



Year 3 PE Medium Term Overview

Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	PE/OSA Unit	Indoor Athletics	Handball	Dance	Netball	Gymnastics	Basketball	Tennis	Rugby	Outdoor Athletics	Rounders	Cricket
Topic Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Dribble, 3 step, Hip pass, Goal Line, Goal Crease, Free Throw, Passive Play, Seven Metre Throw, Dribble Fault,	Unison, Expression, Movement Phrase, Climax, Develop, Tempo, Theme, Style, Structure,	Shadowing, Contact, Pivot, Footwork, Obstruction, Offside, Landing Foot, 2 Footed landing, 1 footed landing, Rebound, The D, Signal, Replay, Split landing, Front cut, Back cut, Block, Layup, Outside hand, Goal Attack, Goal Shooter, Goalkeeper, Goal Defence, Centre, Held Ball, Free Pass, Penalty.	Arabesque, Apparatus, Cartwheel, Floor, Handstand, Headstand, Mat, Tuck, Pike, Straddle, Star, Straight, Dish, Arch, Front Support, Back Support, Shoulder stand, Bridge, V-sit, Half Lever, Body Tension, Partner Balance, Paired Balance, Group Balance, Counter Balance, Forward Roll, Backward roll, Pencil Roll, Teddy bear roll, Routine, Tuck Through,	Dribble, Pivot, Double Dribble, Travel, Rebound, Layup, Backboard, Back court, Backcourt violation, Baseline, Basket, Carrying, Double Dribble, Free throw, Half Court, Hoop, Basket, Jump Shot, Jump Ball, Key, Lay-up, Fake, Rim,	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally, Serve, Second Serve, Singles, Doubles, Volley,	Finishing hands, W's, Tagging, Pop pass, Catch pass, Try, Try line, Run forward, Pass backwards, Dummy	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Backstop, Bases, no-ball wide, no-ball high, First base only, Backward Hit, Batting Square, Bowling Square, Half Rounder, Rounder, Post,	Wicket Keeper, Wicket, wide, Attacking Shot, Defensive Shot, Back Foot, Front Foot, Spin, Bails, Stumps, Batsman, Block, Boundary, Bowled, Stumped, run-out, Caught Behind, Crease, Dead Ball, Delivery, Dismissed, Direct Hit, Dot ball, Double hit, Infield, Outfield, Over, Leg, Off, Length, Line, Long Barrier, Retire, On-Strike, Walking in, Runs,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
Subject Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform, Flexibility,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally, Serve, Second Serve, Singles, Doubles, Volley	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up, Innings, Obstruction,	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
General Vocabulary	Game Plan, Strategy, Ready Position, Magic finger, Technique, Tactics, Sportsmanship, Agility, Balance, Coordination, Warmup, Freeze, Invasion											

