Tier 2 T3- Tier 3	<p style="text-align: center;"><u>Health & Fitness</u></p> KC: Health & fitness. MS: Health & fitness: . Analyse opportunities for participating in physical activity outside physical education lessons. . Participate in self-selected physical activity outside of physical education lessons. . Make choices about the amount and type of physical activity undertaken. . Make choices about diet in relation to physical activity levels. . Understand the importance of positive self-talk. . Follow the Chief Medical Officer's guidelines for physical activity (at least 60 minutes per day). . Engage actively in all PE lessons, including those that may not be their preference. . Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity. . Identify individual areas of fitness to improve and devise a fitness plan. . Discuss the importance of hydration and the best choices depending on the physical activities chosen.	<p style="text-align: center;"><u>Net & wall</u></p> KC: Tactics & strategy / Leadership: <u>MS: Tactics & strategy</u> Make 'power versus accuracy' decisions. . Use a variety of shots for short and long delivery. . Shift to cover space. . Decide when and if bases need to be covered. . Communicate effectively during a game. . Adjust backswing, step, and approach relative to requirements of the shot. <u>MS: Leadership:</u> . Adapt activities to suit everyone. . Check activities are safe. . Make sure rules are followed. . Make consistent and fair judgements. . Make sure everyone is involved and having fun. . Accept officials' decisions. . Resolve conflicts, listening carefully to all opinions. . Ensure appropriate equipment is used correctly. . Act as a coach to support others, identifying strengths and areas to work on. PT: Seated Volleyball (CQ346) VCAB:	<p style="text-align: center;"><u>Gymnastics / Apparatus</u></p> KC: Movement/ Leadership <u>MS: Movement</u> . Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry, and asymmetry to add. . Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll. . Evaluate the quality of a gymnastics sequence. Make choices on actions to be performed based on the ability of the whole group. . Choose group balances which can be exited and entered fluently. <u>MS: Leadership:</u> Check activities are safe. . Make sure rules are followed. . Make consistent and fair judgements. . Make sure everyone is involved and having fun. PT: Partner group Balance: (CQ378) VCAB: T2: T3: Figures 8, exchange, cat leap, scissor jump, Handstand, layout,	<p style="text-align: center;"><u>Invasion Games</u></p> <p style="text-align: center;"><u>Basketball</u></p> KC: Tactics & strategy/ Health & fitness. <u>MS: tactics & strategy</u> . Recognise how to use space to make it easy for a teammate, e.g., passing towards them, or difficult for an opponent, e.g., passing the ball away from them. . Evade an opponent. . Make more complex decisions, e.g., which pass to use when under pressure, which teammate to pass to. . Maintain possession by supporting the ball carrier. . See pitch and court spaces, long and short. . Cover the court as a team. . Determine when to run on or stop at a base. <u>MS: Health and fitness</u> . Engage actively in all PE lessons, including those that may not be their preference. . Identify the need for a warm-up and cool-down and that the format of this may change depending on the activity. <u>MS: Health & fitness:</u> PT: VCAB: T2: T3:	<p style="text-align: center;"><u>Athletics - Running & Hurdles</u></p> KC: Movement / Leadership <u>MS: Movement</u> . Accelerate from a variety of static positions. Sustain jogging or running at a consistent pace for a few minutes. . Pass a relay baton at speed, using correct technique. . Sprint over small obstacles, maintaining a consistent stride pattern. . Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape. . Perform triple jump sequences (hop, step, jump) with balance and control. . Jump for distance from one foot to two feet and begin to use a short run-up. . Perform a scissor jump from a short run-up. . Compete against self, keeping track of personal best performances, setting targets for improvement. PT: VCAB:	<p style="text-align: center;"><u>Strike/Field - Rounders</u></p> KC: Tactics and strategy/ Personal social MS: Tactics and strategy. Move into space, making decisions on when and where to move. . Use a quick outlet pass when appropriate. . Make 'power versus accuracy' decisions. . Use a variety of shots for short and long delivery. Shift to cover space. . Decide when and if bases need to be covered. . Communicate effectively during a game. . Adjust backswing, step, and approach relative to requirements of the shot. MS: Personal social Give constructive feedback to peers respectfully. . Act responsibly and fairly during the game. . Respect and, if necessary, constructively challenge the points of view of others. . Win and lose with dignity. PT: VCAB:

	<p>PT: VCAB: T2: heart rate, Pacing, Working zones T3:</p>	<p>T2: Smash, fore hand, back hand, volley, racket, T3:</p>			<p>T2: Sustained, Pacing, propel T3: Long jump, triple jump,</p>	<p>T2: Crease, Bater, Bowler, runs, Innings, stomped, T3: Bowled, Base runner,</p>
	<p><u>Invasion Games Football</u> KC: Movement / Personal Social. <u>MS: Movement:</u> . Defend a space or a player. . Employ feinting. . Work within the strategy of the team. . Support the ball carrier while moving towards a forward target. . Move into space, making decisions on when and where to move. . Use a quick outlet pass when appropriate. . Make 'power versus accuracy' decisions. . Use a variety of shots for short and long delivery. . Shift to cover space. . Communicate effectively during a game. PT: Outlet pass (CQ 264) VCAB: T2: T3: Outlet pass, pivoting, Zone defence,</p>	<p><u>Dance- Musicals</u> KC: Tactics and strategy / leadership. <u>MS: Tactics and strategy:</u> . Perform expressively by varying the movements in a sequence, using dynamics, space, and relationships. . Express emotions with realistic actions, e.g., stamp when angry, skip when happy. . Explain how a movement can represent an idea. . Create movements and phrases that convey a definite idea or sequence of events. . Structure a dance to tell a story. . Use action reaction techniques. . Use compositional devices of canon and unison. . Choose the order of the dance for maximum spectator impact <u>MS: Leadership</u> . Make sure everyone is involved and having fun. . Accept officials' decisions. . Resolve conflicts, listening carefully to all opinions.</p>	<p><u>OAA</u> KC: Movement/ Leadership <u>MS: Movement</u> . Plan and organise a simple orienteering trail using a variety of map reading, compass skills, and coordinates. . Participate in a range of problem-solving and adventure games, introducing additional variations. such as non-verbal communication, no physical contact, etc. . Embrace both leadership and team roles and gain. the commitment and respect of a team. . Seek support from the team and the experts if in any doubt. . Remain positive even in the most challenging circumstances, rallying others if needs be. . Select appropriate equipment for outdoor and adventurous activities. VCAB: T2: Cooperative, collaborative, symbol,</p>	<p><u>Invasion Games Netball</u> KC: Tactics & strategy/ Health & fitness. <u>MS: Tactics & strategy</u> . Defend a space or a player. . Employ feinting. . Work within the strategy of the team. . Support the ball carrier while moving towards a forward target. . Move into space, making decisions on when and where to move. . Use a quick outlet pass when appropriate. . Make 'power versus accuracy' decisions. . Use a variety of shots for short and long delivery. <u>MS: Health & fitness:</u> . Engage actively in PE lessons without teacher prompting. . Recognise the importance of a warm-up and cool-down. . Recognise that different types of fitness are needed for different physical activities. . Identify foods that are appropriate to eat before and after physical activity. VCAB: T2:</p>	<p><u>Athletics Throw & Jump.</u> KC: Movement/ Leadership MS: Movement . Accelerate from a variety of static positions. . Sustain jogging or running at a consistent pace for a few minutes. . Pass a relay baton at speed, using correct technique. . Sprint over small obstacles, maintaining a consistent stride pattern. . Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape. . Perform triple jump sequences (hop, step, jump) with balance and control. . Jump for distance from one foot to two feet and begin to use a short run-up. . Perform a scissor jump from a short run-up. . Compete against self, keeping track of personal best performances, setting targets for improvement.</p>	<p><u>Strike/Field Cricket</u> KC: Tactics and strategy/ Personal social MS: Tactics and strategy. . Move into space, making decisions on when and where to move. . Use a quick outlet pass when appropriate. . Make 'power versus accuracy' decisions. . Use a variety of shots for short and long delivery. Shift to cover space. . Decide when and if bases need to be covered. . Communicate effectively during a game. . Adjust backswing, step, and approach relative to requirements of the shot. MS: Personal social . Give constructive feedback to peers respectfully. . Act responsibly and fairly during the game. . Respect and, if necessary, constructively challenge</p>

		<p>. Ensure appropriate equipment is used correctly. . Act as a coach to support others, identifying.</p> <p>VCAB: T2: Traditional, transition, complement, counter point, simultaneous, T3: Street dance, popping, arm ography,</p>	<p>orientate, compass, birds eye view, T3: Thumbing</p>	<p>T3: Outlet pass, pivoting, Zone defence,</p>	<p>PT: VCAB: T2: Sustained, Pacing, propel T3: Long jump, triple jump,</p>	<p>the points of view of others. . Win and lose with dignity.</p> <p>PT: VCAB: T2: Crease, Bater, Bowler, runs, Innings, stomped, T3: Bowled, Base runner,</p>
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