Prior Learning	<p>Mixed feeder schools so building on the KS1 curriculum:</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending and perform dances using simple movement patterns.</p>											
Later Learning	<p>Demonstrate basic running, jumping and sending skills.</p> <p>Show some control when using a small range of basic running, jumping and sending actions.</p> <p>Recognise and describe different athletic techniques.</p> <p>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</p> <p>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques.</p> <p>Compare and contrast performances using appropriate language, through self and peer assessment.</p>	<p>Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control.</p> <p>Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques.</p> <p>Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up.</p> <p>Described, with help, similarities and differences in the way other people play games.</p> <p>Play games with some fluency and accuracy, using a range of sending and receiving techniques.</p>	<p>Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish.</p> <p>Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish.</p> <p>Perform actions with control, fluency, creatively using imagination with a defined start and finish.</p> <p>Repeat short sequences of movement, show contrast in shape and use of direction.</p> <p>Choose and plan sequences of contrasting actions</p> <p>Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work.</p>	<p>Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control.</p> <p>Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques.</p> <p>Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up.</p> <p>Described, with help, similarities and differences in the way other people play games.</p> <p>Play games with some fluency and accuracy, using a range of sending and receiving techniques.</p>	<p>Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish.</p> <p>Perform actions with control, fluency, creatively using imagination with a defined start and finish.</p> <p>Repeat short sequences of movement, show contrast in shape and use of direction.</p> <p>Choose and plan sequences of contrasting actions</p> <p>Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work.</p> <p>Work safely on floor and apparatus.</p>	<p>Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control.</p> <p>Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques.</p> <p>Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up.</p> <p>Described, with help, similarities and differences in the way other people play games.</p> <p>Play games with some fluency and accuracy, using a range of sending and receiving techniques.</p> <p>Find ways of attacking successfully when</p>	<p>Use a few skills with control and reasonable accuracy;</p> <p>Use a range of skills, e.g. sending and receiving with some control and accuracy. Play games with speed and precision; choose the correct strike to maintain a rally.</p> <p>Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while</p>	<p>Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control.</p> <p>Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques.</p> <p>Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up.</p> <p>Described, with help, similarities and differences in the way other people play games.</p> <p>Play games with some fluency and accuracy, using a range of sending and receiving techniques.</p>	<p>Demonstrate basic running, jumping and sending skills.</p> <p>Show some control when using a small range of basic running, jumping and sending actions.</p> <p>Recognise and describe different athletic techniques.</p> <p>Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities.</p> <p>Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques.</p> <p>Compare and contrast performances using appropriate language, through self and</p>	<p>Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent</p>	<p>Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. 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<p>Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges.</p> <p>Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines</p> <p>Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better.</p> <p>Play all the games well, using the range of equipment provided.</p> <p>Make tactical decisions quickly; keep possession and make progress consistently;</p>	<p>Work safely on floor and apparatus.</p> <p>Adapt sequences to suit different types of apparatus and group work</p> <p>Recognise which parts of the body are working hardest in different moves and actions.</p> <p>Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions.</p> <p>Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Follow warm up activities.</p> <p>Suggest warm up activities.</p> <p>Use peer and self-assessment to describe what others have done</p>	<p>Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines</p> <p>Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better.</p> <p>Play all the games well, using the range of equipment provided.</p> <p>Make tactical decisions quickly; keep possession and make progress consistently;</p>	<p>Adapt sequences to suit different types of apparatus and group work</p> <p>Recognise which parts of the body are working hardest in different moves and actions.</p> <p>Explain how strength, suppleness, balance and coordination affect performance. 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Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines</p> <p>Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better.</p> <p>Play all the games well, using the range of equipment provided.</p> <p>Make tactical decisions quickly; keep possession and make progress consistently;</p>	<p>peer assessment.</p> <p>Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges.</p> <p>Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>tactical decisions quickly while remaining aware of what is going on around them. 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		<p>have a strong influence on games, helping others play better</p> <p>Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina.</p> <p>Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.</p>	<p>Use self and peer assessment to compare and contrast gymnastic sequences</p> <p>Peer and self-assessment using appropriate language accurately.</p> <p>Using creative/gymnastic language; with help, comment on performance.</p> <p>With help, recognise how performances could be improved.</p>	<p>have a strong influence on games, helping others play better</p> <p>Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina.</p> <p>Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.</p>	<p>Peer and self-assessment using appropriate language accurately.</p> <p>Using creative/gymnastic language; with help, comment on performance.</p> <p>With help, recognise how performances could be improved.</p>	<p>important in games; suggest ways of organizing the lesson to improve stamina.</p> <p>Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.</p>		<p>have a strong influence on games, helping others play better</p> <p>Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina.</p> <p>Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.</p>				<p>equipment provided.</p> <p>Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better</p> <p>Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina.</p> <p>Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.</p>
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Year 3 National Curriculum Objectives	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 											
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Year 3 Skills	<p>Demonstrate basic running, jumping and sending skills. Understand and demonstrate the difference between sprinting, running for sustained</p>	<p>Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with</p>	<p>Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. / Perform some</p>	<p>Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with</p>	<p>Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. / Perform some creative/gymnastic</p>	<p>Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and</p>	<p>Use a few skills with control and reasonable accuracy. / Use a range of skills, e.g. sending and receiving with some control and accuracy. / Play games with</p>	<p>Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with</p>	<p>Demonstrate basic running, jumping and sending skills./ Understand and demonstrate the difference between sprinting, running for</p>	<p>Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding./ Use a range of skills, e.g. sending,</p>	<p>Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding./ Use a range of skills, e.g. sending, striking,</p>	<p>Send and receive with control when under limited pressure. / Send and receive with control to keep possession</p>
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<p>periods; know and demonstrate a range of sending techniques in athletic activities.</p> <p>Show some control when using a small range of basic running, jumping and sending actions./ Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique./ Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges.</p> <p>Recognise and describe different athletic techniques./ Compare and contrast performances using appropriate language, through self and peer assessment./ Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>speed and precision, as members of both small and large teams.</p> <p>Make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well.</p> <p>Follow a simple warm up routine. / Suggest what we need to prepare our bodies.</p>	<p>creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. / Perform actions with control, fluency, creatively using imagination with a defined start and finish.</p> <p>Repeat short sequences of movement, show contrast in shape and use of direction. / Choose and plan sequences of contrasting actions./ Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work.</p> <p>Work safely on floor and apparatus. / Adapt sequences to suit different types of apparatus and group work.</p> <p>Recognise which parts of the body are working hardest in different moves and actions. / Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and</p>	<p>speed and precision, as members of both small and large teams.</p> <p>Make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well.</p> <p>Follow a simple warm up routine. / Suggest what we need to prepare our bodies.</p>	<p>c actions and movement with control and coordination using basic shapes with a start and finish. / Perform actions with control, fluency, creatively using imagination with a defined start and finish.</p> <p>Repeat short sequences of movement, show contrast in shape and use of direction. / Choose and plan sequences of contrasting actions./ Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work.</p> <p>Work safely on floor and apparatus. / Adapt sequences to suit different types of apparatus and group work.</p> <p>Recognise which parts of the body are working hardest in different moves and actions. / Explain how strength, suppleness, balance and coordination affect performance. 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carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. / Play games competently using a variety of skills and techniques; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Carry out activities to improve their work and understand why they are useful. / Explain what they need to do to get ready to play games./ Explain what happens to their bodies as they work and how</p>	<p>speed and precision, as members of both small and large teams.</p> <p>Make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; 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hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance.</p> <p>Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions./ Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going./ Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Carry out activities to improve their work and understand why they are useful./</p>	<p>and receiving with some control and accuracy./ Play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance.</p> <p>Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions./ Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going./ Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them.</p> <p>Carry out activities to improve their work and understand why they are useful./ Explain what they need to do to get ready to play games./ Explain what happens to their bodies as</p>	<p>and score. / Play effectively with speed and precision, as members of both small and large teams.</p> <p>Make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and</p>
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		<p>Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>affect performance. Identify different muscle groups used in different moves and actions. / Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Follow warm up activities. / Suggest warm up activities.</p> <p>Use peer and self-assessment to describe what others have done/ Use self and peer assessment to compare and contrast gymnastic sequences.</p> <p>Using creative/gymnastic language; with help, comment on performance. / With help, recognise how performances could be improved./ Peer and self-assessment using appropriate language accurately.</p>	<p>Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>actions. / Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p> <p>Follow warm up activities. / Suggest warm up activities.</p> <p>Use peer and self-assessment to describe what others have done/ Use self and peer assessment to compare and contrast gymnastic sequences.</p> <p>Using creative/gymnastic language; with help, comment on performance. / With help, recognise how performances could be improved./ Peer and self-assessment using appropriate language accurately.</p>		<p>this varies from game to game.</p> <p>Describe what they and others do that is successful; suggest what needs practicing. / Identify and describe successful play; identify parts of play that could be improved.</p>	<p>Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>could be improved, using given criteria.</p>	<p>Explain what they need to do to get ready to play games./ Explain what happens to their bodies as they work and how this varies from game to game.</p> <p>Describe what they and others do that is successful; suggest what needs practicing. / Identify and describe successful play; identify parts of play that could be improved.</p>	<p>they work and how this varies from game to game.</p> <p>Describe what they and others do that is successful; suggest what needs practicing. / Identify and describe successful play; identify parts of play that could be improved.</p>	<p>equipment well.</p> <p>Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies.</p> <p>Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>
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Linked Athletes/ Teams/ Coaches etc.	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 	<ul style="list-style-type: none"> Denmark Sweden Norway FC Barcelona 	<ul style="list-style-type: none"> Usher Michael Jackson Capoeira 	<ul style="list-style-type: none"> Serena Guthrie Jo Harten Geva Mentor Helen Housby England Roses Team Bath Manchester Thunder 	<ul style="list-style-type: none"> Simone Biles Jessica and Jenifer Gadirova Max Whitlock 	<ul style="list-style-type: none"> Lebron James Steph Curry LA Lakers Golden State Warriors. 	<ul style="list-style-type: none"> Emma Raducanu Andy Murray Jamie Murray 	<ul style="list-style-type: none"> Ruby Tui Bryony & Poppy Cleal Maro Itoje Marcus Smith Finn Russell 	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 		<ul style="list-style-type: none"> Joe Root Jos Butler Moeen Ali Heather Knight Tammy Beaumont. Southern Brave Southern Vipers 	
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Year 4 PE Medium Term Overview

Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
PE/OSA Unit	Indoor Athletics	Handball	Dance	Netball	Gymnastics	Basketball	Tennis	Rugby	Outdoor Athletics	Rounders	Cricket	Tournaments
Topic Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw,	Dribble, 3 step, Hip pass, Goal Line, Goal Crease, Free Throw, Passive Play, Seven Metre Throw, Dribble Fault,	Unison, Expression, Movement Phrase, Climax, Develop, Tempo, Theme, Style, Structure,	Shadowing, Contact, Pivot, Footwork, Obstruction, Offside, Landing Foot, 2 Footed landing, 1 footed landing,	Arabesque, Apparatus, Cartwheel, Floor, Handstand, Headstand, Mat, Tuck, Pike, Straddle, Star, Straight, Dish,	Dribble, Pivot, Double Dribble, Travel, Rebound, Layup, Backboard, Back court, Backcourt violation, Baseline, Basket,	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally, Serve, Second Serve, Singles, Doubles, Volley,	Finishing hands, W's, Tagging, Pop pass, Catch pass, Try, Try line, Run forward, Pass backwards, Dummy	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw,	Backstop, Bases, no-ball wide, no-ball high, First base only, Backward Hit, Batting Square, Bowling Square,	Wicket Keeper, Wicket, wide, Attacking Shot, Defensive Shot, Back Foot, Front Foot, Spin, Bails, Stumps, Batsman, Block,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send

	Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.			Rebound, The D, Signal, Replay, Split landing, Front cut, Back cut, Block, Layup, Outside hand, Goal Attack, Goal Shooter, Goalkeeper, Goal Defence, Centre, Held Ball, Free Pass, Penalty.	Arch, Front Support, Back Support, Shoulder stand, Bridge, V-sit, Half Lever, Body Tension, Partner Balance, Paired Balance, Group Balance, Counter Balance, Forward Roll, Backward roll, Pencil Roll, Teddy bear roll, Routine , Tuck Through,	Carrying, Double Dribble, Dribble, Free throw, Half Court, Hoop, Basket, Jump Shot, Jump Ball, Key, Lay-up, Fake, Rim,			Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Half Rounder, Rounder, Post,	Boundary, Bowled, Stumped, run-out, Caught Behind, Crease, Dead Ball, Delivery, Dismissed, Direct Hit, Dot ball, Double hit, Infield, Outfield, Over, Leg, Off, Length, Line, Long Barrier, Retire, On-Strike, Walking in, Runs,	and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
Subject Specific Vocabulary	Field Events, Flight (trajectory) Landing , Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Invasion, Evasion, Play to space , Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing , Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform, Flexibility,	Invasion, Evasion, Play to space , Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon , Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform	Invasion, Evasion, Play to space , Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally , Serve, Second Serve, Singles, Doubles, Volley	Invasion, Evasion, Play to space , Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Field Events, Flight (trajectory) Landing, Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up , Innings, Obstruction,	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up	Invasion, Evasion, Play to space , Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
General Vocabulary	Game Plan, Strategy, Ready Position, Magic finger, Technique, Tactics, Sportsmanship, Agility, Balance, Coordination, Warmup, Freeze, Invasion											
Prior Learning	Demonstrate basic running, jumping and sending skills./ Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in	Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and precision, as members of both small and large teams. Make effective decisions when	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. / Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a	Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and precision, as members of both small and large teams. Make effective decisions when	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a	Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and precision, as members of both small and large teams. Make effective decisions when	Use a few skills with control and reasonable accuracy. / Use a range of skills, e.g. sending and receiving with some control and accuracy. / Play games with speed and precision; choose the correct strike to maintain a rally. Use a small range of skills	Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and precision, as members of both small and large teams. Make effective decisions when	Demonstrate basic running, jumping and sending skills./ Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding./ Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy./ Play games with speed and precision; hit a	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding./ Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy./ Play games with speed and precision; hit a	Send and receive with control when under limited pressure. / Send and receive with control to keep possession and score. / Play effectively with speed and precision, as members of both small and large teams. Make effective decisions when

<p>athletic activities. Show some control when using a small range of basic running, jumping and sending actions./ Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique./ Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Recognise and describe different athletic techniques./ Compare and contrast performances using appropriate language, through self and peer assessment./ Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well. Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies. Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>start and finish. / Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. / Choose and plan sequences of contrasting actions./ Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. / Adapt sequences to suit different types of apparatus and group work. Recognise which parts of the body are working hardest in different moves and actions. / Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. / Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p>	<p>they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well. Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies. Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>start and finish. / Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. / Choose and plan sequences of contrasting actions./ Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. / Adapt sequences to suit different types of apparatus and group work. Recognise which parts of the body are working hardest in different moves and actions. / Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. / Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Follow warm up activities. /</p>	<p>they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well. Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies. Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>and tactics in games; come up with sensible solutions, given time to think about their actions. / Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. / Play games competently using a variety of skills and techniques; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Carry out activities to improve their work and understand why they are useful. / Explain what they need to do to get ready to play games./ Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing. / Identify and describe successful play; identify parts of play that could be improved.</p>	<p>they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well. Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies. Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>	<p>athletic activities. Show some control when using a small range of basic running, jumping and sending actions./ Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique./ Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Recognise and describe different athletic techniques./ Compare and contrast performances using appropriate language, through self and peer assessment./ Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions./ Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going./ Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Carry out activities to improve their work and understand why they are useful./ Explain what they need to do to get ready to play games./ Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions./ Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going./ Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Carry out activities to improve their work and understand why they are useful./ Explain what they need to do to get ready to play games./ Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided. / Be aware of space and use it to support team-mates and apply pressure to the opposition; know and use rules fairly to keep games going; keep possession with some success. / Decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well. Follow a simple warm up routine. / Suggest what we need to warm-up to prepare our bodies. Comment on successful passes and shots at goal; keep the score. /Say when a player has moved to help others; apply this knowledge to their own play. /Say why simple tactics worked.</p>
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			Follow warm up activities. / Suggest warm up activities. Use peer and self-assessment to describe what others have done/ Use self and peer assessment to compare and contrast gymnastic sequences. Using creative/gymnastic language; with help, comment on performance. / With help, recognise how performances could be improved./ Peer and self-assessment using appropriate language accurately.		Suggest warm up activities. Use peer and self-assessment to describe what others have done/ Use self and peer assessment to compare and contrast gymnastic sequences. Using creative/gymnastic language; with help, comment on performance. / With help, recognise how performances could be improved./ Peer and self-assessment using appropriate language accurately.					/ Identify and describe successful play; identify parts of play that could be improved.	/ Identify and describe successful play; identify parts of play that could be improved.	
Later Learning	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use	Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help	Play games, but may need extra support/ different equipment. Return a serve for a short rally. Play games effectively; reading situations and responding quickly; send and receive with control. Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.

<p>equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities.</p> <p>Show control at take off in jumping activities; show accuracy and good technique when throwing for distance.</p> <p>Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps.</p> <p>Identify good athletic performance and explain why it is good, using</p>	<p>tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance.</p> <p>Follow warm up activities.</p> <p>Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p> <p>Watch, compare and contrast others' performances.</p> <p>Watch, compare and contrast others' performances, with help</p>	<p>one situation to another. Practise and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition.</p> <p>Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways.</p> <p>Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances.</p> <p>Watch, compare and contrast others' performances, with help</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance.</p> <p>Follow warm up activities.</p> <p>Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>another. Practise and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways.</p> <p>Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances. Watch, compare and contrast others' performances, with help identify strengths and weaknesses of a performance. Judge the</p>	<p>their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance.</p> <p>Follow warm up activities.</p> <p>Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>rules consistently and fairly; understand and implement a range of tactics in games.</p> <p>Use a range of tactics against an opponent. Recognise that it is important to warm up and carry out exercises safely and carefully.</p> <p>Recognise the activities and exercises that need including a warm up.</p> <p>Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance.</p> <p>Follow warm up activities.</p> <p>Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities.</p> <p>Show control at take off in jumping activities; show accuracy and good technique when throwing for distance.</p> <p>Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps.</p> <p>Identify good athletic performance and explain why it is good, using</p>	<p>the basic rules; understand the need for different tactics.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</p> <p>Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully.</p> <p>Recognise the activities and exercises that need including a warm up.</p> <p>Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>the basic rules; understand the need for different tactics.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games.</p> <p>Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully.</p> <p>Recognise the activities and exercises that need including a warm up.</p> <p>Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance.</p> <p>Follow warm up activities.</p> <p>Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games.</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better.</p> <p>Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>
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	agreed criteria. Pick out the important feature of a performance; make good suggestions about what could be improved.		identify strengths and weaknesses of a performance. Judge the strengths and weaknesses of performances choose a single focus from a performance for improvement.		strengths and weaknesses of performances choose a single focus from a performance for improvement.				agreed criteria. Pick out the important feature of a performance; make good suggestions about what could be improved.			
Year 4 National Curriculum Objectives	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming and water safety</u></p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 											
Year 4 Skills	Demonstrate basic running, jumping and sending skills. Show some control when using a small range of basic running, jumping and sending actions. Recognise and describe different athletic techniques. Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques.	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. Choose and plan sequences of contrasting actions Perform creative/gymnas	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games.	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. Choose and plan sequences of contrasting actions Perform creative/gymnas	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency	Use a few skills with control and reasonable accuracy; Use a range of skills, e.g. sending and receiving with some control and accuracy. Play games with speed and precision; choose the correct strike to maintain a rally. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games.	Demonstrate basic running, jumping and sending skills. Show some control when using a small range of basic running, jumping and sending actions. Recognise and describe different athletic techniques. Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques.	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions.	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Play games with speed and precision; hit a bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games.

	<p>Compare and contrast performances using appropriate language, through self and peer assessment. Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are</p>	<p>tic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. Adapt sequences to suit different types of apparatus and group work. Recognise which parts of the body are working hardest in different moves and actions. Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Follow warm up activities. Suggest warm up activities. Use peer and self-assessment to describe what others have done. Use self and peer assessment to compare and contrast gymnastic</p>	<p>Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength,</p>	<p>tic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. Adapt sequences to suit different types of apparatus and group work. Recognise which parts of the body are working hardest in different moves and actions. Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. Follow warm up activities. Suggest warm up activities. Use peer and self-assessment to describe what others have done. Use self and peer assessment to compare and contrast gymnastic</p>	<p>and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are</p>	<p>competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength,</p>	<p>Compare and contrast performances using appropriate language, through self and peer assessment. Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength,</p>
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		important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.	sequences Peer and self-assessment using appropriate language accurately. Using creative/gymnastic language; with help, comment on performance. With help, recognise how performances could be improved.	stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.	sequences Peer and self-assessment using appropriate language accurately. Using creative/gymnastic language; with help, comment on performance. With help, recognise how performances could be improved.	important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.		stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.				stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.
Linked Athletes/ Teams/ Coaches etc.	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 	<ul style="list-style-type: none"> Denmark Sweden Norway FC Barcelona 	<ul style="list-style-type: none"> Usher Michael Jackson Capoeira 	<ul style="list-style-type: none"> Serena Guthrie Jo Harten Geva Mentor Helen Housby England Roses Team Bath Manchester Thunder 	<ul style="list-style-type: none"> Simone Biles Jessica and Jenifer Gadirova Max Whitlock 	<ul style="list-style-type: none"> Lebron James Steph Curry LA Lakers Golden State Warriors. 	<ul style="list-style-type: none"> Emma Raducanu Andy Murray Jamie Murray 	<ul style="list-style-type: none"> Ruby Tui Bryony & Poppy Cleal Maro Itoje Marcus Smith Finn Russell 	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 		<ul style="list-style-type: none"> Joe Root Jos Butler Moeen Ali Heather Knight Tammy Beaumont. Southern Brave Southern Vipers 	



Year 5 PE Medium Term Overview

Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
PE/OSA Unit	<u>Indoor Athletics</u>	<u>Handball</u>	<u>Dance</u>	<u>Netball</u>	<u>Gymnastics</u>	<u>Basketball</u>	<u>Tennis</u>	<u>Rugby</u>	<u>Outdoor Athletics</u>	<u>Rounders</u>	<u>Cricket</u>	<u>Tournaments</u>
Topic Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm	Dribble, 3 step, Hip pass, Goal Line, Goal Crease, Free Throw, Passive Play, Seven Metre Throw, Dribble Fault,	Unison, Expression, Movement Phrase, Climax, Develop, Tempo, Theme, Style, Structure,	Shadowing, Contact, Pivot, Footwork, Obstruction, Offside, Landing Foot, 2 Footed landing, 1 footed landing, Rebound, The D,	Arabesque, Apparatus, Cartwheel, Floor, Handstand, Headstand, Mat, Tuck, Pike, Straddle, Star, Straight, Dish, Arch, Front	Dribble, Pivot, Double Dribble, Travel, Rebound, Layup, Backboard, Back court, Backcourt violation, Baseline, Basket, Carrying, Double	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally, Serve, Second Serve, Singles, Doubles, Volley,	Finishing hands, W's, Tagging, Pop pass, Catch pass, Try, Try line, Run forward, Pass backwards, Dummy	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm	Backstop, Bases, no-ball wide, no-ball high, First base only, Backward Hit, Batting Square, Bowling Square, Half Rounder, Rounder, Post,	Wicket Keeper, Wicket, wide, Attacking Shot, Defensive Shot, Back Foot, Front Foot, Spin, Bails, Stumps, Batsman, Block, Boundary,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive,

	Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.			Signal, Replay, Split landing, Front cut, Back cut, Block, Layup, Outside hand, Goal Attack, Goal Shooter, Goalkeeper, Goal Defence, Centre, Held Ball, Free Pass, Penalty.	Support, Back Support, Shoulder stand, Bridge, V-sit, Half Lever, Body Tension, Partner Balance, Paired Balance, Group Balance, Counter Balance , Forward Roll, Backward roll, Pencil Roll, Teddy bear roll, Routine, Tuck Through,	Dribble, Dribble , Free throw , Half Court , Hoop, Basket, Jump Shot, Jump Ball, Key, Lay-up, Fake, Rim,			Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.		Bowled, Stumped, run-out, Caught Behind, Crease, Dead Ball, Delivery, Dismissed, Direct Hit, Dot ball, Double hit, Infield, Outfield, Over, Leg, Off, Length, Line, Long Barrier, Retire, On-Strike, Walking in, Runs,	Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
Subject Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off , Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Invasion, Evasion, Play to space, Get the ball back , Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform, Flexibility,	Invasion, Evasion, Play to space, Get the ball back , Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform	Invasion, Evasion, Play to space , Get the ball back , Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally , Serve, Second Serve, Singles, Doubles, Volley	Invasion, Evasion, Play to space, Get the ball back , Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Field Events, Flight (trajectory) Landing, Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up, Innings, Obstruction,	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up	Invasion, Evasion, Play to space, Get the ball back , Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
General Vocabulary	Game Plan, Strategy, Ready Position, Magic finger, Technique, Tactics , Sportsmanship, Agility, Balance, Coordination, Warmup, Freeze, Invasion											
Prior Learning	Demonstrate basic running, jumping and sending skills. Show some control when using a small range of basic running, jumping and sending actions. Recognise and describe different athletic techniques. Understand and demonstrate the difference	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish.	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use	Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish. Perform some creative/gymnastic actions and movement with control and coordination using basic shapes with a start and finish.	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use	Use a few skills with control and reasonable accuracy; Use a range of skills, e.g. sending and receiving with some control and accuracy. Play games with speed and precision; choose the correct strike to maintain a rally. Use a small range of skills	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use	Demonstrate basic running, jumping and sending skills. Show some control when using a small range of basic running, jumping and sending actions. Recognise and describe different athletic techniques. Understand and demonstrate the difference	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Play games with speed and precision; hit a	Use a few skills with control and reasonable accuracy; hit a stationary ball and retrieve and send it when fielding. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Play games with speed and precision; hit a	Play games at a slower pace, using sending and receiving techniques; play games with less consistency and control. Use a small number of basic tactics for attacking; recognise the similarities between invasion games, even though they use

<p>between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques. Compare and contrast performances using appropriate language, through self and peer assessment. Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them</p>	<p>Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. Choose and plan sequences of contrasting actions. Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. Adapt sequences to suit different types of apparatus and group work. Recognise which parts of the body are working hardest in different moves and actions. Explain how strength, suppleness, balance and coordination affect performance. Identify different muscle groups used in different moves and actions. Describe what they feel like when using different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.</p>	<p>different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them</p>	<p>Perform actions with control, fluency, creatively using imagination with a defined start and finish. Repeat short sequences of movement, show contrast in shape and use of direction. Choose and plan sequences of contrasting actions. Perform creative/gymnastic actions using a variety of shapes with control and variety collaboratively in group work. Work safely on floor and apparatus. Adapt sequences to suit different types of apparatus and group work. 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Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them</p>	<p>between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. Send with some accuracy and power into a target area; perform a range of jumps, showing consistent techniques. Compare and contrast performances using appropriate language, through self and peer assessment. Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and sending actions and challenges. Suggest, through self and peer assessment, how performances could be improved, using given criteria.</p>	<p>bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>bowled ball with intent and force; collect, stop and intercept a ball with increasing efficiency; send a ball well from a distance. Use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions. Choose and vary skills and tactics to suit the situation in a game; carry out tactics successfully; set up small games; know rules and use them fairly to keep games going. Play games competently using a variety of skills and equipment; choose and vary a range of tactics; make competent tactical decisions quickly while remaining aware of what is going on around them. Follow warm ups; recognise what happens to their bodies as they work. Explain what they need to do to get ready to play games. Explain what happens to their bodies as they work and how this varies from game to game. Describe what they and others do that is successful; suggest what needs practicing.</p>	<p>different sending, receiving and travelling techniques. Recognise that games make them use their muscles and get their heart pumping faster; explain why it's important to warm up. Described, with help, similarities and differences in the way other people play games. Play games with some fluency and accuracy, using a range of sending and receiving techniques. Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; know the rules of the games; understand that they need to defend as well as attack. Understand how strength, stamina and speed can be improved by playing invasion games; lead a partner through short warm up routines. Watch and describe others performances, as well as their own and suggest practices that will help them</p>
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		and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.	Follow warm up activities. Suggest warm up activities. Use peer and self-assessment to describe what others have done. Use self and peer assessment to compare and contrast gymnastic sequences. Peer and self-assessment using appropriate language accurately. Using creative/gymnastic language; with help, comment on performance. With help, recognise how performances could be improved.	and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.	Follow warm up activities. Suggest warm up activities. Use peer and self-assessment to describe what others have done. Use self and peer assessment to compare and contrast gymnastic sequences. Peer and self-assessment using appropriate language accurately. Using creative/gymnastic language; with help, comment on performance. With help, recognise how performances could be improved.	and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.		and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.				and others to play better. Play all the games well, using the range of equipment provided. Make tactical decisions quickly; keep possession and make progress consistently; have a strong influence on games, helping others play better. Know that strength, stamina and speed are important in games; suggest ways of organizing the lesson to improve stamina. Suggest different ways in which tactics or techniques could be used; choose one focus for improvement.
Later Learning	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running events, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of throwing actions	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending	Perform a sequence of moves which include changes of direction and level. Plan and perform a sequence of creative/gymnastic moves - show clarity, fluency, accuracy, and consistency in their movements in a small group. Includes a wide range of creative/gymnastic actions in their performances, some original movements. Perform a practiced sequence of	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending	Perform a sequence of moves which include changes of direction and level. Plan and perform a sequence of creative/gymnastic moves - show clarity, fluency, accuracy, and consistency in their movements in a small group. Includes a wide range of creative/gymnastic actions in their performances, some original movements. Perform a practiced sequence of	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending	Play games, but may need extra support/ different equipment. Return a serve for a short rally. Play games effectively; reading situations and responding quickly; send and receive with control. Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. Work collaboratively in	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running events, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of throwing actions	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending

<p>using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria. Pick out the important features of a performance;</p>	<p>ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances</p>	<p>moves with a small group. Perform to an audience. Plan and perform their own sequences. Create a sequence using knowledge of movement and positioning. Perform a more complex sequence of moves including changes of direction level and speed. Arrange their own apparatus safely to suit the needs of the task. Talk confidently about how to prepare the body for gymnastics. Understand and explain how participation and performing impacts on their health, fitness and wellbeing. Lead class activities, understand and explain using appropriate language. Use self and peer assessment on performance. Organises small groups independently. How participation and performance impacts on health, fitness and wellbeing. Use their own criteria to judge performance. Suggest different ideas that will lead to individuals improving their performance.</p>	<p>ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances</p>	<p>moves with a small group. Perform to an audience. Plan and perform their own sequences. Create a sequence using knowledge of movement and positioning. Perform a more complex sequence of moves including changes of direction level and speed. 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Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances</p>	<p>pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics against an opponent. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in</p>	<p>using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria. Pick out the important feature of a</p>	<p>varying degrees of success; know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognize why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>varying degrees of success; know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognize why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances</p>
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	make good suggestions about what could be improved.	and suggest improvements for specific purposes.		and suggest improvements for specific purposes.		and suggest improvements for specific purposes.		games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.	performance; make good suggestions about what could be improved.			and suggest improvements for specific purposes
Year 5 National Curriculum Objectives	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 											
Year 5 Skills	<p>Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target.</p> <p>Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To</p>	<p>Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to another. Practise and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To</p>	<p>Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to another. Practise and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To</p>	<p>Play games, but may need extra support/ different equipment. Return a serve for a short rally. Play games effectively; reading situations and responding quickly; send and receive with control. Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics against an opponent. Recognise that it is important to</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To</p>	<p>Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target.</p> <p>Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and</p>	<p>Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules; understand the need for different tactics.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and</p>	<p>Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules; understand the need for different tactics.</p> <p>Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally. Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To</p>

	<p>good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Pick out the important feature of a performance; make good suggestions about what could be improved.</p>	<p>work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>their performance to the demands of the task, using their knowledge of composition. Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways. Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances. Watch, compare and contrast others' performances, with help identify strengths and weaknesses of a performance.</p> <p>Judge the strengths and weaknesses of performances choose a single focus from a performance for improvement.</p>	<p>work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>performance to the demands of the task, using their knowledge of composition. Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways. Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances. Watch, compare and contrast others' performances, with help identify strengths and weaknesses of a performance. Judge the strengths and weaknesses of performances choose a single focus from a performance for improvement.</p>	<p>work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Pick out the important feature of a performance; make good suggestions about what could be improved.</p>	<p>fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>
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Linked Athletes/ Teams/ Coaches etc.	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 	<ul style="list-style-type: none"> Denmark Sweden Norway FC Barcelona 	<ul style="list-style-type: none"> Usher Michael Jackson Capoeira 	<ul style="list-style-type: none"> Serena Guthrie Jo Harten Geva Mentor Helen Housby England Roses Team Bath Manchester Thunder 	<ul style="list-style-type: none"> Simone Biles Jessica and Jenifer Gadirova Max Whitlock 	<ul style="list-style-type: none"> Lebron James Steph Curry LA Lakers Golden State Warriors. 	<ul style="list-style-type: none"> Emma Raducanu Andy Murray Jamie Murray 	<ul style="list-style-type: none"> Ruby Tui Bryony & Poppy Cleal Maro Itoje Marcus Smith Finn Russell 	<ul style="list-style-type: none"> Dina Asher-Smith Katarina Johnson-Thompson Laura Muir Johnny & Alistair Brownlee 		<ul style="list-style-type: none"> Joe Root Jos Butler Moeen Ali Heather Knight Tammy Beaumont. Southern Brave Southern Vipers 	
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Year 6 PE Medium Term Overview

Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
PE/OSA Unit	<u>Indoor Athletics</u>	<u>Handball</u>	<u>Dance</u>	<u>Netball</u>	<u>Gymnastics</u>	<u>Basketball</u>	<u>Tennis</u>	<u>Rugby</u>	<u>Outdoor Athletics</u>	<u>Rounders</u>	<u>Cricket</u>	<u>Tournaments</u>
Topic Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country,	Dribble, 3 step, Hip pass, Goal Line, Goal Crease, Free Throw, Passive Play, Seven Metre Throw, Dribble Fault,	Unison, Expression, Movement Phrase, Climax, Develop, Tempo, Theme, Style, Structure,	Shadowing, Contact, Pivot, Footwork, Obstruction, Offside, Landing Foot, 2 Footed landing, 1 footed landing, Rebound, The D, Signal, Replay, Split landing, Front cut, Back cut, Block, Layup, Outside hand, Goal Attack, Goal Shooter, Goalkeeper, Goal Defence, Centre,	Arabesque, Apparatus, Cartwheel, Floor, Handstand, Headstand, Mat, Tuck, Pike, Straddle, Star, Straight, Dish, Arch, Front Support, Back Support, Shoulder stand, Bridge, V-sit, Half Lever, Body Tension, Partner Balance, Paired Balance, Group Balance, Counter Balance, Forward Roll,	Dribble, Pivot, Double Dribble, Travel, Rebound, Layup, Backboard, Back court, Backcourt violation, Baseline, Basket, Carrying, Double Dribble, Dribble, Free throw, Half Court, Hoop, Basket, Jump Shot, Jump Ball, Key, Lay-up, Fake, Rim,	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally, Serve, Second Serve, Singles, Doubles, Volley,	Finishing hands, W's, Tagging, Pop pass, Catch pass, Try, Try line, Run forward, Pass backwards, Dummy	Field Events, Flight (trajectory) Landing, Long Jump, Leap, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country,	Backstop, Bases, no-ball wide, no-ball high, First base only, Backward Hit, Batting Square, Bowling Square, Half Rounder, Rounder, Post,	Wicket Keeper, Wicket, wide, Attacking Shot, Defensive Shot, Back Foot, Front Foot, Spin, Bails, Stumps, Batsman, Block, Boundary, Bowled, Stumped, run-out, Caught Behind, Crease, Dead Ball, Delivery, Dismissed, Direct Hit, Dot ball, Double hit, Infield, Outfield, Over, Leg, Off,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul

	Pace, Vortex, Javelin. Re-versa board.			Held Ball , Free Pass, Penalty.	Backward roll, Pencil Roll, Teddy bear roll, Routine, Tuck Through,				Pace, Vortex, Javelin. Re-versa board.		Length, Line, Long Barrier, Retire, On-Strike, Walking in, Runs,	
Subject Specific Vocabulary	Field Events, Flight (trajectory) Landing, Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform, Flexibility,	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Beat, Choreography, Timing, Continuity of Movement, Speed of Movement, Mirror, Canon, Synchronisation, Transitions, Levels, Rhythm, Presenting, Perform	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Backhand, Forehand, Bounce, Court, Net, Out, Point, Racket, Rally , Serve, Second Serve, Singles, Doubles, Volley	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul	Field Events, Flight (trajectory) Landing, Long Jump, Overarm Throw, Pull Throw, Push Throw, Underarm Throw, Shot Put, Sprint, Standing Long Jump, Take-off, Track Event, Standing Vertical Jump, Standing Triple Jump, Speed Bounce, Relay, Long Distance, Cross Country, Pace, Vortex, Javelin. Re-versa board.	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up, Innings, Obstruction,	Batter, Bowler, Bowling, Catch, Fielder, Field, Umpire, Under arm throw, over arm throw, Out, safe, Relay throw, backing up	Invasion, Evasion, Play to space, Get the ball back, Intercept, Manipulate space, Trap, Dummy, Send and receive, Bounce Pass, Chest Pass, Overhead Pass, Attacker, Defender, Possession, Intercept, Man-Mark, Zone-Mark, Block, Foul
General Vocabulary	Game Plan, Strategy , Ready Position, Magic finger, Technique, Tactics, Sportsmanship, Agility, Balance, Coordination, Warmup, Freeze, Invasion											
Prior Learning	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to another.	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Plan and perform, with help, a sequence of contrasting and dynamic moves. Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. Create and perform longer, more complex sequences, which include contrasting actions, balances shapes and dynamic movements, easily adapt sequences from one situation to another. Practise	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Play games, but may need extra support/ different equipment. Return a serve for a short rally. Play games effectively; reading situations and responding quickly; send and receive with control. Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running event, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of sending (throwing) actions using modified	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules;	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules;	Use a small range of sending, receiving and travelling techniques in games, with varied control. Send, receive, travel and score with control in games. Use a number of different techniques to send, receive, travel and score. Play games confidently and control the ball consistently. Know what their team needs to do to take the ball towards the opposition's goal, contributing occasionally.

<p>equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria.</p> <p>Pick out the important feature of a performance;</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>Practise and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways. Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances. Watch, compare and contrast others' performances, with help identify strengths and weaknesses of a</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>and refine linked actions, shapes and balances repeat their sequences successfully. Choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of the task, using their knowledge of composition. Take the lead in a group when preparing a sequence for performance to an audience. Show clear individual movement's transition smoothly from one movement to another. Understand how to use their body to balance and travel in different ways. Explain how using different parts of their body impacts on balance, coordination and travel. Begin to advise peers on how to use their body to balance and travel in different ways. Watch, compare and contrast others' performances. Watch, compare and contrast others' performances, with help identify strengths and weaknesses of a performance. Judge the strengths and weaknesses of</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics against an opponent. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>	<p>equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. 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Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defense. Use a range of tactics in attack and defense. To work in collaboration with a team. Follow warm up activities; with guidance. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Recognise some things that need to be improved in games. Pick out things that could be improved in performances and suggest ideas and practices to make them better. Explain what is more or less effective in the games played; make changes that improve their team and individual performances.</p>
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	make good suggestions about what could be improved.		performance. Judge the strengths and weaknesses of performances choose a single focus from a performance for improvement.		performances choose a single focus from a performance for improvement.				make good suggestions about what could be improved.			
Later Learning	Children will move to the KS3 curriculum.											
Year 6 National Curriculum Objectives	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 											
Year 6 Skills	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running events, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of throwing actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and	Perform a sequence of moves which include changes of direction and level. Plan and perform a sequence of creative/gymnastic moves - show clarity, fluency, accuracy, and consistency in their movements in a small group. Includes a wide range of creative/gymnastic actions in their performances, some original movements. Perform a practiced sequence of moves with a small group. Perform to an audience. Plan and perform their own sequences. Create a sequence using knowledge of movement and positioning. Perform a more complex	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and	Perform a sequence of moves which include changes of direction and level. Plan and perform a sequence of creative/gymnastic moves - show clarity, fluency, accuracy, and consistency in their movements in a small group. Includes a wide range of creative/gymnastic actions in their performances, some original movements. Perform a practiced sequence of moves with a small group. Perform to an audience. Plan and perform their own sequences. Create a sequence using knowledge of movement and positioning. Perform a more complex	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and	Play games, but may need extra support/ different equipment Return a serve for a short rally. Play games effectively; reading situations and responding quickly; send and receive with control. Be able to play a rally without rackets (or 1 with 1 without.); know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games. Use a range of tactics against an opponent.	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to	Understand and demonstrate the difference between sprinting and distance running; sustain their pace and effort for short periods of time. Choose the best pace for running events, so they can sustain their running and improve on a personal target. Show good control, speed, strength and stamina when running, jumping and throwing. Demonstrate a range of throwing actions using modified equipment, with some accuracy and control; demonstrate a range of simpler jumping skills in different activities. Show control at take off in jumping activities; show accuracy and good technique	Play games, but may need extra support; strike a ball bowled sympathetically to the. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and	Play games, but may need extra support; strike a ball bowled sympathetically to them. Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency. Play games effectively; reading situations and responding quickly; bat, bowl and field with control. Play a range of roles in a fielding team, but with varying degrees of success; know the basic rules; understand the need for different tactics. Work collaboratively in pairs, group activities and small-sided games; use and apply the basic rules consistently and	Use a limited number of skills in attack and defense; Send, receive, travel and score with limited control. Use different techniques for sending, receiving, traveling and scoring in games with confidence and control. Use good quality sending, receiving, travelling and scoring skills effectively. Play to space. Use tactics in attack; play in team positions; use some defending ideas. Apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defense. Play effectively as part of a team. Know what positions they are playing and

	<p>when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria. Pick out the important features of a performance; make good suggestions about what could be improved.</p>	<p>how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.</p>	<p>sequence of moves including changes of direction level and speed. Arrange their own apparatus safely to suit the needs of the task. Talk confidently about how to prepare the body for gymnastics. Understand and explain how participation and performing impacts on their health, fitness and wellbeing. Lead class activities, understand and explain using appropriate language. Use self and peer assessment on performance. Organises small groups independently. How participation and performance impacts on health, fitness and wellbeing. Use their own criteria to judge performance. Suggest different ideas that will lead to individuals improving their performance.</p>	<p>how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.</p>	<p>sequence of moves including changes of direction level and speed. Arrange their own apparatus safely to suit the needs of the task. Talk confidently about how to prepare the body for gymnastics. Understand and explain how participation and performing impacts on their health, fitness and wellbeing. Lead class activities, understand and explain using appropriate language. Use self and peer assessment on performance. Organises small groups independently. How participation and performance impacts on health, fitness and wellbeing. Use their own criteria to judge performance. Suggest different ideas that will lead to individuals improving their performance.</p>	<p>how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.</p>	<p>Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognise why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>improve their defense. Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.</p>	<p>when throwing for distance. Adapt their skills and techniques to different challenges and equipment; use good technique; pace their effort well; know the rules. Identify activities that need more power or more stamina; with guidance. Understand how stamina and power help people to perform well in different athletic activities. Identify activities that help develop stamina or power and suggest how some can be used to support technique, strength and suppleness. Explain some of the similarities and differences between different throw or jumps. Identify good athletic performance and explain why it is good, using agreed criteria. Pick out the important feature of a performance; make good suggestions about what could be improved.</p>	<p>fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognize why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>fairly; understand and implement a range of tactics in games. Use a range of tactics for attacking and defending as strikers, bowlers and fielders. Recognise that it is important to warm up and carry out exercises safely and carefully. Recognise the activities and exercises that need including a warm up. Identify the main types of fitness needed for these games and use them in warm up routines. Recognize why some activities help improve their play. Identify their own strengths and suggest practices to help them improve. Identify their own and others strengths and devise practices that lead to improvements.</p>	<p>how to contribute when attacking and defending. Choose skills and tactics that meet the needs of the situation; make decisions quickly in games; play in a number of positions; understand attacking and defending positions well. Follow warm up activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play; adapt these activities. Suggest effective warm-up activities, concentrating on exercises that relate to their play and lead a small group. Choose and practice some skills to improve their play. Recognize their own and others strengths and weaknesses in games; suggest ideas that will improve performances. Watch their own and others performances and suggest improvements for specific purposes.</p>
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Linked Athletes/ Teams/ Coaches etc.	<ul style="list-style-type: none"> • Dina Asher-Smith • Katarina Johnson-Thompson • Laura Muir • Johnny & Alistair Brownlee 	<ul style="list-style-type: none"> • Denmark • Sweden • Norway • FC Barcelona 	<ul style="list-style-type: none"> • Usher • Michael Jackson • Capoeira 	<ul style="list-style-type: none"> • Serena Guthrie • Jo Harten • Geva Mentor • Helen Housby • England Roses • Team Bath • Manchester Thunder 	<ul style="list-style-type: none"> • Simone Biles • Jessica and Jenifer Gadirova • Max Whitlock 	<ul style="list-style-type: none"> • Lebron James • Steph Curry • LA Lakers • Golden State Warriors. 	<ul style="list-style-type: none"> • Emma Raducanu • Andy Murray • Jamie Murray 	<ul style="list-style-type: none"> • Ruby Tui • Bryony & Poppy Cleal • Maro Itoje • Marcus Smith • Finn Russell 	<ul style="list-style-type: none"> • Dina Asher-Smith • Katarina Johnson-Thompson • Laura Muir • Johnny & Alistair Brownlee 		<ul style="list-style-type: none"> • Joe Root • Jos Butler • Moeen Ali • Heather Knight • Tammy Beaumont. • Southern Brave • Southern Vipers 	
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